

The Sustainability in Prisons Project Handbook

Protocols for the SPP Network, 1st Edition

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THE SUSTAINABILITY IN PRISONS PROJECT

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Main cover photo: Inmate technicians in Washington Correction Center for Women's Conservation Nursery Program, Brianna Morningred photo.

Cover photos strip, left to right: SPP Co-Director Dr. Carri J. LeRoy at an Oregon spotted frog release, SPP staff photo; staff from Utah DOC on prison tour during the SPP National Conference, Shauna Bittle photo; officer at Cedar Creek Corrections Center, SPP staff photo; *Balsamorhiza deltoidea* growing at the Center for Natural Lands Management's Shotwells Landing Conservation Nursery, Jaal Mann photo; Graduate Research Assistant Dennis Aubrey and Inmate Butterfly Technician Carolina Landa at the Taylor's checkerspot rearing lab at Mission Creek Corrections Center, Joslyn Rose Trivett photo.

Title page photo: Tour of the Cedar Creek Corrections Center gardens during the SPP National Conference, Shauna Bittle photo.

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A Taylor's checkerspot butterfly raised by inmates at Mission Creek Corrections Center feeds on Scabiosa spp. Inmate Technician photo.

INTRODUCTION TO THE SUSTAINABILITY IN PRISONS PROJECT

SPP-Washington's Story

Too often people think of starting programs in a linear way with all the typical rhetoric: developing strategic plans, securing funding, obtaining buy-in and setting down the path to success. This approach represents necessary steps to building strong organizations; however, it ignores the struggles many find along the way to accomplishment. Our own path with the Sustainability in Prisons Project (SPP) in Washington State is based on an array of unlikely partnerships, and the tension and success each has provided over nearly eight years of sustainability work in Washington's state prison system. The organizational model SPP uses is more complex and messier than most, and we attribute our success to this vast web of partnerships and our seemingly unorthodox path.

The term diversity often conjures images of richness, variety, and peacefulness, but I would also suggest that diversity means differences, which can and often do drive conflict—in thoughts, ideas, outcomes, and even goals. When you consider the founding partnership of SPP-Washington, we are a model of diversity. The Washington State Department of Corrections (WDOC) and The Evergreen State College (TESC) are unlikely of partners. Additionally, the SPP-WA is committed to partnerships with the Department of Defense's Joint Base Lewis McChord (JBLM), the Center for Natural Lands Management (CNLM), four zoos, WA State Department of Fish and Wildlife and U.S. Fish and Wildlife Service. These

organizations do not necessarily share the same missions, budget cycles or educational backgrounds. Yet it is this web of partners has achieved the unique goals of the SPP.

In May of 2012, I was among many members of an SPP-WA tour of prairie sites at JBLM with Department of Defense wildlife biologist, Jim Lynch. He was showing us a site that had been restored with the hundreds of thousands of native prairie plants grown and planted as part of the SPP. After viewing the model seven-acre restoration site, Lynch took us to a point where we could look down on the 7,000-acre artillery impact zone. This prairie looked like most grassy fields I had ever seen except that in the center was a roughly 200 acre spot fringed with native prairie plants sporting purple, red, yellow and white flowers. The scene struck me as odd and froze me for a minute. How could an area dominated by fire and explosions have at its center a beautiful array of colorful flowers?

After hearing my disbelief and confusion, Lynch looked at me and said thoughtfully, “Disruptions in nature can help return the flora to its natural state.”

His statement set me back and I tried to clarify: “You mean the fire resulting from bombing the area is actually good for the prairie?”

“Yes, bombing” he said, “but more importantly, the fire is beneficial to the ecosystem.”

As we continued to talk, I learned that the prairies of western Washington have been lacking fire for nearly a century. Over millennia of naturally caused fires, and regular burning by Native Americans in the area, the prairies and the plants and animals that live there, have adapted to be dependent on routine disturbance. However, fire suppression policies starting early in the 20th century removed burning from the system, leading to stagnation and accumulation of dead grasses, resulting thatch choked out the germination of many prairie plants. Additionally, the prairies have suffered encroachment of native Douglas-fir trees, and have been overrun by invasive plant species like Scotch broom.

I was immediately intrigued by the idea that disruptors are necessary to the health of an ecosystem. I can’t help but draw a similar conclusion about organizational health, and about our story of the SPP.

First and foremost, the SPP is a program built on partnerships and diversity. An array of partners co-exist in the state of Washington with varying goals, objectives, and organizational cultures, yet come together with limited funding to reach shared goals. In the process of accomplishing multiple outcomes, such as producing 500,000 native prairie plants to restore Washington’s prairies, there are also multiple disruptions. The WDOC is disrupted by partnering with The Evergreen State College. The Department of Defense is disrupted by partnering with inmates. SPP does things that make people pause and ask, “What?” It is the force of this disruption coupled with our partners’ commitments to working together that have made SPP what it is today.

I find it no coincidence that the SPP experienced its greatest growth in the few years following our greatest disturbance. In October of 2010 the WDOC went through a massive

budget cut, which eliminated the SPP-WA contract. At the time, the SPP-WA received nearly all its funding from the WDOC. Within a few months, the Project had spent nearly all existing savings and was on the verge of collapse. The Evergreen State College stepped in at a critical time to provide emergency bridge funding which sustained operations for several months. SPP staff wrote multiple grants and established a system for donations. Our partners at JBLM and CNLM also stepped forward with funding to support our continued operation of our conservation nursery program.

That funding loss strengthened our existing partnerships, helped us to make new ones, provided greater funding diversity and improved SPP's skills in grant writing and outreach. The temporary loss of our DOC contract also reminded us of our beginnings, when we had no money to fund programs, just enthusiasm, recycled building materials, and a lot of time. Today, nearly half our funding comes through grants and contracts, and our Project is bigger and stronger than ever before. Through considerable disturbance, we have emerged resilient and better prepared to continue our growth.

Ours is a story of messiness. It is a story of partners who will help in your time of need. It is also a story of diversity, which is a source of disturbances, but also innovation and success. It is the story of Washington's prairies, where disturbance leads to health and resilience. It is the SPP story.

As you think of joining the SPP Network and starting new programming in state prisons, county jails, or juvenile detention programs, I hope you can work to find unlikely partners, build collaborations, and benefit from both the challenges and rewards of disturbance and diversity. Think about academics, scientists, community members, volunteers, state and federal agencies, non-profit organizations, and businesses you can reach out to as you build your SPP team. You will be stronger because of them.

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Sign at the entrance to Stafford Creek Corrections Center in Aberdeen, WA. SPP Staff photo.

Introduction to the Sustainability in Prisons Project Handbook

This First Edition of the *SPP Handbook* offers an array of resources and protocols for our operations. We hope this first set of protocols is helpful and we envision expanding the information provided in future editions to include protocols created by participants of the SPP Network outside of Washington State.

Due to the expanding and ever-evolving nature of the SPP, current, accessible protocols have been critical to our success. These protocols serve as important guides for collaborators and staff. We wish to share our methods as a way to share our success.

Every SPP protocol has been written with SPPs' five Essential Components in mind, shown on pages xi-xvii. Not every protocol speaks to *all* five components, but many do. We consider these components essential because they permeate our work and help to balance our approach. Since every collaboration and corrections institution is unique, each application of a protocol and the Essential Components will vary to reflect particular needs and goals; this approach is as flexible as it is pervasive.

The order in which protocols are presented in the handbook is intended to mimic the process of joining the SPP Network. We know that many of your efforts will be nonlinear—as ours have been—and there is much to be gained from an organic process. We also hope

that you can benefit from our trials, and skip some of the doubling-back and reinvention that sometimes characterized our early years. Here is an overview of the handbook's chapters:

First and always, *Collaborate*—SPP programs are built on partnerships. The keys to successful collaboration are productive *Communication* and *Administration* (including maintaining protocols!). Plan for *Evaluation* early in your process so you can collect baseline data.

We offer protocols from the four categories of SPP programming: *Education and Training*, *Sustainable Operations*, *Science and Conservation*, and *Community Contributions*. You may consider a specific program as your starting point—often that is the impetus. We recommend that before you get too far, take a step back and establish your partnerships, lines of communication, and plans for evaluation. Then you will be well-positioned to move towards implementation of your specific goals.

Meeting the goals of the five Essential Components can range from the very simple to the very elaborate. Challenge your team to keep your program growing and evolving while maintaining some balance among the five Essential Components (pp. xi-xvii).

Regardless of how you initiate an SPP program, improving and advancing a program requires the consideration of each Essential Component and each supporting practice repeatedly. Sometimes inclusion of multiple stake-holders and priorities can feel like an encumbrance, and success with this model requires patience, perseverance, and effective communication. We have found that it brings exceptional results.

I look forward to writing the Second Edition of the SPP Handbook together—with contributions from every SPP team across the country, and hopefully other countries as well. Start sending us your improvements and additions, and the next Handbook will be even better.

Joslyn Rose Trivett

SPP Network Coordinator

Five Essential Components: Programmatic Examples

BACKGROUND ON THE SPP NETWORK

Our vision is that new SPP teams will join the SPP Network to synchronize programming, evaluation, and dissemination of results. The SPP Network will build a set of science, conservation, and sustainability research projects that increase the possibility of large-scale restoration and coordinated funding. Although corrections institution is unique, our experiences with the SPP approach point to Five Essential Components for new SPP teams. The priority and order of installation may differ in each state, county, or type of institution.

The numbered lists following each Essential Component give examples of actions, projects, and programs to satisfy that component (and often others as well!). These examples are listed from least complex to most involved. These are not intended to be comprehensive lists—we look forward adding more examples as new SPPs develop:

1. PARTNERSHIPS AND COLLABORATIONS WITH MULTIPLE BENEFITS

Seek out partnerships adapted to the needs of your region. Establish a truly collaborative approach in which each contributor plays an important role and benefits from the collaboration. See partnerships as central to accomplishing program objectives. Involve and benefit:

- Incarcerated individuals
- Students and/or education organizations
- Conservation, sustainability, and/or science organizations or initiatives
- Correction centers and corrections center staff
- Local communities and ecosystems

Examples of adding partnerships and collaborations to your programming (from **least** complex/involved to **most**):

1. Identify science or sustainability team members at your organization (folks with an interest in sustainability or environmental issues)
2. Create a green team at your institution
3. Establish a partnership with a corrections facility (focus on finding common ground and mutual benefits)
4. Partner with an education institution (focus on finding a willing faculty member for your SPP team)
5. Create a SPP team in your region
6. Consult with a sustainability expert on how to design, improve or expand a sustainable operations program (also satisfies Safe and Sustainable Operations)

7. Establish clear program roles for each member of the SPP team (written or diagram form)
8. Provide opportunities for staff to make suggestions and initiate projects and programs (also satisfies Engagement and Education)
9. Provide opportunities for inmates to make suggestions and initiate projects or programs with support of staff or partners (also satisfies Engagement and Education)
10. Establish internship or volunteer programs to involve students or other volunteers (also satisfies Engagement and Education)
11. Identify opportunities for students to conduct thesis research or senior projects that are mutually beneficial for the student, academic or conservation organization, and the prison or jail science/sustainability program (also satisfies Engagement and Education)
12. Hire graduate or undergraduate students for any or all of the following: the SPP staff lead for a program, coordinating a lecture series, creating or contributing to a research project, work on publicity and outreach, data entry, updating protocols, etc. (also satisfies Engagement and Education)
13. Identify potential conservation, science, sustainability or community partners
14. Partner with a conservation scientist on captive rearing for an endangered species (also satisfies Bringing Nature “Inside”)
15. Partner with a social scientist for evaluation (also satisfies Evaluation, Dissemination, and Tracking)
16. Send inmate crews off-site to contribute to ecological restoration, sustainability projects, or community (also satisfies Bringing Nature “Inside”)
17. Identify and obtain outside funding from grant or foundation sources

2. BRINGING NATURE “INSIDE”

Create opportunities to work with living things through lectures, workshops, conservation programs, and other programming. Also create opportunities to contribute (OTC) to outside communities and ecosystems.

Examples include (from **least** complex/involved to **most**):

1. Install houseplants in staff areas, living quarters and shared spaces
2. Install fish tanks in staff areas, living quarters, and shared spaces
3. Provide inmates with photos of nature scenes or wildlife in conjunction with attendance at a lecture or workshop event or as incentive for participation in other programs

4. Provide inmates with science and conservation articles from the local environment (also satisfies Engagement and Education)
5. Brainstorm science and/or sustainability programs that could be offered at your prison or jail and develop a ranked list of priority programs
6. Establish and maintain native and ornamental landscaping on the facility grounds with interpretive signage including plant names and descriptions (also satisfies Engagement and Education)
7. Establish and maintain vegetable, herb or flower gardens and/or fruit or nut orchards
8. Hold a regular science and/or sustainability film showing
9. Offer horticulture programs which contribute food to facility operations or charities (also satisfies Engagement and Education)
10. Partner with other organizations to provide canine and feline rescue programs (also satisfies Engagement and Education)
11. Provide nature imagery for staff areas in intensive management and mental health units
12. Provide nature imagery for inmates in intensive management and mental health units
13. Establish a beekeeping program
14. Collaborate with a scientist to create and display annotated images of local native plants and animals and evaluate staff and inmate responses (also satisfies Partnerships and Collaborations, Engagement and Education, and Evaluation, Dissemination, and Tracking)
15. Offer regular conservation lectures and workshops (also satisfies Engagement and Education)
16. Establish endangered species and/or ecological restoration programs in partnership with relevant conservation organizations and regulators (also satisfies Partnerships and Collaborations and Engagement and Education)
17. Allow and facilitate minimum security inmates access to conservation/restoration sites to "complete the circle" (also satisfies Engagement and Education)
18. Conduct science research with inmates as partners (also satisfies Partnerships and Collaborations and Engagement and Education)

3. ENGAGEMENT AND EDUCATION

Offer science and sustainability education to underserved audiences involving and benefitting incarcerated students, college students, corrections staff, scientists, and the

broader community. Provide green job training and skills development for a variety of employment options.

Examples include (from **least** complex/involved to **most**):

1. Identify science and/or sustainability education opportunities and goals
2. Identify and plan to implement programs that provide inmates an opportunity to contribute to the community and/or the environment
3. Install interpretive signs to educate staff, the public and/or inmates and explain "why" a project or task is being done e.g. install a sign above the food waste receptacle explaining how scraping your plate will reduce costs and environmental impacts.
4. Provide information about science and/or sustainability projects, programs, or initiatives throughout prison or jail (i.e. inmate living units, bulletin boards, staff break rooms, public entrance, etc.)
5. Provide science & sustainability books, articles, handouts or other resources to staff (also may satisfy Safe and Sustainable Operations)
6. Provide science & sustainability books, articles, handouts to inmates (also may satisfy Safe and Sustainable Operations)
7. Provide staff with the trainings, webinars, conferences, or other educational opportunities necessary to support and implement science and sustainability programs. (i.e. composting training, Green Prisons.org webinar etc.) (also may satisfy Safe and Sustainable Operations)
8. Provide a one-time or regular monthly science or sustainability workshop or guest lecture for inmates and/or staff
9. Hold a sustainability fair or Earth Day event for inmates and staff
10. Plan family-friendly events focused on science or sustainability related topics e.g. an event for kids and parents with guest speakers discussing wildlife (also may satisfy Bringing Nature "Inside")
11. Take actions to emphasize the importance of tasks and "Opportunities To Contribute" (OTCs)– i.e., how involvement influences and contributes to the broader community and/or restoration efforts
12. Create or use existing science and/or sustainability curriculum to educate inmates
13. Develop SPP overview documents to educate staff, partners, and potential funding sources (also satisfies Evaluation, Dissemination, and Tracking)
14. Create a regular newsletter to highlight science and sustainability programs and staff and inmate contributions to programs (also satisfies Partnerships and Collaborations and Evaluation, Dissemination, and Tracking)

15. Provide reference letters and job skills information that inmates may use on résumés
16. Provide green job skills training programs (also may satisfy Safe and Sustainable Operations)
17. Offer inmates science and/or sustainability jobs at the prison or jail that include education regarding how and why programs are implemented (also satisfies Safe and Sustainable Operations)
18. Establish conservation jobs at the prison or jail that include education regarding how and why programs are implemented (also satisfies Bringing Nature “Inside”)
19. Offer science and/or sustainability-related certification programs recognized outside of prison
20. Provide employment opportunities for inmates to work on science and/or sustainability programs post-release

4. SAFE AND SUSTAINABLE OPERATIONS

Reduce, reuse, repurpose, and recycle materials whenever possible. Increase prison safety by providing programs that reduce offender idleness and engage offenders in pro-social activities.

Example initiatives include (from **least** complex/involved to **most**):

1. Identify and reduce use of products you may be purchasing only to throw away i.e. Styrofoam, trash can liners, unpopular food items, etc...
2. Ensure that visiting scientists, sustainability experts, volunteers, and partners are provided safety training and clear expectations for working inside a corrections facility
3. Develop a sustainability plan for your institution
4. Use low tech and no tech solutions to equipment and facility needs: repurposing an unused shed for a composting program, aerating the compost pile by hand-turning, reclaiming leaky buckets for storing wood chips, etc...
5. Develop sustainable/green purchasing plan for products
6. Encourage staff to reduce travel
7. Encourage all staff and inmates to consider the 4 Rs in everyday decisions: reduce, reuse, recycle and rethink (also satisfies Engagement and Education)
8. Post signage for sustainable operations – how-to’s and information about environmentally friendly practices like the 4Rs (also satisfies Engagement and Education)
9. Implement a recycling program

10. Develop water and energy conservation plans
11. Establish a data tracking system to monitor use of water, energy, waste and other resources (also satisfies Evaluation, Dissemination, and Tracking)
12. Conduct energy retrofits
13. Identify and implement Energy Service Company (ESCO) projects, alternative energy, and other energy mitigation strategies
14. Find experts in sustainability to consult on ways to improve efficiency and cost savings (also satisfies Partnerships and Collaborations)
15. Establish bicycle, wheel chair, or other repair and repurpose programs (also satisfies Engagement and Education)
16. Establish zero waste garbage sorting centers, on-site composting and vermicomposting systems staffed by inmate technicians (also satisfies Engagement and Education)
17. Establish rainwater catchment, effluent reuse systems, or other water conservation projects
18. Develop closed loop systems (i.e., aquaculture, energy production) staffed by inmate technicians (also satisfies Engagement and Education)
19. Develop and implement a program to purchase as many products as possible from local sources
20. Remodel and build to meet LEED certification standards
21. Build using green roofs and permeable surfaces
22. Reuse gray water

5. EVALUATION, DISSEMINATION, AND TRACKING

Provide for tracking, evaluation, and a plan for sharing program progress and results as a component of all program implementation. Specifics should include:

- Information dissemination regarding SPP programs to other SPPs, the public, DOCs and other SPP partners, funding sources, media, etc.
- Data systems to record baselines and track progress on targeted goals such as energy use, waste reduction, water conservation, recidivism, etc.
- Provision of a comprehensive evaluation program (with approved Human Subjects Review)

Additional ideas include (from **least** complex/involved to **most**):

1. Present or table at a conference, symposia, lecture, or community event

2. Establish a data tracking system to monitor use of water, energy, waste, and other resources
3. Partner with a social scientist, education researcher or psychologist to develop an evaluation plan (also satisfies Partnerships and Collaborations)
4. Provide regular updates (at least monthly) via website, social media, network list serve, , video, or other media
5. Ask new contacts what attracted them to SPP (including what materials or coverage they saw)
6. Create a Project development plan that includes priority programs, actions, team members, timeline, etc...
7. Hold an annual sustainability fair for staff, inmates, and partners (also satisfies Partnerships and Collaborations)
8. Establish a Project newsletter to update inmates, staff, partners, and other stakeholders
9. Invite the media to cover an event or program
10. With guidance from a social scientist, evaluate emotional, behavioral, and/or attitudinal impact of science and/or sustainability programs on inmates and/or staff (also satisfies Partnerships and Collaborations)
11. Survey staff & partners on program quality & effectiveness
12. Survey inmate participants on program quality & effectiveness
13. Share evaluation results with SPP Network and stakeholders (also satisfies Partnerships and Collaborations)
14. Provide science or sustainability programs involving inmate family and/or friends
15. Publish articles in peer reviewed journal, trade publication, or popular media source
16. Apply for Human Subject Review with proposal to study effects of SPP programming on staff and inmate participants
17. Apply for Human Subject Review with proposal to study effects of former participants of SPP program post-release

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Oregon spotted frogs raised by inmates at Cedar Creek Corrections Center wait to return to their tanks after being weighed and measured. Brittany Gallagher photo.

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Julie Vanneste, Sustainability Coordinator for WDOC, welcomes SPP partners at the 2011 Celebration in Olympia, WA. Photo by Aaron Barna.

CHAPTER 1

Collaborations

First and always, **collaborate**. Identify partners both inside and outside correctional facility walls to help you reach your goals and objectives. It is crucial that all partners involved enjoy multiple benefits. Work to avoid undue stress on any one partner or partner organization. Share ideas, find common ground, and build your program plans together.

TIPS FOR SUCCESS: PARTNERSHIPS

- Identify the partners to help you reach your goals and objectives.
- Try to find common ground: understand your potential partner's goals and objectives (i.e. are they working to recover an endangered species, restore habitat, promote recycling in the county, etc...).
- Don't "reinvent the wheel": through partnerships, leverage resources and expertise (i.e. find partners with existing educational resources, curriculum or job training programs).
- Partner with an academic institution: students can be a tremendous asset to your program, assisting with plan development, education and training programs, evaluation, conservation programs and more!

- Make sure that partners, volunteers, and visitors receive proper safety training and briefing to work in the prison/jail environment.
- Encourage involvement at every level:
 - Staff: involve officers to administrators across a wide range of disciplines, provide acknowledgments, awards or incentives whenever possible.
 - Offenders: engage offenders as partners in science and sustainability efforts; provide them with meaningful jobs, opportunities to contribute, and education.
 - Scientists: invite scientists into correctional facilities; encourage them to see prisons and jails as resources to help with challenging environmental issues, and as places for two-way learning.
 - Students: provide opportunities for interesting and meaningful research, as well as leadership and learning opportunities
 - Community: share work with the community through media stories, websites, participation at community events, social media, etc. Also consider programs with social and environmental benefits for the community (reduced resource use, saving taxpayer dollars, and/or ecosystem restoration).

PLANNING

- Identify goals and objectives including opportunities for resource savings, science and sustainability education programs, partnerships, data tracking, and evaluation.
- Identify actions necessary to accomplish priority goals and objectives.
- You won't be able to do everything all at once, but start somewhere!

RESOURCES

- Leverage your resources through partnerships or consultations with education institutions and conservation and community organizations.
- Work with partners and agency/organization staff to identify funding/donation sources: grants, foundations, materials donations, surplus materials and equipment etc

SCALE

- Start small: use a small program to prove that you can be successful (include some level of data tracking or evaluation to measure and prove success).
- Create model programs: design programs to serve as demonstrations of successful implementation.
- Scale up successful small programs to have a larger impact.
- Replicate within the facility and at other facilities.

Building an SPP Team

Joslyn Rose Trivett and Kelli Bush

TASK DESCRIPTION AND OBJECTIVES

Building an interdisciplinary team is the core of the Sustainability in Prisons Project. Working in one organization alone to create and improve programs for prisons and jails may have many positive impacts, but it cannot be considered SPP. The SPP's approach involves multiple partners from a variety of expertise and positions both inside and outside correctional facility walls working closely together to the mutual benefit of all participants. Partnerships allow each organization to more efficiently and effectively leverage resources. No single partner can accomplish as much on their own as they can within a healthy partnership.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Identify your potential partner's goals and objectives and determine if you share "common ground". Partnerships must be mutually beneficial in order to work successfully. While you may be eager to start your SPP by launching programs that seem to have the greatest tangible rewards (e.g. composting or a science and sustainability lecture series), investing the time to establish successful partnerships should be viewed as a first priority and with equal-or-greater merit to those more tangible programs.

Established partnerships will require careful maintenance and must be routinely evaluated to maintain balanced benefits for each partner. Through partnerships, leverage resources and expertise: don't "reinvent the wheel. Find partners with existing educational resources, curriculum or job training programs that can meet programmatic needs.

Consider seeking out resources or training on team building and communication. Especially if you are not a natural collaborator, which many of us are not, there is much to be gained from education.

Talk to participants of other SPPs on their experience building and working with a team and ask for their guidance—it may be particularly helpful to find a team member who shares your expertise and works with a successful SPP in another state or county.

SUCCESSFUL/MODEL PROGRAMS

SPP-WA is fully invested in collaboration, and sees this approach as central to its past and future successes. Please contact us for examples and ideas on how to seek out and work closely with collaborators in your region.

PROTOCOL

Team work

Many people think of collaboration as individual contributions to a common product, but actual team work runs much deeper: it is a focus on working truly *together* cooperatively and interdependently, responding to and building on each other's ideas. This means letting

go of some autonomy of both vision and action, and being open to ideas and input that at first may be an uncomfortable fit. It means believing in a product that will be more than the sum of its parts.

Be clear with your team about what you can offer, and make sure to follow through on your commitments. Start with small projects and avoid over-committing time and resources. You can always build upon or expand a successful program or partnership. When you are unable to follow through or when you make a mistake, be a good partner by owning up to the shortcoming, apologizing, and working with your partners to clean up the issue. Accepting responsibility will ultimately be very satisfying.

See Figures 1-3, pp. 13-15, for examples of SPP organizational structure—these schematics suggest the level of interconnection and collaboration necessary to make an SPP program work effectively.

Communication

Develop a habit of establishing clear communication with partners. Complete each interaction with clear discussion or notes outlining actions or next steps, who is responsible for completing them, and when they will be complete. It is helpful to follow meetings or phone conversations with an email summarizing these details for future reference. If you are unclear about which items you are responsible for, ask your partners for clarification right away. Don't assume another partner is working on something, as this can cause significant delays.

Give credit where credit is due. Sometimes this means pointing out to partners that you didn't hear recognition of a contribution (your own or another's), and checking in on their perceptions of your work together. Often it means emphasizing others' essential contributions to the success you enjoy, and sharing celebrations and limelight. When the media is involved, it is not possible to ensure that they will represent all partners fairly, but do your best to present your work that way, and emphasize that you would prefer that the collaborative nature of the SPP be part of their story (also see the *Interacting with the Media* protocol, p. 50, for more information).

Yes, and...

Embodying a collaborative approach may be satisfied by the simple trick of responding with "Yes, and..." When you hear a team member make a suggestion or a request, say Yes whenever possible! This approach builds trust and mutual good will. You may have your own ideas of what would be a better choice or a better direction, and you can still present these; just preface them by first appreciating the other's worthy idea. "Yes, and..." allows you to de-emphasize your individual agenda without abandoning it, and leads to co-creation of innovative and successful programs.

Teamwork requires patience and perseverance. At times you will be frustrated by the complications and messiness that it brings. Some conflict is inherent when diverse

partnerships are established. Believe that the eventual benefits will be worth the extra effort.

Team roles

The roles described below are a general outline of tasks included in SPP-WA team members' duties. Not all contributions are reflected here; many others play an important part in establishing and maintaining science and sustainability programs. The roles described here are particularly important to the success of conservation programs—see Figure 1, p. 13, for a schematic of the complexity of conservation program teams.

Nearly all of the positions described are part-time (most half-time or less). Faculty and students at TESC and staff at WDOC have other academic and job commitments. It is the goal of the SPP to leverage staff time and other resources through partnerships, student engagement, and inmate participation. These roles are often modified as needed to fit a particular program or institution.

Also see the schematics at the end of this protocol, pp. 13-15, for examples of how these roles work together to plan and run an SPP program.

SPP Co-Director (TESC) - ¼ time

- work collaboratively with WDOC SPP Co-Director to determine organization goals and objectives
- present SPP programs to a wide range of audiences and venues including: conferences, colleges and universities, state agencies, media outlets, professional organizations etc.
- communicate with SPP Co-Director (WDOC) and SPP staff
- participate in formal and informal security and safety training
- initiate contacts and introduce new SPP programs
- mentor students in academic work
- supervise SPP Program Manager
- interact with and inform TESC faculty and administrators of SPP activities
- finalize reports
- implement visioning and synthesis activities
- prepare grants and other funding requests
- prepare material for publications and develop outreach materials as needed
- respond to inquiries from media, students, partners, corrections administrators and others
- assist with problem solving as needed

- assist SPP with access to TESC resources as appropriate
- build partnerships (primarily with academic and science partners)

SPP Co-Director (WDOC) - ¼ time

- work collaboratively with TESC SPP Co-Director to determine organization goals and objectives
- present SPP programs to a wide range of audiences and venues including: corrections audiences, conferences, community events, other state agencies, conservation groups, media outlets, professional organizations, etc.
- communicate with SPP Co-Director (TESC) and SPP staff
- initiate contacts and introduce new SPP programs
- supervise SPP/WDOC sustainability coordinator
- communicate with WDOC staff and administrators regarding SPP's mission and program goals
- assist with problem solving as needed
- review progress and final reports
- implement visioning and synthesis activities
- respond to inquiries from media, students, corrections administrators and others
- seek support to fulfill identified SPP program needs
- assist SPP with access to WDOC resources as appropriate
- build partnerships (primarily with corrections partners)

SPP Senior Advisor – as needed

- participate in SPP-WA and SPP Network planning and visioning activities
- present SPP programs to a wide range of audiences and venues including: corrections audiences, conferences, other state agencies, media outlets, conservation groups, professional organizations, etc.
- collaborate with SPP-WA and SPP Network to identify, support and/or prepare grant proposals or other funding opportunities
- respond to inquiries from media, students, corrections administrators, and others
- advise and support SPP-WA and SPP Network as needed
- establish SPP-UT

SPP Program Manager – full-time

- coordinate program planning and implementation activities
- implement visioning and synthesis activities
- manage program budget and provide directors with regular updates
- approve and request purchases
- identify, prepare and implement grants, contracts, and other funding proposals
- track and monitor SPP program progress
- report “deliverables” to funding sources, WDOC, and other agencies
- write reports, program protocols, outreach documents, planning materials, web content, and material for publications
- coordinate and participate in media events with WDOC staff and other partners
- present SPP programs to a wide range of audiences and venues including: corrections audiences, various conferences, other state agencies, media outlets, community events, professional organizations, conservation groups, etc.
- coordinate and participate in WDOC security and safety training
- train and supervise SPP staff and student research assistants
- coordinate meetings and prepare agendas for weekly team, monthly leadership, and other meetings
- respond to inquiries from media, students, corrections administrators, and others
- lead and facilitate discussions to effectively address and resolve conflicts between TESC and DOC SPP staff, students, sustainability and science partners, program participants, and DOC administrators at all participating corrections facilities
- provide oversight for SPP website and contribute content
- provide oversight for program evaluation activities
- initiate and implement new programs
- build partnerships

Sustainability Coordinator for the Department of Corrections – ½ time

- liaison with other state agencies and organizations representing sustainability initiatives
- lead all WDOC sustainability planning and reporting efforts
- provide leadership and guidance for specific programs

- compile and analyze statewide sustainable operations data
- serve as WDOC program manager on sustainability initiatives
- identify and share best practices among prisons
- help maintain WDOC Sustainability web content and ensure that information is updated frequently
- provide sustainability training and expertise to environmental staff, capital project managers, institutional personnel, executive management, and other stakeholders
- recommend new procedures, processes, or equipment modifications where appropriate to improve sustainability goals
- assist in the development of WDOC sustainability policies, energy conservation programs, water conservation programs, and sustainable design guidance for capital projects
- assist with development of the statewide SPP Network
- identify DOC resources and staff to help accomplish SPP objectives and resolve issues as they arise
- build partnerships

SPP Staff – ½ to full time

Staff is added as needed and as funding is available e.g. for native plant production program or website design and maintenance.

- lead specific projects, programs, or events
- supervise student interns or research assistants as needed
- track, monitor and report program progress (including budget as needed)
- meet regularly with Program Manager and partners
- participate in weekly SPP team meetings
- track supply needs and submit order requests
- write grants, reports, program protocols, web content, and other material for publications
- when applicable, coordinate training of inmates, provide relevant education materials, and act as intermediary between inmates and the science/conservation community
- as needed, communicate with WDOC program lead and SPP Program Manager regarding program status, technical difficulties, and any behavior issues
- work with the SPP team and partners to identify and problem solve program related issues

- present SPP programs to a wide range of audiences and venues including: corrections audiences, various conferences, other state agencies, media outlets, community events, professional organizations, conservation groups, etc.
- assist with management of inmate technician crews, including helping WDOC program lead with interviews, hiring, and performance evaluation
- build partnerships
- other duties as assigned

SPP Graduate Research Assistants – ½ time

Students are often ideal as SPP staff leads for conservation programs.

- assist with program planning
- coordinate training of inmates, provide relevant education materials, and act as intermediary between inmates and the science/conservation community
- assist with management of inmate technician crews, including helping WDOC program lead with interviews, hiring, and performance evaluation
- coordinate and provide program specific workshops and lectures
- monitor progress “on the ground”
- work with team to identify and problem solve program related issues
- conduct background research
- write or draft protocols, reports, web content, outreach materials, and publications
- participate in WDOC security and safety training
- present SPP programs to a wide range of audiences and venues including: corrections audiences, various conferences, other state agencies, media outlets, community events, professional organizations, conservation groups, etc.
- track supply needs and submit order requests
- communicate with WDOC program lead and SPP Program Manager regarding program status, technical difficulties, and any behavior issues
- assist program scientist with related lab and field work
- assist with grant proposals
- collect, enter, and analyze data
- administer lecture and conservation program surveys and enter the collected data

Program Partner, Collaborating Scientists and Experts – as needed

These are partners collaborating on a specific program, for example: conservation scientists with expertise on rearing butterflies or growing native plants; sustainability experts and

resource agencies who can support development of gray water reuse, waste sorting, or composting; community organizations focused on restoring bicycles, training service animals, or connecting local farmers to buyers; and social scientists consulting on curricula and evaluations.

- develop protocols and targets
- measure and monitor program success, including animal/plant health and other goals
- present collaboration with SPP at conferences, working group meetings, and other events
- write and assist with publications, assessment tools, reports, and recommendations for future programming
- coordinate release/out-planting
- assist with problem solving and consultation
- identify, support and/or prepare grant proposals or other funding opportunities that support SPP
- as needed, provide Research Assistant with training, resources, and guidance regarding program implementation and research
- provide inmates with training, lectures, workshops, and education resources as needed
- provide technical expertise
- update SPP staff regarding changes or new developments in species recovery or restoration efforts

WDOC Facility Superintendent and/or Program Supervisor – as needed

A facility-level program supervisor is often needed for more complex programs, such as captive rearing and other conservation programs. This position is typically a higher-level administrator at the DOC such as a Corrections Programs Manager or Plant Manager, and/or Superintendent.

- act as WDOC point of contact for interactions among institutions (e.g., WDOC, TESC, WDFW) for agreements, purchasing, security clearances, facility maintenance, and training/lectures
- provide mechanisms for security and safety training to SPP participants
- assist with problem solving regarding program and/or any behavior issues
- facilitate communication and cooperation among WDOC staff for: planning, implementation, and maintenance of programs
- represent WDOC interest in program to the WDOC, the public, media, and inmates

- coordinate security and media clearances with SPP staff and WDOC public information officer

WDOC Program Lead – time commitment varies

Sometimes this staff person volunteers to lead a program based on their personal interest; in other cases they are assigned to the work by the facility Superintendent. The staff person is often taking on an additional workload to assist, and thus it is especially important to ensure other benefits will be enjoyed by this partner.

- recruit, hire, and supervise inmates
- ensure day-to-day quality control
- assign Inmate Technicians program tasks as needed or as requested by SPP and/or collaborating scientist
- coordinate with Research Assistant/program scientist to accomplish program goals, allow visit access, and assist with problem solving
- communicate purchase needs with Research Assistant
- address inmate behavior issues
- communicate on a regular basis with Research Assistant, SPP Program Manager and WDOC program supervisor regarding general program status and any requests or inquiries from partners, media, students, or others
- provide inmates with relevant and acceptable learning materials which have been supplied by program partners
- represent the collaborative program as needed with approval from WDOC supervisor
- help arrange clearance for items and equipment needed for a program
- help arrange for visitor background checks as needed

Inmate Technician – full-time

There are multiple levels of inmate responsibility in SPP programs. Depending on the responsibilities and expectations of each position, offenders may be required to apply and interview for SPP positions via a process similar to what they will encounter after release. All SPP jobs include job skills training, and technical and scientific education related to the job tasks. Inmate Technicians in SPP's conservation programs are encouraged and required to take on greater responsibility and autonomy than is typical for other opportunities within corrections (see *Working with Inmate Employees*, p. 30, for more details).

- complete required daily tasks (weeding, watering, feeding animals, transporting food waste to composting center, turning compost, etc.)
- keep daily records or logs updated

- follow directions of prison staff, students and scientists, and ask questions whenever there is confusion
- discuss concerns or issues with immediate supervisor
- discuss sustainability work with administrators and with prison visitors as needed
- request information and learning materials pertaining to science and sustainability programs as needed
- do independent research about sustainability jobs; suggest ways to improve sustainability and conservation programs
- interact collaboratively on a regular basis with other inmates, students, staff and scientists
- participate in scientific research, studies and experiments with visiting scientists and students
- write protocols and document procedures to ensure the passing on of knowledge to new inmate employees
- communicate equipment/supply needs to appropriate student/staff member
- engage with media groups and tours appropriately and as needed

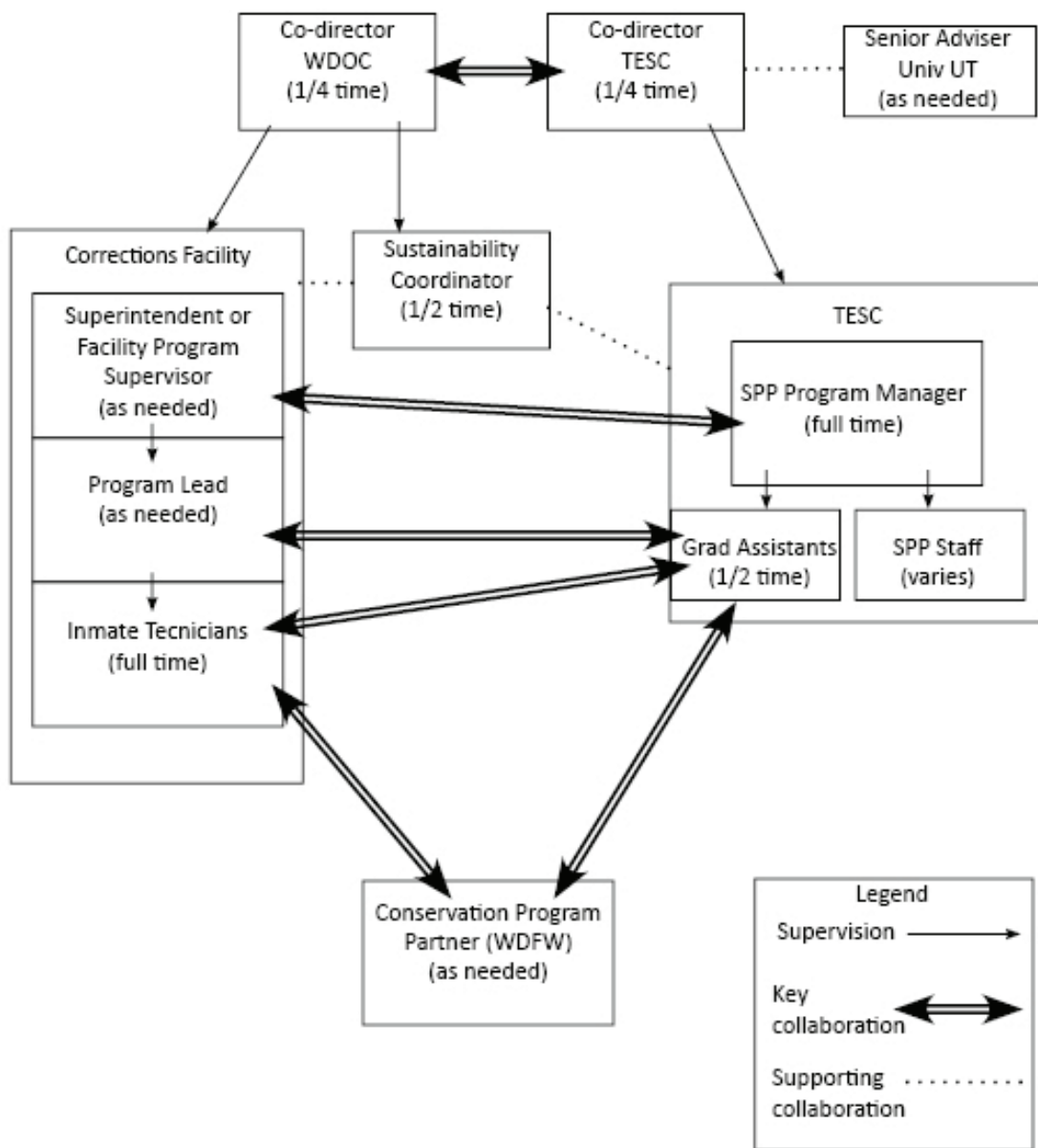


Figure 1. SPP-WA organization for a conservation program, such as captive rearing of Oregon Spotted Frogs at Cedar Creek Corrections Center.

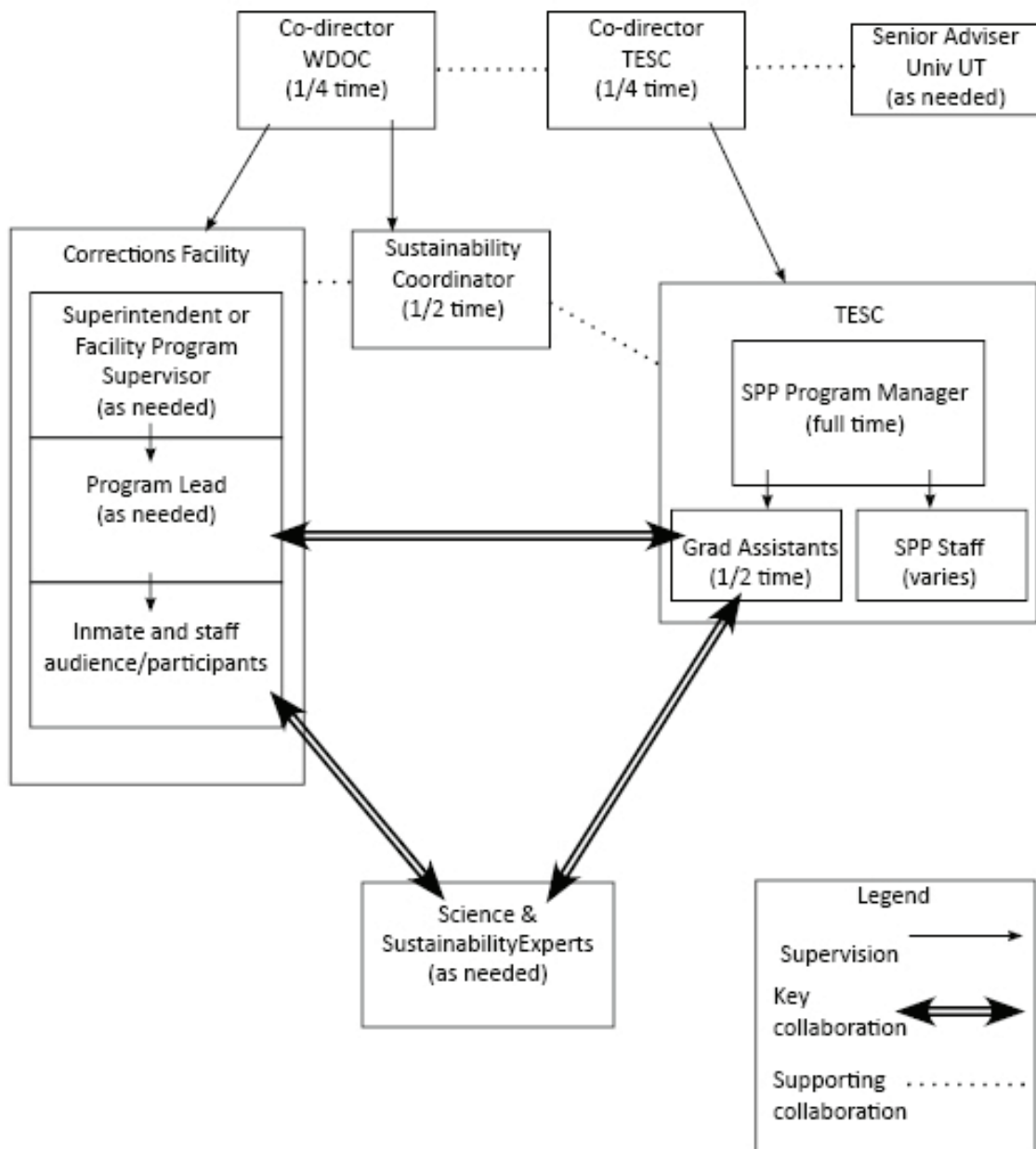


Figure 2. SPP-WA organization for a Science and Sustainability Lecture Series in a corrections facility.

Initiating a New Program in a Corrections Facility

Kelli Bush and Dennis Aubrey

TASK DESCRIPTION AND OBJECTIVES

Initiating new programs in a corrections facility is a great way to leverage the resources of multiple organizations while also providing incarcerated men and women with education, training, and positive opportunities to contribute to the outside community. New programs increase the level of collaboration with community partners, non-profits, academic institutions and governmental agencies, and can be a powerful driver of positive media attention for all partners.

This protocol is designed to be a broad overview of strategies and considerations for starting new education/evaluation, conservation, sustainable operations, and community contribution-focused programs. Individual programs will vary widely depending on a suite of factors such as facility considerations, community need, ecoregion characteristics, locally threatened species, conservation objectives, available partners and supporting agencies. Due to the intensive nature of conservation programs, a separate protocol (*Initiating a New Conservation Program*, p. 176) has been developed to address special considerations for working with threatened and endangered species.

PARTNERSHIPS, REFERENCES AND RESOURCES

Partnerships are essential to establishing new programs and are the most important consideration in the early phases of planning. Partnerships allow organizations, agencies, and institutions to leverage their resources and provide the corrections facility with opportunities to integrate new ideas and receive contributions from outside the fence. While it may be possible to implement a few select programs without including partners, most simply cannot succeed long-term without a collaborative approach.

Successful collaborations are based on understanding the needs of all the partners involved, identifying common goals, and working together to develop a mutually beneficial plan to accomplish an identified program. Consider building good partnerships an accomplishment just as significant as products such as rearing frogs or recycling waste. While it may be tempting to charge forward with implementation of programs that result in more tangible results, investing the time to build productive and positive partnerships must be a first priority (see *Building an SPP Team*, p. 3, for further details).

It is highly recommended that corrections and academic institutions partner with each other. Corrections staff do not have the time or resources to carry out all the duties associated with new programs and dedicating too much corrections staff time can jeopardize the long-term success of a program; corrections staff have their regular duties and workloads to keep up with, and it is important to not ask them to stretch too far beyond these typical duties. For these reasons, establishing a relationship between academic and corrections organizations should be a first priority. A successful partnership with a local academic will provide student, staff, and faculty resources for logistical, research, and

coordination support including operations monitoring, data entry, evaluation, supply purchases, inmate training, grant or foundation funding, program progress reports, coordination with other partners, and research design.

It is equally important for any non-corrections partners interested in initiating a new program to identify appropriate contacts at the Department of Corrections and work to develop positive relationships. Programs require involvement from various corrections staff at the headquarters and facility level throughout the planning and implementation phases. While a program may take place at a local facility, it is almost always supported by staff at both headquarters and the local institution, and they must all be kept well-informed. Headquarters staff can help identify resources, other staff participants, and ensure proper compliance with department policies to implement a program. In addition, they may be in the best position to identify the most appropriate facility to host a new program. Corrections staff at the facility play a critical role including day to day supervision of inmate technicians, facilitating visits, tours, and media events, addressing security and behavior issues, constructing and maintaining infrastructure, and recruiting and hiring inmate technicians.

Depending on the program, partnerships with a community or conservation organization such as a state natural resource agency or local community non-profit are also necessary. These partners can help identify which new programs are most beneficial and easiest to implement in a correctional setting. Furthermore, as a program develops the partner can provide ongoing support in the form of training, funding, problem solving, monitoring, supplies, education materials, research design, and more.

Finally, keep in mind that SPP-WA has the experience and commitment to help initiate new programs around the country. Please contact us for additional advice not found in this protocol, examples of planning spreadsheets and timelines, and assistance with identifying and contacting potential partners.

SUCCESSFUL/MODEL PROGRAMS

- Waste Sorting at Stafford Creek Corrections Center, Aberdeen, WA
- Vermicomposting at Monroe Corrections Complex, Monroe, WA
- Butterfly Rearing at Mission Creek Corrections Center for Women, Belfair, WA
- Native Plant Production at Washington Corrections Center for Women, Gig Harbor, WA
- Frog Rearing at Cedar Creek Corrections Center, Littlerock, WA
- Firewood Processing and Distribution at Airway Heights Correction Center, Airway Heights, WA

PROTOCOL

Finding Partners

The founding academic partner for the Sustainability in Prisons Project in Washington (SPP-WA) is The Evergreen State College (TESC). At the same time, we are actively working to build partnerships with new academic institutions across the state. SPP-WA has also been contacted by many academic, corrections, conservation, and community organizations across the country. Contact SPP-WA staff to see if any academic partners from your area have expressed an interest in collaborating. If potential partners have not already been identified, review the course catalog and campus events calendar for the academic institutions in your area to identify potential collaborators. Consider attending public lecture events or emailing or calling faculty members to gauge their interest in working with your corrections facility. Be prepared to discuss potential program ideas, available resources, and share any outreach materials you have developed that describe your SPP, any existing programs, and vision. You may want to reference the SPP-WA website to provide examples of potential programs if you do not have any started.

If you work with an academic institution and you are seeking a corrections partner, contact SPP-WA to determine if a corrections institution in your area has already expressed interest in establishing SPP programs. You may also search the websites of your local jail or prison facilities to identify potential partners in your area. Prepare a list of potential programs that you would like to implement or offer in a corrections center and the benefits and resources you foresee such programs providing.

You may identify other community, education, or conservation program partners in a variety of ways. The SPP-WA team may have ideas for partners in your area. Consider the following options to get started: read or watch the local news to better understand the conservation issues in your area and the organizations working to resolve them; search the community and volunteer events section in the local paper or other community bulletin source to identify the priority programs taking place in your area and the organizations affiliated with them; and/or contact your county extension office to inquire about support with gardening, recycling, or composting programs.

Planning a New Program

When developing a new program, remember to start small. You can always increase program scale and scope when you have proven success. It is easier to work out any issues or difficulties you may encounter while the program is small. Demonstrating success at a small scale may also lead to better staff and partner buy-in and potential funding.

Planning a new program is a collaborative effort with each partner taking the lead on aspects fitting their expertise. Efficient and clear communication among all partners during the planning phase is crucial. Develop planning documents, meeting agendas, and lists of items to address to help organize the program development process. Consider creating planning documents in a format (e.g. Excel spreadsheet or online equivalent) that can be easily shared and updated by all the partners, and includes tabs for all relevant information.

In the plan include:

- a general list of all the major milestones required to complete the program
- a general timeline for completion of milestones
- a specific list for each task that needs to be done and the partner identified to complete the task
- a list of all anticipated purchases including estimated prices and sources
- a list of all partner roles and responsibilities with contact information
- any other relevant information

Consult with corrections staff regarding any security, access, communication, permitting or engineering requirements as early in the planning process as possible. All program partners should commit to working with the planning documents; these planning tools support good communication and tracking.

During the planning phase the academic partners can identify a student to help coordinate the program, facilitate communication among all partners, gather background research, identify and develop outreach and education materials to educate partners on the program topic, arrange equipment and supply purchases, and coordinate grants to help fund the program.

Corrections staff will identify a suitable location for the program, coordinate facility construction or installation, and hire or assign inmates and staff to support program operation. Identify and consult a corrections staff person to discuss any security concerns related to program operation, facility design, and/or location of the new program early in the planning process.

The community or conservation partner is likely best suited to inform the other partners of new program requirements such as materials, training, specific functions the program facility must provide, and any other special considerations to keep in mind (e.g. structure temperature requirements requiring an HVAC system). New program facility requirements are often most involved for new conservation programs; see the *Initiating a New Conservation Program* protocol, p. 176, for more details.

Training

Training needs will vary depending on the program. Identify the type of training, necessary training materials, and the partner responsible for providing training during the program planning phase. Training should include specific education for the student coordinating the program, and program partners should commit to several visits per season to give the student additional direction and support. Training materials such as manuals, protocols, and training videos should be developed for use by inmates, other students and staff depending on the program. Training schedules will vary depending on the nature of the program, but for many programs multiple training phases will be necessary to cover different program phases, seasons, or life stages of organisms.

Operation Support

Each position in the partnership contributes to supporting and managing operations. Also refer to the job descriptions and schematics on pp. 5-15 for additional details.

Program partners

In addition to support provided by corrections and academic institutions, other partners are crucial to keeping the program functioning seamlessly. Conservation or community partners may be the primary grant holder for state and federal funds, set program goals, report progress, organize range-wide or partner meetings and interactions, facilitate organism releases, distribute donations, or otherwise connect the program to the community.

Students

Students can provide a tremendous amount of support through program coordination. Students act as liaisons between conservation or community partners, inmate technicians, and corrections staff. In addition they can provide program supplies and materials, conduct research, collect data, train inmates, oversee the program through weekly visits, provide regular updates to partners, provide education materials for corrections staff and inmates, and help with other program reporting. The model in SPP-WA is based on graduating or outgoing students training incoming student staff. We typically allow at least one month of overlap between the two student positions to provide adequate training time. The student is supported by the other program partners.

Academic partners

In WA, the SPP academic partner organization (The Evergreen State College) supports students by providing leadership at two levels. First, the program director, who is typically a faculty member at a college or university, facilitates research objectives, networks with other academic collaborators, mentors graduate students, and provides broad guidance for the organization. Due to their credentials and experience, this person may also be able to apply for and receive grant funding through channels not available to other partners. There are many critical elements that only a faculty director can provide, but their involvement will be in addition to regular teaching and research activities so their ability to manage the organization will be limited: a program manager is also necessary.

The program manager oversees the organization and provides day to day support for the programs and the students. She/he manages each program in collaboration with the student coordinator, and is involved in every aspect of the work including purchasing decisions, planning, new program establishment, building partnerships, addressing issues, applying for and managing grant funds, developing contracts with partners, program reporting, and attending partner meetings.

Corrections facility

The corrections facility provides custody and administrative support. This should involve one primary contact who works with partners to manage the day to day operations of the program. Interviewing and hiring inmates, inmate supervision, facilitating visits, and

dealing with grievances or custody concerns will typically be handled by this individual. The duties of the primary corrections contact are supported by other facility staff and administrators, and they often take on this work above and beyond the regular duties of their position. Consider offering some form of incentive, award, or recognition for the people who fill these roles.

Inmate technicians

Inmate technicians handle the daily tasks associated with operating the programs. They are considered partners in this work and the other SPP partners look to them for input regarding program improvements, protocol development, and research assistance. Technicians are responsible for recording accurate data, daily care and feeding for animals and plants, requesting supplies, assisting with research, and providing the student coordinator and primary staff contact with regular updates. The student coordinator provides relevant books, articles and other learning materials to help ensure a quality learning experience for inmate technicians.

Initiating Contact with Scientists

Nalini Nadkarni and Carri LeRoy

TASK DESCRIPTION AND OBJECTIVES

The goal of speaking to scientists and conservationists (hereafter “scientists”) is to open their minds to the benefits of implementing science and conservation programs in prisons and jails and of working with inmates. Proposed activities could be anything from inviting a scientist to lecture in a correctional facility to proposing a long-term collaboration on a conservation program.

PARTNERSHIPS, REFERENCES, AND RESOURCES

We strongly believe that it is in the best interests of the corrections agency and the conservation and restoration of various species to find academic and scientific partners. Partnering with an academic institution is crucial because they can help initiate contact with scientists, and many scientists will be more receptive to new ideas coming from someone within their perceived circle of colleagues. In addition, academics often have access to teams of students that may provide an invaluable workforce. In most cases, SPP-WA also partners with a conservation agency biologist or land management organization because they have special expertise, can help navigate the permit system and are leaders in this type of work. The more partners already on board with the collaboration, the more receptive scientists from other institutions will be.

Interactions between scientists and corrections staff, inmates and administrators are facilitated by SPP staff, faculty, and students involved in the research. Without the intermediate academic partners, communication would be challenging.

SUCCESSFUL/MODEL PROGRAMS

In addition to over 400 lecturers that have been presented in the SPP-WA lecture series, we have initiated successful long-term collaborations with scientists guiding our frog, butterfly, and native plant conservation programs. These programs are dependent on strong, ongoing partnerships with conservation biologists who hold expertise particular to the target species—without their contributions, our conservation programs would not be successful. In fact, without their contributions, these programs would not exist.

PROTOCOL

Successfully initiating a relationship with a scientist in order to establish science and sustainability activities in prisons or jails is not a predictable process. The openness with which a given scientist will respond to initiation depends on many things: 1) the priorities of the scientist; 2) whether the research lends itself to work by inmates; 3) the propensity for the individual to try new things; 4) the relative pressures on the scientist to design outreach activities (for broader impacts) within his/her department; 5) the relative need for extra hands, time or funds that can be provided by the SPP partnership; 6) the availability of funds and the scientist’s available time to support the program; and 7) the way in which

these benefits, challenges, and opportunities are presented. The strategy is to make apparent how the proposed activities are congruent with the mission and goals of the scientist (and his/her department or agency).

If the goal is to establish a long-term collaborative relationship, approach a scientist that is as geographically close to your institution as possible. The early stages of a program will require fairly frequent face-to-face visits. Once the program is established, less personal contact will be needed.

Work with your academic partners to determine several potential scientists to approach. If this is not possible, then look up the name and contact of the scientist on their agency or institution's website. If it is possible to send an email, do so before you call, and include in that communication a description of:

- Who you are
- Your credentials and existing partnerships
- What you wish to do
- The nature of the collaboration you are seeking
- Why this would be useful to the prison, jail, or detention center
- Why it may be useful to the scientist

Refer to the Sustainability in Prisons Project (SPP), and its website, www.sustainableprisons.org, stating that the Washington Department of Corrections (WDOC) and The Evergreen State College have been collaborating in this manner successfully with a variety of state, federal, and non-profit agencies for nearly a decade, and that several other SPPs across the nation have begun to enjoy similar successes. Finally, ask for an appointment to speak, preferably face-to-face, but by phone if that is more appropriate. Consider including a recent media piece to provide the scientist with a glimpse of the power of the potential partnership to garner public interest.

For face-to-face meetings, dress formally, as if for a job interview, and be on time. Bring a folder of any materials you have on the program or similar programs, especially positive popular media. Bring any related scientific papers that you know of, making sure to include those published in the most prestigious journals. If you have a DVD, website, or YouTube pieces, print the links and provide those in a folder along with your resume. It may also be good to bring a partner, colleague, administrator, or former inmate to accompany and provide another perspective on the benefits of the partnership.

Present Potential Benefits

The most important piece of initiation is to articulate the values of your proposed work in ways that are congruent with the values of the scientist. For example, you recently read in the newspaper that a local species is struggling to persist on the landscape due to habitat loss or other human interventions. Work with your academic partners to do some research

to determine what limitations might be felt by the scientists involved in the species' recovery effort; often species recovery is limited by funds, space, people-hours, or knowledge of the species' life history. Some of these limitations could be ameliorated by a partnership with a correctional facility. In addition to being able to provide space and hands needed for species propagation, explain to the scientist that inmates have proven to be very careful record-keepers (when provided adequate training) and that the 24-hour, 7 day per week care the inmates can provide to animals and plants often vastly exceeds what can be provided by zoos, nurseries or other facilities that keep 9-5 hours or rely heavily on volunteers.

A value-added benefit for the scientist may be that they are able to provide science outreach to an interesting new population. Some agencies require their scientists to do some outreach and involvement in SPP would be one way to meet those expectations.

Finally, the scientist may be influenced by an understanding that this program will give back, not only to the habitat and species under consideration, but that inmates may develop an environmental ethic that persists when they are released. This type of work has the value of training inmates for possible jobs that involve clerical, math, or nursery skills after release, thus raising the chance of employment and reducing the chance of recidivism.

Creating a Partnership

Be clear with what you can and cannot supply (e.g., funding from your institution; graduate research assistants or interns, media contacts). Be clear with what you need from the scientist (e.g., expected time commitment, their own student assistants or employees, cooperation from colleagues). Refer to other SPP programs that have successfully worked out these arrangements in other corrections institutions.

At the end of the conversation, express a sincere hope that a follow-up meeting will occur. Provide a business card to all present. Agree on what next steps to take. When you return to your office, write a follow-up note expressing thanks and acknowledging agreed upon next steps (e.g., "I will contact my senior administrators to see if there are any funds for your student interns").

Carry out the follow-up activities. Share the results of your conversation with people who might help further the effort. Share any results you gain from your next steps with the scientist. Check in regularly, demonstrating your interest and appreciation for what they can offer, and enthusiasm for the developing partnership. Also be gracious and responsive to any limitations or concerns voiced. If the scientist is unable to participate in the program at any point, thank them warmly for their work and/or consideration thus far, and ask for recommendations for other colleagues who may be well-suited to working with SPP.

Throughout the life of the program, be sure to check in with academic partners, scientists, and corrections staff on progress, benefits and challenges. Be prepared to deal with challenges and the evolution of the program.

Working with Students

Andrea Martin

TASK DESCRIPTION AND OBJECTIVES

Incorporating student-staff into your SPP network has multiple benefits. Student employees provide a low-cost labor force, and are motivated to work on programs that can earn them class credit, provide research topics relevant to their studies, and offer them pay for their efforts. Students also are a source of great ideas and on-the-ground collaboration with community organizations, conservation organizations, and in DOC facilities. Often they have the expertise and the desire to conduct research projects or otherwise enrich programs in ways that will benefit the operation of an SPP.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Student participation from The Evergreen State College has been a major contributor to SPP-WA's success. A college or university partner allows the SPP to engage in academic research, gives access to various laboratory and media equipment when needed, and expands interest in the SPP. Even more important, more complex programs, such as the captive rearing of endangered species, would not be possible without the dedicated attention of an intern; recruiting graduate students may be the best way to get many projects and programs off the ground. The experience of SPP-WA has shown that, in general, graduate students are capable of a higher level of work performance than undergraduate students. However, there have also been exceptions to this trend, and if undergraduates demonstrate interest and capabilities then they may also make valuable partners.

To successfully employ students, you will also need to partner with supporting staff and faculty from the students' institution. It is ideal to have a staff person to mentor and supervise each student employee, either the same supervisor for all your student-staff, or different supervisors according to the students' various research and work foci. Encourage and create opportunities for all participating students, staff, and faculty from the partner institution to contribute to program direction and scope; acknowledge them as vital participants and collaborators.

This protocol will serve as only a partial guide to engaging students in your SPP. Many of the details will come from asking questions of your potential partners and thereby finding out both what they can offer and what benefits they would like to receive. Please also reference *Building an SPP Team*, p. 3, for more information about reaching out to academic institutions.

SUCCESSFUL/MODEL PROGRAMS

Graduate students from The Evergreen State College are the driving force behind the success of SPP-WA. As of 2013, eight graduate students and one undergraduate student support every aspect of the Project, each working 19 hours per week on various programs and dissemination efforts.

The students work directly with all partners, including DOC staff at all levels, inmates, scientists, conservation and sustainability experts, SPP staff, and college faculty. The students often take the lead on tasks such as purchasing supplies, scheduling lecturers to speak at prisons, website updates, training inmates, troubleshooting problems with conservation programs, maintaining communication with scientists, and writing the first drafts of grant applications, reports, and program protocols.

SPP-WA students coordinate the frog and butterfly captive rearing programs as well as the science and sustainability lecture series at two prisons. These students serve as the first point of contact on all aspects of their program; they correspond directly with the host prisons, seek advice and feedback directly from program partners (e.g. conservation scientists), and coordinate program improvements and expansions.

While student-coordinators are responsible for addressing and solving any crises that may arise, they are also responsible for constant communication with the SPP Program Manager, Project Co-Director at the college, and fellow student-staff: this communication serves to keep all SPP staff current on program operations and needs, and creates opportunities for collaboration and support. See *Building an SPP Team*, p. 3, for more details about the organizational structure used by SPP-WA.

MATERIALS NEEDED

- Student work space and standard office equipment
- Funding (typically grants, donations, or partner contracts) for student salary, mileage reimbursement, and program supplies
- Email accounts and access to program documents
- Program tools, references, and partner contacts
- Anti-manipulation training (for students who will be working with inmates; see the two protocols on working with inmates for additional discussion)

PROTOCOL

The following protocol outlines the best approach to working with students in three subject areas as identified by SPP-WA: *Valuable Positions for Students*, *Logistics of Working with Student-Staff*, and *Tips for Creating Mutually Beneficial Student Positions*.

1. Valuable Positions for Students

In your SPP, there are many positions and tasks that may be best accomplished by student-staff. Programs and tasks that require on-the-ground, focused attention are an ideal fit for students. Those programs that call for an academic focus are a perfect fit. Give student-staff responsibility and ownership for a program, and they likely will respond by dedicating themselves, and investing in the success of your SPP.

Programs working with endangered species—captive rearing, native plant propagation, research and implementation for ecological restoration—are a fitting challenge for students

of natural sciences. They will already have an appreciation of basic biological and ecological principles, and likely will be able to grasp and implement directions provided by partner conservation biologists.

Put a student in charge of locating lecturers and coordinating their presentations; this is a good example of how you can leverage resources that students already have in their academic environment. A student employee can request lectures, and referrals to other potentials, from their current and past professors.

Another way to employ students is in website and multimedia positions. They often have experience and expertise with various social media platforms. In this way, students can supply a low-cost source of high quality work that will grow your own SPP “brand” in many ways. (See *Publicizing your SPP* for more details.)

Providing employment opportunities that will meet criteria of classes or programs at your partner academic institution will ease recruitment for your student positions, and will attract the attention of students with particular interest and/or experience to your programs.

2. Logistics of Working with Student-Staff

Before hiring any students, seek out staff and faculty at the school who can support and supervise the student’s work with an SPP. Their work will require regular assignments, check-ins, and feedback, and this is often best supplied by their mentors at the academic institution. Identify the benefits staff and faculty may enjoy as a result of participating in an SPP. Be clear about expectations and benefits to the student-staff as well. Request student-staff access to offices and/or regular workspaces at the school. More details on these considerations are provided below.

Work out the logistics of student employment before hiring student positions. Answer questions such as: How will students be paid? Where will students work? Who will supervise student employees? How many hours will student employees work on a weekly basis? What materials and files do they need access to, and how will access be provided? What orientation or training do they require? It is best practice to work with the established protocols of the students’ academic institution when hiring students. As you find answers to these questions, develop your own written protocol for hiring and orienting students to your Project.

Develop a clearly defined job description for the student position. Post the job description on a student list serve, SPP staff list serve, campus bulletin boards, and SPP website. Also send the description to faculty and graduate program staff. Recruit and hire student employees through an interview process. Request a cover letter, resume, and references prior to offering an interview. Include at least two SPP team members on the interview panel. During the interview ask the student what interest them about working with incarcerated individuals. It is important to determine that the student shares values consistent with the mission of the SPP.

Payment

Decide on the method of compensation for student employees in advance of hiring student-staff. It is possible to pay an hourly wage or stipend to student employees, depending on your funding sources, and/or to offer college or university credit.

Offering paid positions usually increases the pool of applicants interested in available positions and how long they will be willing to stay with your the SPP program. Keep in mind that it is far easier to fund student research positions through grants than it is to fund administrative staff positions.

In WA, we have found that it is extremely beneficial to pay hourly wages for graduate students. Each graduate student employee is paid at \$14/hour, 19 hours a week. Undergraduate employees in WA are compensated at \$12/hour, 19 hours a week. This pay rate is competitive with other internship and assistantship programs in our local area, and therefore ensures a high-quality applicant pool. Our partnership with The Evergreen State College means that all funding from contracts and grant sources for the SPP goes through the college, and checks are issued to all employees of the SPP through Evergreen. Because of this, we are bound to follow the college's rules of employment, including a 19 hours per week cap for work during instructional periods at the college.

How your SPP student employees are paid will depend on your funding sources. It may be more convenient to issue checks to students from conservation partners or DOC partners, depending on where grant or contract funding for student employment is targeted. Compensating students through small stipends or only through academic credit can work for short-term (1-2 quarters) positions, but is generally discouraged. In WA we have had a few instances of great volunteer or internship-based student involvement, but most often these have proved to be less reliable partnerships producing lower-quality work. If hourly wages are not yet possible, work with your academic partner to develop ways to make work with SPP attractive to applicants. The combination of stipend and credit for an academic quarter or semester could be enticing, though it does not ensure long-term student employees.

Space and Resources

When you are just beginning an SPP program, there might not yet be funding for offices or conference space. In that event, students may be able to work from campus computers or personal laptops. If there are no available office spaces for student-staff, students will need to feel comfortable using their personal email addresses and cell phone numbers to communicate with partners. Agree on use of personal equipment during student-staff interviews.

One of the major tasks of the student employees in SPP-WA is to purchase supplies for conservation and education programs, and transport them to our prison partners. Reimburse students for their mileage expenses at the accepted state or county rate. If driving will be an expectation of student employees, be clear about the rate of mileage reimbursement and the appropriate use of reimbursement privileges.

Supervision and Structure

Student employees should have access to at least one supervisor to help with trouble-shooting issues and provide support as needed. Supervision can come from multiple partners, and will be different depending on the student's assigned tasks. In WA primary student supervision is provided by the SPP Program Manager and Conservation Nursery Manager. Student supervision can also come from other SPP administrative staff, university faculty members, conservation organizations, or prison administrative staff. An effective approach is to designate a primary supervisor, and welcome supplemental advice and direction from other program partners. According to the expertise of the secondary supervisors, they can serve as the "go-to" points for the student's questions and training.

A college or university faculty member should provide academic mentorship for research projects. If internship credit applies to the student-staff position, then the faculty sponsor is the obvious candidate for mentorship.

3. Tips for Creating Mutually Beneficial Student Positions

Do not simply think of student employees as a source of cheap labor. In order to enjoy the full benefits of this workforce, figure out ways to make their work at the SPP rewarding. Making sure they feel the benefits of their efforts is the best way to encourage student-staff to stick around and do their best work.

Benefits to students can be achieved in several ways. First, assign tasks that embrace a balance of necessary "busy work" and challenging critical thinking work. For instance, several hours of data entry on a conservation program should be relieved by skill-building activities such as prison visits, creating and giving presentations, meetings with scientists and partners, and developing new educational material for inmates.

Second, make opportunities for students to network on a regular basis. Bring student employees to meetings with prison administrators and conservation partners; these are great opportunities for students to meet potential future employers, "present" themselves, and observe the way professional meetings and partnerships are conducted in a highly collaborative environment.

Third, encourage students to initiate and contribute to academic research on your SPP programs. Important social and ecological questions may be answered by student research. Students have access to many of the resources needed to conduct academic research. With the support of an academic institution and students, research can be conducted sans the high price tags of professional research. In addition to the benefit of experience-gained, this arrangement may carry additional perks for students: they may be able to satisfy academic requirements with their research for SPP, and, in the event that the results are novel and interesting, their work may lead to experience with academic publishing.

Working with Inmate Employees

Dennis Aubrey and Kelli Bush

TASK DESCRIPTION AND OBJECTIVES

Working with inmate employees is at the core of many facility-based conservation and sustainability programs. Maintaining a functioning crew and fostering a sense of ownership and personal responsibility among them is one of the central challenges and opportunities associated with the work that SPP does. The SPP model is to engage inmate employees as collaborators, foster their creativity and ingenuity, integrate education into the work, and build a long-term sense of accomplishment and contribution to a larger effort. This protocol will attempt to address the challenges associated with developing collegial relationships with inmates while also maintaining the clear boundaries and social/emotional detachment necessary for work in correctional settings.

This protocol is written to a non-DOC audience—for those unfamiliar with working with offenders. However, DOC and other correctional staff may find this protocol useful for perspective on the SPP model, particularly on our collaborative approach with inmate-technicians for conservation programs.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Working with inmates requires the partnering Program Coordinator and Program Manager to have training in the unique motivations and needs of offender populations. Training should provide the partners with guidance on how to direct and interact safely and effectively with offenders. Prior to your work with inmate employees, discuss and request available training. In the training, pay close attention to directions on how to avoid manipulation by offenders; avoiding manipulation will be your best route to showing respect for the inmate-employees, creating beneficial and productive work relationships, and keeping yourself safe.

When setting up a conservation or sustainability program at a prison, jail, or other correctional facility, collaborate with a corrections staff person to help oversee program operations, supervise inmates, and ensure that day-to-day tasks are carried out. Please see the *Initiating a New Program* protocol (p. 16) for more guidance on partnerships with facility staff, graduate students, and other outside volunteers.

SUCCESSFUL/MODEL PROGRAMS

From 2009-2012 nearly 50 inmates at Stafford Creek Correction Center (SCCC) in Washington state helped raise approximately 580,000 native plants. Inmates receive training and education; prepare and sow seed; care for approximately 40 different species of rare, threatened, or endangered plant species; and participate in research projects on propagation protocols. Due to the success of the program SCCC and increased partner needs, a new program has been recently established at Washington Corrections Center for Women. Most of the plants raised at these two facilities are native to south Puget lowland prairies

and are a critical component of habitat restoration for several prairie-dependent animals such as the Taylor's checkerspot butterfly and Mazama pocket gopher.

PROTOCOL

The guidelines below are a starting point for working with inmate employees; while each State and Corrections Center or Jail will have defined recommendations and protocols for offender work crews and volunteers, these guidelines are an example of the types of recommendations you may see.

Understanding and observing such guidelines will be essential to successful partnerships with the DOC facility and the on-site crew. SPP staff working with inmate employees also should be familiar with all the protocols particular to the institution with which you are working. Request and receive all DOC training relevant to working with SPP: consider their directions your roadmap to bridging a cultural divide.

A Compendium of Washington State Department of Corrections (WDOC) Guidelines for Supervisors and Volunteers Working with Offender Crews

- Do not give or offer any unauthorized item to offenders
- Do not allow offenders to use a telephone. Offenders are not allowed to place or receive calls while on the job site.
- Do not allow offenders to have visitors while on the job site or have interaction with individuals other than those associated with the job. Any unauthorized contact should be immediately reported.
- Crew supervisors must ensure that offenders are working in their assigned area(s). If an offender cannot be immediately located, report this.
- Do not do any favors for offenders (e.g., mail a letter, place a telephone call, give something to the offender, share food, etc...).
- Offenders are only authorized to operate equipment for which they are trained. Do not allow an offender to operate equipment if s/he has not been properly trained. If you have any questions regarding the use of equipment, contact DOC staff.
- Do not take offenders off the work site. Non-DOC Crew Supervisors are not authorized to remove offenders from a job site.
- In case of an emergency, illness, or on-the-job accident, immediately contact the DOC Crew Supervisor/facility.
- Keep your contact with offenders on a professional level and comply with WDOC policy 50.030 Employee Relationships/Contacts with Offenders. Do not discuss your personal life/issues with an offender.
- Account for all tools and materials issued to an offender on the job site. Make sure all tool protocols of the facility are strictly followed. Always defer to the protocols of the facility in every instance.

- If an offender subjects you to inappropriate comments/actions, immediately report it to your WDOC contact.
- Offenders are subject to WDOC community standards. Any conduct contrary to community standards (e.g., swearing or other inappropriate behavior) must be immediately reported.
- Do not discredit or disparage the religious beliefs of any inmate or compel an inmate to make a change of religious faith/affiliation.
- All SPP staff, partners, and volunteers shall dress in a manner appropriate to their position and duties avoiding eccentricities in personal appearance. Dress as a professional volunteer. Do not wear provocative, military or suggestive clothing including shorts. Do not wear a strong perfume. Do not wear expensive articles of jewelry or carry over \$60.00 cash into a facility.
- No visitor shall refuse to submit to a search or inspection by an authorized employee, of his/her person, personal property, or vehicle (s) while entering, departing, or otherwise upon the premises of an institution. Personal searches are a part of everyday life in prisons and jails; staff and volunteers should not have anything to hide.
- No volunteer shall recommend any legal advice to any inmate.
- No volunteer shall knowingly submit inaccurate or untruthful information for or on any Department of Corrections record, report, or document.
- All vehicles in the parking areas must be locked, keep your keys in the lockers before you get inside the facility
- You will need a picture ID, DOC volunteer badge or your contract employee yellow badge visible at all times inside the institution
- The volunteer supervisor must be notified in advance of your arrival so the Control Room will have a memo authorizing your entrance into the facility.
- You must sign the Official Visitor Log in the control room at each visit and it's required to sign off in your way out.
- Respect is the keystone. The inmates will not be open with you until you respect them. The inmates will never respect you until it is clear that you cannot be conned or manipulated.
- Do not take sides; respect the authority of the correctional officers.

Tips for Working with Inmate Technicians

Keeping these rules in mind and making sure that all partners, program coordinators, and volunteers have participated in trainings are both key to maintaining appropriate and professional interactions with inmates. Ask your corrections partner about available trainings including education geared toward education on manipulative behavior. Programs

that are primarily facility-run, such as recycling, composting, or other sustainability initiatives often do not require the same level of in-depth training as a program that will involve weekly interactions with offenders. The less intensive programs require only limited interactions with offenders, and standard, respectful communication usually suffices. Working with conservation program technicians, however, is a more complex endeavor; in this case, inmate-employees are treated as collaborative partners as much as possible. These specialized programs require an employee's self-motivation and attention to detail, and that comes with a sense ownership, responsibility, and contribution. In some cases technicians may only see the SPP partner coordinating the program once a week or less, so they must be relied upon to follow instructions even when no one is scrutinizing their work. Creating this type of environment, while at the same time maintaining the social and emotional detachment necessary for work with offenders, can be challenging.

The first step in this balancing act is hiring the right crew: please see the *Interviewing and Hiring Inmates* protocol, p. 181. Next, dedicate time with new hires to lay out the nature of the relationship. With the support of your DOC program lead you may say something like:

This job is unique in the prison environment. You are essentially working with a group of partner organizations including the college and DOC. We intend to treat you as collaborators, and in order to succeed in this job you should see yourself in the same way. We are going to be doing important work together. If you take responsibility for and pride in that work, you will be successful. There is a lot of self-discipline that will be required, and there might be a fair amount of time with minimal supervision. We are counting on you. If you abuse the position or try to see how far you can push the boundaries, you'll be replaced immediately. You will not get a 90 day trial in this position. The most important thing in this job is the work we are doing together and the contribution we are making. Do you have any questions?

Addressing Behavior Issues

If you feel resistance of any kind to your statement, discuss the issue with your corrections contact and consider if the employee should be removed from the crew. The inmate's DOC staff supervisor will make the final determination, but they are generally responsive to SPP partner requests. Keep only the inmates who are receptive and sincere. If your statement of expectations and boundaries is well-received, proceed optimistically and cautiously.

Be vigilant, and pay attention to your intuition. If you think an employee is being manipulative, or pushing your boundaries, trust your gut and talk with your corrections partners about the issue. If you must remove a member from the inmate crew, work with your corrections contact to talk to the remaining technicians about what behavior led to them leaving the program. Reiterate what it must look like to work together as colleagues, and express your sincere intention of fostering the best environment for the long term success of the program. Overall, do not ignore your intuition. If something doesn't seem to be working well, address the issue directly; failing to do so can lead to lower quality work and may jeopardize the program. It is possible to demonstrate leadership, while still interacting sincerely and fostering a collaborative environment.

Education and Outreach for Inmate Technicians

When such an environment exists, it is possible to engage inmate employees in a variety of mutually-beneficial ways. Offer to bring in a research article for them to read and then discuss the following week, and encourage them to study subjects that interest them. Budget-in time to discuss the larger conservation effort to which they are contributing, and bring relevant emails, media articles, reports, or scholarly papers for them to read. Pre-approve any materials that you plan to bring into the facility with your corrections contact. Graduate student coordinators may talk to them about things that are learning in their program of study, and address questions that they have about other disciplines.

Interacting with Inmate Technicians

As a general rule, avoid conversations and questions about personal matters. Keep the focus on the work at hand and other practical and scientific matters. Be professionally and friendly, but never intimate. If an inmate-technician offers personal details, respond respectfully while showing emotional neutrality. Inmates may volunteer personal information, but do not reciprocate with corresponding personal details of your own. If any of the personal details offered make you feel uncomfortable or unsafe, don't hesitate to let them know you don't want to discuss personal issues. Give the inmate technician the chance to show that she/he can respect that boundary. Always let your corrections partner know if personal boundaries are not being honored. Any behavior issues with inmate technicians should be addressed by a trained corrections staff.

It is crucially important to treat all inmate employees alike; never show favoritism. Make sure they enjoy equal opportunities for participation, responsibility, and education. If one technician has more experience than anyone else, it acceptable to acknowledge that to the crew, but make it clear that there are no leaders. Experienced inmates may teach techniques to newer employees, but should never be expected to mediate disputes or speak up for the group or provide any other leadership duty.

Meetings with individual technicians should be kept to a minimum, but sometimes it may be necessary to talk to inmate employees one at a time. Often when inmates are together as a group, they are less likely to say if another employee isn't following instructions or doing a good job—this can be true even if they have genuine concern about one person's negative impact on the program. Taking each employee aside for individual conferences will give each technician a chance to voice concerns, and give you a better understanding of what's going on with the crew. However, these one-on-one meetings should be conducted with caution. Even if you only want to talk to one or two of the employees, arrange meetings with all of them, and in a random order so as not to reveal that you are inquiring about a specific individual even if that is your intent. Take them each in turn to stand in full view of a camera for your meeting. This is primarily for your protection, since when you are alone with an inmate you are vulnerable to any accusation he/she might make. Even with these precautions, one-on-one meetings are inherently risky;, keep them to a minimum.

Larger crews may be more difficult to manage using these intensive techniques, as they require investments of time and attention on each individual employee. Adapt as necessary for efficiency, but keep the goals of partnership, respect, education, and involvement in mind when you set up the workings of your program.

Working with Inmate Community Crews

Carl Elliott and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Corrections community work crews can make substantial contributions to program successes outside facility walls. They can provide the labor necessary to fulfill larger or repetitive tasks for offsite nurseries, restoration projects, restoration forestry, ecological surveys, landscape installation, weed control, building habitat structures, trail work, and grounds maintenance. This protocol provides guidance for running a corrections crew safely and efficiently.

These crews will always be accompanied by a corrections officer or other trained corrections staff member. The corrections crew supervisor's job is general crew oversight. In WA, the SPP staff person's job is to serve as the on-site supervisor, assigning and monitoring the work done by the crew to ensure that the tasks assigned are completed correctly. Especially when assigning tedious or trivial tasks, strive to connect each task to the bigger restoration/conservation picture and anticipated successes, thus motivating offenders to engage in and complete the work.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Working with inmates requires the on-site supervisor (SPP staff or partner) to have training in the motivations and needs of offender populations. Training may provide the on-site supervisor with guidance on how to direct and interact safely and effectively with offenders. Prior to your work with community crews, request any available corrections volunteer training or other potentially helpful non-corrections trainings in leadership and motivation. During corrections-led trainings, pay close attention to directions on how to avoid manipulation by offenders. Also see the *Working with Inmate Employees* protocol, p. 30, for additional pointers.

Working with community crews requires creating a partnership with the corrections agency. Before approaching the prison or jail with the request to involve a community crew, review the scope of work, staffing requirements, and budget to make sure the community crews are the appropriate resource. Most corrections agencies have clear cost projections for their crews and can inform you as to the level of training and skills that the crews provide. Matching up the crew training with the expectations of the job will ensure a job well completed. Clearly state person-hours needed to complete the project as well as the training the job would provide to the crews. Outline the on-site and on-the-job training that will be offered to offenders; training will strengthen the partnership among the conservation organizations and the corrections agency.

Arrange the final work schedule for the crews in close cooperation with the designated off-site officer. Be mindful that the first priority of the off-site officer is safety and security of staff and offenders. Schedule changes may be more frequent than using private sector labor, due to the nature of managing offender crews.

Building a positive rapport with the corrections officer in charge of the crew is essential to scheduling the crew and making the most of their contribution to the program. The corrections officer will have valuable input on which offenders would be better for certain tasks. Consider on-site involvement of scientific and community partners overlapping with crew work, so that the community crews have access to additional education on their assignments, and the partner has the benefit of a large work force.

SUCCESSFUL/MODEL PROGRAMS

This protocol is based on working with community work crews from Cedar Creek Corrections Center (CCCC) at the Center for Natural Lands Management's Shotwell's Landing Nursery. The Center for Natural Lands Management (CNLM) is a key partner in SPP-WA's conservation nursery programs. In cooperation with CNLM, SPP manages native plant production at Shotwell's and produces more than 50,000 plants annually for restoration projects in south Puget Sound prairies. WDOC community work crews from CCCC come to Shotwell's weekly to perform all horticultural tasks necessary to cultivate rare and endangered plant species and maintain a professional nursery.

MATERIALS NEEDED

Plan ahead to ensure that all tools and supplies will be available to the scheduled work crew. Keep in mind that you must obtain approval from the attending officer for tools that you will supply and would like used by the crew, and for ensuring that all such tools are returned to you at the end of the work day.

PROTOCOL

The guidelines below are a starting point for working with offender crews; understanding and observing these guidelines will be essential to successful partnerships with the corrections facility and the on-site crew. The SPP staff working with community crews should be familiar with all the protocols particular to the institution with which you are working. Request and receive all corrections agency training relevant to the program. While each State and Corrections Center or Jail will have defined recommendations and protocols for offender work crews and volunteers, these guidelines are an example of the types of recommendations you may see.

A Compendium of State Department of Corrections Guidelines for Supervisors and Volunteers Working with Offender Crews

- Do not give or offer any unauthorized item to offenders
- Do not allow offenders to use a telephone. Offenders are not allowed to place or receive calls while on the job site.
- Do not allow offenders to have visitors while on the job site or have interaction with individuals other than those associated with the job. Any unauthorized contact should be immediately reported.
- Crew supervisors must ensure that offenders are working in their assigned area(s). If an offender cannot be immediately located, report this.

- Do not do any favors for offenders (e.g., mail a letter, place a telephone call, give something to the offender, share food, etc...).
- Offenders are only authorized to operate equipment for which they are trained. Do not allow an offender to operate equipment if s/he has not been properly trained. If you have any questions regarding the use of equipment, contact DOC staff.
- Do not take offenders off the work site. Non-DOC Crew Supervisors are not authorized to remove offenders from a job site.
- In case of an emergency, illness, or on-the-job accident, immediately contact the DOC Crew Supervisor/facility.
- Keep your contact with offenders on a professional level and comply with DOC 850.030 Employee Relationships/Contacts with Offenders. Do not discuss your personal life/issues with an offender.
- Account for all tools and materials issued to an offender on the job site through a sign out sheet for each offender and each tool.
- If an offender subjects you to inappropriate comments/actions, immediately report it.
- Offenders are subject to community standards. Any conduct contrary to community standards (e.g., swearing or other inappropriate behavior) must be immediately reported.
- Do not discredit or disparage the religious beliefs of any inmate or compel an inmate to make a change of religious faith/affiliation.
- All Citizen Volunteers shall dress in a manner appropriate to their position and duties avoiding eccentricities in personal appearance. Dress as a professional volunteer. Do not wear provocative, military or suggestive clothing including shorts. Do not wear a strong perfume. Do not wear expensive articles of jewelry or carry over \$60.00 cash into a facility.
- No Citizen Volunteer shall refuse to submit to a search or inspection by an authorized employee, of his/her person, personal property, or vehicle (s) while entering, departing, or otherwise upon the premises of an institution. Personal searches are a part of everyday life in prisons and jails; staff and volunteers should not have anything to hide.
- No Citizen Volunteer shall recommend any legal advice to any inmate.
- No Citizen Volunteer shall knowingly submit inaccurate or untruthful information for or on any Department of Corrections record, report, or document.
- All vehicles in the parking areas must be locked, keep your keys in the lockers before you get inside the facility
- You will need a picture ID, DOC volunteer badge or your yellow badge visible at all times inside the institution

- The volunteer supervisor must be notified in advance of your arrival so the Control Room will have a memo authorizing your entrance into the facility.
- You must sign the Official Visitor Log in the control room at each visit and it's required to sign off in your way out .
- Respect is the keystone. The inmates will not be open with you until you respect them. The inmates will never respect you until it is clear that you cannot be conned or manipulated.
- Do not take sides; respect the authority of the correctional officers.

Arrive at the site well before the crew arrives to make sure that any gates are unlocked and that the area is prepped so that work can begin upon arrival. Prepare a list of planned tasks, and create “stations” for task-specific work. Be prepared for the crews to arrive “first thing” (e.g. 7:30 am) or hours later (e.g. 10:00 am); pinning them down to more precise arrival time is not likely, as crews leave their home facilities at different times depending on their needs. Once on-site, crews usually take two fifteen-minute breaks and a thirty-minute lunch, break laws will vary according to state law.

Working with a crew member for the first time, look to the corrections officer for guidance on where to place them. As you become familiar with an offender’s work ethic and skills, reassign him/her to the most fitting tasks. Key to crew productivity and satisfaction is to introduce tasks by walking them through each step involved and explaining the rationale and goal of each action. This also supports the educational component of the program.

When assigning offenders to tasks in different areas, be sure to notify the corrections officer so that they know where their crew members are working. Their job is to monitor and make periodic counts of the offenders and it is important that they are informed about where each individual is stationed.

As the crew supervisor, present a professional demeanor. Expect and ask for quality work, and give feedback on both exemplary and unacceptable work. Treat the offenders as you would any employee—with respect and appreciation for their efforts. At the same time, keep in mind that the inmates live in a context very different from yours; they face logistical and social realities that may produce actions foreign or upsetting to you. When an interaction concerns you, do not take it personally, and look to the corrections officer for guidance. Seek out additional training if you are routinely uncomfortable when working with these crews.

Common Tasks

Nursery tasks

Weeding, cleaning and filling flats, and sowing seeds all require a great deal of labor, making them ideal tasks for DOC community crews. However, these tasks are sometimes very tedious or monumental in scale, and it’s important to share the least favored jobs among other nursery staff as well so that the crew’s good will is not exhausted. Also with inmate

crews, keep in mind that they may need more instruction regarding plant identification than other nursery employees. Take the time to describe the target species to offenders, and identify the most common weeds as well. Explaining how these seemingly mundane tasks fit in to the big picture of sustainability and restoration helps to keep the offenders interested in the work, even when it is tedious and time-consuming.

Managing the dynamics of the various nursery tasks can be tricky, and it will be necessary to move offenders back and forth between sowing and other tasks to eliminate down time. Mixing sufficient soil and filling flats ahead of time is very important.

If the offenders need to use nursery tools in their work, check with the corrections officer on site to make sure they approve. If approved, it is your responsibility to ensure all the tools stay at the nursery when the crew leaves. Direct each offender to write their name, ID number, date, and signature on a check out sheet. Make sure that they sign the sheet when they are assigned the tool, and again when they return it. .

Capital Improvement

Capital improvements to infrastructure often require a great deal of labor, which corrections community crews can provide. Tasks such as gravel spreading and construction work can be completed with inmate crews. Stay on top of what improvements are needed, when crews are available, and acquiring necessary materials and supplies.

Grounds Maintenance

Many community crews work in parks and other outdoor areas doing landscape maintenance, trail building, and native plant restoration work. For this reason, these crews are well suited to completing these kinds of tasks. They tend to be very good at brush-cutting and string trimming of weeds, and often don't mind the hard work they entail. However, anyone who works at these kinds of task for an entire day will become fatigued which can lead to inadequate work or personal injury. Rotate offenders in and out of these tasks at lunch time as a way to avoid these unacceptable outcomes. Power tools should not be used too close to trees or shrubs due to the damage to bark or branches easily inflicted by the cutting device.. String trimmers can quickly damage greenhouse plastic and other building features. Be clear that the operator should stay a few feet away to prevent damage. The professional operation of these landscape tools is a valuable skill that can be learned by the community crews.



Figure 4. A corrections officer will be present with DOC community crews to supervise work done while at the nursery. Here, Corrections Officer Ron looks on as two offenders remove weeds from *Castilleja hispida*.



Figure 5. One of the many tasks that will be performed with DOC community crews is sowing seeds. Matching an offender's skills to the necessary task is the best way to support effective work.



Pat Glebe, Superintendent of Stafford Creek Corrections Center, prepares for his interview with CNN. Photo by Carl Elliott.

CHAPTER 2

Communications

The key to successful collaboration is communication. Here we share the approaches to outreach and dissemination that have proven most successful for SPP-WA. Creating and maintaining the public face of your SPP program will result in expanded interest, new partnerships, and potential funding.

In this chapter we outline communications with corrections administrators, conservation organizations, and the media. We have omitted our various protocols for internal communication because those are more specific to each institution and organization. For example, SPP-WA has protocols on tasks from how to take notes at weekly team meetings to how to hire a student. We suggest your SPP program determine which tasks are most important to your internal functioning, and create protocols for your own use.

TIPS FOR SUCCESS: GENERATE INTEREST

- Develop outreach materials: high quality photographs, a website, newsletters, handouts, business cards, social media, posters, etc.
- Present and table at conferences, symposia, and community events.
- Media: Share information and outreach materials with the media whenever possible. Respond quickly to interview and information requests from all types of media

outlets—you never know when a story from a small online publication may be picked up by a media outlet with wider circulation. Invite the media to tour a facility to see its SPP programs. Always highlight the collaborative aspects of SPP and credit partners!

- **Government:** Inform and regularly update government officials about SPP programs taking place in your area. Consider how SPP fits their goals and objectives as political leaders. Invite them to see programs in action at the corrections institution.
- **Celebrate Success:** recognizing and publicizing a program launch or even a small success will build and strengthen enthusiasm, commitment, and new interest.

Promoting your SPP

Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Creating and maintaining professional, timely, and engaging outreach materials is critical to disseminating SPP knowledge, telling others about what we do, and maintaining SPP's reputation as a reputable science and education organization. Effective dissemination will bring your Project media attention, funding, and program partners.

Publicizing the SPP to the public at large is a somewhat different focus than describing SPP to partners and members of the SPP Network. However, these activities are complimentary, and one effort may feed into the other. Both efforts are addressed here.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Like all SPP endeavors, creating and cultivating the public face of your SPP entails a multi-faceted, collaborative approach. As you build your team and each individual program, discuss how you want to publicize your efforts, and look to the expertise and ideas of team-members to create your plan. Identify design, IT, and communications experts inside your institution and in the surrounding community, and find ways to include that expertise in your SPP.

At every opportunity, assign someone to photograph your SPP programs and partners, and hire a professional to capture the most important events. Nearly all communication with the public will be enhanced by high quality photographs; the public responds strongly to images of inmates and officers engaged with nature or involved in scientific work. Seek out and create a strong relationship with a professional photographer. If funds are limited, ask if a portion of the work could be donated, and/or look for a student photographer with demonstrated skills. You also may build your image library by asking a media photographer to share their SPP images with you—after a media event, explicitly ask for full-size copies of the images and permission to use them in your publicity and presentations; always credit the photographer.

This protocol will outline options and a general approach to publicizing and disseminating information about your SPP. As every publicity campaign will involve a unique array of outreach materials, specific how-to's should be developed and tracked within your SPP. The protocol for how to connect your SPP to the SPP Network is underway, and general and potential considerations will be addressed here.

SUCCESSFUL/MODEL PROGRAMS

SPP-WA regularly creates new content for our website (www.sustainableprisons.org) and Facebook page (www.facebook.com/sustainableprisons), and we publish a quarterly newsletter emailed to more than 280 recipients who have expressed interest in the SPP. We create blog posts on a weekly or biweekly basis and share these with state superintendents and the facilities referenced in the post (see www.sustainableprisons.org/blog for

examples). We cross-post these to Facebook. We also provide paper copies of the Newsletter for distribution within facilities, including staff rooms and inmate living quarters.

We have created three single-page overview documents describing aspects of the Project and a fourth single-page document describing the essential components for SPP programs. We keep these documents current and make them available to partners, funding sources, the media and anyone else who requests them or shows interest in our SPP or the Network. This handbook and *The Sustainability in Prisons Project: An Overview* (published in 2012) also represent major efforts to contribute more detailed and complete information to partners, collaborators, and potential Network members.

We make paper copies of the overview documents and of recent media coverage available at conferences and public events. Also for public viewing, we regularly create and update posters highlighting SPP programs. We have a 10' weatherproof banner for outdoor display at events, and we have SPP posters in the exterior windows of our offices. As we choose images and highlights, we aim to represent multiple aspects of our SPP: our essential components, the many partners, and our diverse areas of programming. If materials have under-represented one aspect to date, then we ask designers and contributors for work to include in new materials.



MATERIALS NEEDED

- Text that has been co-created by Project partners
- High-quality photographs
- Electronic copies of text and media files
- Communications Plan (see *Interacting with the Media* protocol, p. 50)
- Website application, registered domain name, and website hosting
- Facebook or comparable social networking page
- Email marketing service
- Website design, graphic design, publishing and printing services

PROTOCOL

Promoting your SPP to the public

Create an outreach and publicity plan for your SPP. Working closely with Project collaborators, decide what audiences you most want to reach and attract. Consider what materials or approaches would most attract

- financial donors (individuals or foundations)
- students and faculty
- conservation experts
- sustainability experts
- social science experts
- educational experts

Depending on the priorities of your current and future SPP programming, emphasize materials tailored for the intended audiences. At the same time look for ways to satisfy a diversity of audiences with the same materials or overlapping content. Also try to anticipate what solicitations for information you will receive, and what kinds of information would best meet that need.

Discuss how you would like to brand your SPP. Address the following questions:

- What logo would you like to use?
- What colors, fonts, and layouts would you like folks to associate with your SPP?
- How would you like to advertise your association with the SPP name or the SPP Network?
- Are there slogans or taglines that would represent you well?
- What is your mission statement? How would you like to share that mission statement?

For any particular approach or materials, consider whether you would like to emphasize slogans/simple phrases, photographs, overviews, detailed explanations, scientific rigor, or other stylistic elements or program components.

Check with information technology (IT) and publishing offices or departments at partnership organizations, and discuss their abilities and capacities to support your outreach needs. If you need capabilities or capacity beyond what they can provide, then look into the cost and process for outside contracting.

This may also be a perfect time to tap into the expertise and talents of students. At your academic partner institution, ask faculty in computer science and online communications if they have students to recommend for an internship or student-staff position. Advertise a position on university job boards and computer centers. Remember also that contemporary students from any discipline are generally comfortable in online media—ask your existing student-staff if they could help create and navigate your Internet presence.

As you select the platform for creating or distributing your materials, know that there are myriad options. Often free or low-cost options exist, and sometimes those will be sufficient

to meet your needs. Solicit recommendations from several sources before you decide on the most fitting program or service. If access by correctional or other agency staff is important to the application in question, make sure to check with the appropriate IT department; ask for ideas on which product could provide the functions needed while being easily accessible within corrections.

In addition, the ability to evaluate your marketing materials should inform what products and means of distribution you choose. For example, some email marketing providers include data on how many messages from a campaign were opened by recipients, allowing you to track the relative success of each campaign. Public response to your online offerings may be relatively easy through free web analytics software (such as Google Analytics). Informal investigation is also helpful: notice how materials are received and ask for more feedback. Ask associates and new contacts what attracted them to SPP and what materials are most pleasing and informative. Ask what else they would like to see or would find useful. Act on the feedback and ideas for improvements; consider continuous updating and refinement of your outreach materials and publicity as part of the regular workings of your SPP.

Request that all marketing material contributors document their process for editing and creating content. Ask them to create explicit, step-by-step protocols so that less-expert users on your SPP team may assist with content creation and updates and so you don't lose capacity at the end of a position or contract.

Connecting your SPP to the SPP Network

As conceived so far, any individual or team who expresses interest in joining the Network and using the SPP Essential Components to guide their new program will be considered a Network member. Generally these will be people or groups who have existing and/or developing expertise valuable to other participants in the Network. Sharing expertise on collaborations and programming was the impetus for creating the Network, and it is important to consider both sides of the exchange. In general, plan to make your own expertise, success stories, evaluation results, and protocols available to the Network, or at least to select participants. Some of this dissemination may be accomplished through the means already described: your website, blog, newsletter, publications, and other outreach materials may serve to introduce your main foci and expertise to other SPPs. However, you also will have more technical information and data sets that would be very valuable to others initiating, expanding, and evaluating programs. **In most cases, this information should not be disseminated to the public;** an invitation-only Network website is in beta-testing and will provide a means for more restricted sharing of data sets and protocols.

The Network website should also allow easy access to experts who may serve as partners and/or offer their experience with SPP programming. We hope that it will support topic-specific forums, sharing publicity materials, document co-authoring, announcements, and scheduling events. It should also facilitate further development of visions and expectations for Network participation.

As the Network is still developing, recommendations for how to communicate with the Network will become more specific with time. For now, communicating your SPP to the Network may be seen as one of the best means for contributing to the development of your programs and to that of the SPP Network.

Interacting with the Media

Kelli Bush and Chad Lewis

TASK DESCRIPTION AND OBJECTIVES

SPP-WA has enjoyed a wide variety of media coverage. Media coverage has been a powerful outreach tool that lends credibility to the Project and has increased awareness and support among key stakeholders, including staff members, inmates, lawmakers, scientists, volunteers, grant foundations and the public. This protocol will share the strategies that the SPP-WA team has developed for interacting with the news media and provide examples of how media outreach can be used as a tool to support and develop your programs.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Partnerships

Good communication among partners is essential to successful media interactions. Partnerships and collaboration are the foundation of the SPP model. The SPP-WA's core partners are the Washington Department of Corrections (WDOC) and The Evergreen State College (TESC).

Many members of the media request to visit a corrections center, interview inmates, or otherwise discuss corrections' involvement. If you are not a corrections staff member and are contacted by a member of the media, always notify the appropriate media relations staff at the corrections agency and primary contacts at the corrections facility with as many details as possible regarding media interest and potential site visits. Work with your corrections media relations contact and sustainability, conservation, or academic partners prior to the media visit to develop a communications plan (see *Protocol*, below) to ensure consistent, accurate messages are being portrayed to the media from all angles. Following the media visit, consider debriefing with partners to discuss any changes to future communication plans or other logistical improvements that may be made prior to the next media interaction.

For media requests that originate at WDOC, the same considerations are made: media relations staff notify TESC partners whenever a representative of the media expresses an interest in developing a story based on SPP-related work. Each week WDOC shares a bulletin of upcoming media coverage with SPP staff including those related to SPP. Other SPP collaborators are also routinely involved in communication planning and media events. Which partners participate will vary depending on which aspect of SPP is being featured. Include partners in media interactions, both to acknowledge their contributions and ensure the accuracy of the information being reported. The best tool to use to make sure all partners and collaborators are on the same page and are getting their message across is the communication plan.

In almost all cases, the media is very interested in interacting directly with inmates. This can be a terrific opportunity to hear directly from inmate participants about their impressions of the program, but can also open them up for uncomfortable situations. Inmate

participation is voluntary and they must agree to be interviewed prior to the event. We have found that inmates are often the best spokespeople for SPP programs.

References

A sample communication plan has been included at the end of this protocol as an example of the key reference for internal use by SPP partners. The communication plan serves to outline a consistent message, including the most important points to be discussed. It also identifies the primary contacts for information. The plan is for internal use by SPP partners. Check with your partner organizations to determine if they have communications policies to help guide the media interaction process.

Other references include the SPP website www.sustainableprisons.org and the WDOC website <http://www.doc.wa.gov/>. The SPP website includes a press room page with links to featured media pieces, a blog section with frequently updated entries, and other resources. The WDOC website home page is updated periodically with current media stories relevant to the Department and includes a sustainability page with information on SPP.

This protocol is written as a general guide and is based on the SPP-WA model. Communicate with partners in your SPP program to develop an effective media relations strategy that benefits all partners and accurately reflects their perspectives at a given point in time.

SUCCESSFUL/MODEL PROGRAMS

Examples of successful media coverage can be found on the SPP website www.sustainableprisons.org/press. *The New York Times*, *CNN*, *Conservation Magazine*, *The Seattle Times* and many others have celebrated SPP and this positive media attention has made a significant contribution to program successes.

MATERIALS NEEDED

- General Outreach Documents (providing program overview information)
- Communication Plan
- Media Tracking System (see *Cataloging Media* protocol, p. 60)

PROTOCOL

Types of Media Interactions

Interactions with the media generally occur in one of two ways. Media organizations may contact either the corrections (WDOC) or academic (TESC) partner with interest in developing a story because they heard about the Project from another media source, attended a presentation about SPP, or visited the SPP or WDOC websites; this is called “response media.” When a reporter or news organization contacts you, always reply promptly, try to gather more information, and forward a copy of any written communication to other potentially impacted partners. While you ultimately may or may not accommodate a reporter’s request, it is important not to jeopardize a potential opportunity to have positive media coverage until you are able to gather more information. Reporters and others

working in the media are often trying to accommodate short deadlines and may follow another lead if you delay.

Alternatively, media outlets learn about SPP when one of the partners contacts them directly to “pitch” a compelling story; this type of media interaction is called “proactive media.” Usually, story pitches are made when SPP has established a new program, achieved a significant accomplishment, or is approaching a milestone or anniversary. When developing a pitch, consider what may be of most interest to the media. While certain events or milestones may be significant to SPP partners, they may not be appealing to the media. For example, the media is seldom interested in attending conferences, partner celebrations, or ceremonies to mark completion of a newly constructed facility; they tend to have more interest in seeing the program in action and hearing from program participants, particularly the inmates. Consider ways to give them “behind the scenes” experiences. For example, while the media may have little interest in attending a ribbon cutting ceremony to celebrate the construction of a new greenhouse, they may be interested in developing a story if they can visit the greenhouse at the corrections center to see inmates sowing seeds, observe thousands of native plants growing, and interview the inmates, staff and partners successfully working together to operate the program.

We seldom use press releases as a method of developing interest in the SPP-WA program. We have found that it is more useful to work with communication and media-relations staff at partner agencies to pitch a story to established reporter contacts. Many times, pitching a story to a single news organization has resulted in other news organizations contacting us to produce a similar story that will reach a different audience.

The level of media coverage may vary significantly among news organizations. A small online publication may call to ask a few brief questions about the program over the phone or a television program may call to request several days of time for filming and interviewing. If you are not familiar with a media outlet that makes contact, ask for samples of their work and/or look them up online. You may not want to take every opportunity that is offered, but it is valuable to have positive media coverage from a wide variety of sources and reaching diverse audiences.

Coordinating Media Interactions with Collaborators

As soon as the media has expressed interest in covering a story, it is important to contact any associated partners and carefully consider the best contacts for the media interaction. Make sure to consult and follow agency policies and understand the process for bringing reporters and photographers into a corrections institution. Someone from the core SPP partnership should always be notified of media interest or when an interview is taking place. For the SPP-WA program this notification includes SPP Co-Directors, DOC media relations staff at headquarters, the SPP Program Manager, and any program partners directly involved or impacted. If the pending media piece will include a visit to a correctional facility or will mention a program at the facility, also include the facility’s public information officer, superintendent, and primary staff contacts at the facility. Sometimes the media will contact multiple individuals in the partnership separately. This makes it all the more

important to immediately notify partners so you can avoid duplicating efforts and ensure a coordinated response.

When fielding a media request, gather the following information to share with collaborators: who would like to visit (which media outlet and how many people), when they would like to visit, how much time they want to spend, what they plan to focus their story on, whom they want to speak with (inmates, staff, or other partners), what information you have already provided about SPP, and, if they are not well-known, a link to samples of their previous work. Use clear communication to determine who will be completing each of the necessary tasks to prepare for the media interaction and when they will be completed.

Facility visits require time for coordination and security clearance. Allow time for the corrections staff to conduct security clearances for participating reporters, photographers, and partners. In most cases you can refer news organizations to the facility public information officer who can manage the security clearance and notify the appropriate staff about the media visit. In Washington, every visitor is required to provide personal information for a background check (full name, date of birth, and the last four digits of his/her social security number) and security clearance information for any equipment s/he plans to bring into the facility (make, model, and serial number for equipment and a written description of other items such as cords and lights). The staff person conducting clearances should notify the group of partners planning the media event when clearances are completed.

Developing a Communication Plan

A sample communication plan is included at the end of this document. All partners should review the plan to ensure accurate and consistent information is being provided. Each plan should address the following items: 1) a summary of the issue or subject, 2) whether the program or accomplishment is new or continuing, 3) a list of the primary spokespeople, 4) a strategy for how the information will be delivered to the media (i.e., media tour, news release, newsroom visit), 5) a list of 5-7 key messages to highlight, and 6) a list of potential questions that may be asked by the media along with recommended answers. Every communications plan should also include the SPP name and highlight the collaborative nature of the Project.

Accurate Information and Interviews

Use media coverage as an opportunity to accurately educate the public on social and environmental issues by always including a subject expert in some level of the media interaction. Include accurate information in the communications plan used for internal planning and have a subject expert available for interviews. For example, if the media wants to develop a story on a conservation program (such as rearing endangered butterflies at a prison), make sure to include a partner who can provide accurate information about the biology and ecology of the organism. Also include someone who can speak about hosting the program at corrections facility. Always be prepared to link the program back to the various partners' missions by pointing to the shared benefits. For example, include

information about how the butterfly-rearing program supports DOC's mission of public safety *and* contributes to the success of species restoration efforts.

The communication plan, supporting materials, and interviews must always include mention of the SPP name. Due to the highly collaborative nature of SPP it can be confusing for the media to understand which entity unites all of the partner participants if the SPP name is not mentioned. Remember that SPP is representative of *all* of the partner organizations (in WA this means WDOC, The Evergreen State College, and many other science, sustainability and conservation partners). When the SPP name is included in the resulting media piece, the public can navigate to the website and blog for more information. In addition, SPP may receive donations that make continued work possible. The public, nonprofit foundations and other grant sources are much less likely to make donations directly to corrections agencies or other partners (who may play more narrowly defined roles). The SPP name provides a single, cohesive, and professional face to the collaborative Project.

If the media piece is focused on a program at a specific facility, the name of that facility and contributing staff at the facility should also be mentioned in the media piece. One of the greatest benefits of media coverage of SPP programs is the opportunity to educate the public and potentially change perceptions of the corrections system. It is a chance to hear from the people who work and live at the facility and to see their dedication to these positive programs.

It is equally important to emphasize the collaborative nature of SPP. Each person interviewed should be prepared to speak to the fact that they represent one facet of a collaborative partnership, and that the work of SPP would not be possible without the many partnerships that hold it together. Because these partnerships are based on providing mutual benefit, the SPP partners should carefully assess which portion of the partnership and which angle of the Project would most benefit from positive media coverage. Check with partners to gain an understanding of the political landscape at their agency or organization. Sometimes the reporter or media outlet has a pre-determined focus, but often reporters are open to developing their pieces based on the items you have highlighted. Review previous media coverage to determine which areas of the partnership have previously received the greatest coverage and consider which partners may benefit from the next media opportunity. It is not realistic to think that the reporter or media outlet will mention every partner involved, so select a few main points and mention them multiple times.

Reporters will write what they want, and this may not always include all your main points and a fair reflection of the collaborative nature of SPP. It is not common to have a preview of a media piece before it goes to press, so all you can do is try to portray the Project in a collaborative, positive light and hope the final piece reflects that. Remind your partners that any omissions of their contributions are not under the control of SPP. Following this protocol will improve opportunities for professional and mutually beneficial media coverage.

Inmate Interviews

During media tours, reporters will almost always ask to interview a participating inmate. Inmate participation is voluntary and inmates are free to decline to answer some or all interview questions. Inmates should be notified in advance of the media event so they are aware of the purpose. In most corrections systems inmates must agree in writing to be interviewed by a news organization. In most states an inmate's current crime of conviction is considered public information, so each inmate should be aware that the article might mention the crime for which s/he is incarcerated. Inmates should also know that the primary focus of the media coverage is their participation in the program, not their criminal history. In nearly every news article we have generated over the years at SPP-WA, the focus has been on how the Project creates opportunities for restorative justice and rehabilitation.

When discussing an inmate's participation emphasize his or her role as a partner in the program. It is important to discuss key messages with inmates prior to any interviews so they can help highlight the items that the group has identified as the most important points and be clear about program logistics (e.g., how many butterflies they are raising or information about an animal's life cycle). An SPP staff person often provides an opportunity for inmates to have a practice interview before talking with representatives of the media.

Distributing & Tracking Media Coverage

When a media event is complete, follow up with the reporter or media outlet to find out when the piece will be broadcast or published and if they can send you a hyperlink. If the event included a photographer, request full-size copies of all or select photos and permission to use the photos (credited) in SPP presentations and outreach materials. You might need to contact the reporter a few times before you receive an answer, as reporters often get busy working on their next story.

Catalog all media coverage. The SPP-WA program uses a spreadsheet to track the date coverage occurred, identify the media outlet, focus of the story, and link to the online piece. We also create PDFs of the piece so that it will be preserved even if the online posting expires. Post the coverage to your website and/or social media site (also see *Cataloging Media*, p. 60, and *Promoting your SPP*, p. 45, for further guidance). Send copies or links of the completed piece to all collaborators. With proper permissions from corrections staff, provide hard copies of the story to inmate participants. The SPP-WA program also maintains hard copies as well as electronic files for all media coverage. Sample media pieces are routinely provided to grant and foundation funders and potential new partners, and relevant media pieces are displayed at conferences and community events.

APPENDIX

Communications Plan: National Sustainability Conference in Washington

12:02 p.m. | Aug. 14, 2012

Issue

The [Sustainability in Prisons Project](#) – a partnership between [Washington State DOC](#) and [The Evergreen State College](#) – will host a national Sustainability in Prisons conference on Sept. 12 and 13. The conference, which is funded by the National Science Foundation, will include state prison and county jail administrators from Utah, Ohio, Maryland, Oregon, California and elsewhere. The Evergreen State College partnered with the University of Utah to obtain the grant funding. The first day of the conference will include tours at three prisons to show participants examples of sustainable practices and programs, including wastewater reduction, endangered species recovery, composting, garbage sorting, and organic gardening. The second day will focus on information and resources to replicate the program and launch the SPP National Network.

This conference is notable for a few reasons. It is the first time that the National Science Foundation has sponsored a conference inside a prison. In addition, it will mark the beginning of the SPP National Network that will serve to assist other states and counties as they replicate the effort to achieve similar results. The Network will be a cost effective way for new programs to share ideas, successes and resources.

Strategy

We have already generated more than 100 news articles nationwide about the Project – including [The Seattle Times](#), [USA Today](#), [KING-TV](#), [KOMO-TV](#) and many others – so we needed to identify a new news peg to make it newsworthy. While several news organizations have covered individual sustainability programs at local levels, no one has examined how the efforts are connected. Nor has anyone written about how corrections agencies, academic institutions, and conservation organizations in other states are coming to Washington to learn how to replicate the efforts here.

The Communications Office will invite The Associated Press and environmental reporters in Seattle who are familiar with the Project to the tour at [Stafford Creek Corrections Center](#) near Aberdeen on Sept. 12 for an update story. We will coordinate with Oregon DOC and Multnomah County Jail to invite The Oregonian. And we will invite nontraditional environmental websites such as [Grist.org](#).

Spokespeople

- Bernie Warner, Secretary of Washington State DOC
- Dan Pacholke, Co-Director of the Sustainability in Prisons Project and Assistant Secretary of the Prisons Division
- Carri LeRoy, Co-Director of the Sustainability in Prisons Project and member of the faculty at the The Evergreen State College
- Nalini Nadkarni, Director of the Center for Math and Science Education University of Utah
- Selena Davis, Media Relations Specialist

- Chad Lewis, Director of Communications

Key Messages

1. The Sustainability in Prisons Project is appealing to other corrections agencies because it reduces waste, increases efficiency, helps habitat restoration programs, and provides low-cost programs that engage offenders in pro-social activities.
2. Offenders who participate in popular programs like endangered species recovery have an incentive to not commit violent infractions because they could be taken out of the program.
3. What we have learned in Washington is that prisons make ideal locations for sustainable operations and programs because they are controlled environments that have plenty of people who are able and willing to participate.
4. Nearly all of the costs associated with endangered species recovery programs are paid for by partner agencies or nonprofit organizations.
5. Sustainability is not altruism – it is about better utilizing resources. We have reduced our landfill costs, reduced the amount of wastewater we produce and increased our energy efficiency.
6. What is unique about the Sustainability in Prisons Project is that it combines sustainable operations and science programs that engage the staff and offenders.
7. Some of the wildlife recovery efforts in Washington prisons have been more successful than similar efforts in zoos and wildlife centers because the offenders have more time to care for the endangered species.

Likely Questions and Answers

Q: How much does it cost to replicate these types of programs in other states?

A: Some of the efforts, such as garbage sorting, composting and organic gardening, require some initial investment though they eventually reduce landfill costs and supplement food costs. But in many cases – such as the Oregon spotted frog, Taylor’s checkerspot butterfly and native prairie plant programs – are paid for almost entirely through grants, foundation donations, and partnerships. The dog-training programs are mostly paid for by local nonprofit organizations that we partner with.

Q: What kind of reaction have you seen from the inmates?

A: Most offenders have never been involved in anything like this before so at first they don’t know what to think. But once they are put on a team that helps recover an endangered species they get excited about being part of something positive. They also take pride in having wildlife experts and university researchers ask them how they are more successful at rearing an endangered species than zoos in Seattle and Portland.

Q: Can’t a prison or jail simply use the cost-savings components? Do they really need to help habitat restoration?

A: You can do that, of course, but what we’ve seen in Washington is that connecting the staff and offenders to nature influences their participation in recycling, composting and waste-stream reduction. Once they realize that they’re helping restore an important ecosystem they’re more likely to scrape their dinner plates, more willing to sort garbage and more willing to grow their own vegetables.

Q: How hard will it be to replicate this project in other states?

A: It depends on how it's implemented. Any project like this requires buy-in from staff members who work on the front lines, of course, so it's important to explain how this is part of the agency's mission of changing offender behavior and not just a side project. Participants will also be provided guidance about how to establish effective partnerships to support work load and funding. It also helps us reduce operational costs without impacting staff safety. In Washington key partners include the Washington Department of Fish and Wildlife, U.S. Fish and Wildlife Service, Department of Defense, Oregon Zoo, Northwest Trek, and Center for Natural Lands Management.

Q: Who has come out to Washington to see this project so far?

A: We've had prison administrators from Maryland, Ohio, Idaho, Oregon, California and Utah come out for tours. We've also had county jail administrators from Multnomah, Los Angeles and Santa Clara Counties.

Q: Is there anything else you'd like to add?

A: This project is appealing to other corrections agencies because it reduces waste, increases efficiency, helps habitat restoration programs, and provides low-cost programs that engage offenders in pro-social activities.

Cataloging and Sharing Media

Amy Stasch, Alicia LeDuc, and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Recording and cataloging media is important for public outreach, fundraising, grant writing, presentations, and research. Media coverage lends validity to the SPP, and methodical documentation and organization will ease sharing and highlighting the coverage.

MATERIALS NEEDED

- Server access
- Electronic copies of media under consideration
- Login access for the site where you post the coverage online

PROTOCOL

Take note of all media coverage shared with you directly or relayed by partners and other friends. This may be supplemented by notifications supplied by most email programs or web browsers if you create a search for notifications of postings containing certain terms; if this service is available to you, create searches for “Sustainability in Prisons Project” and “Sustainable Prisons” (the original name, still used by some), plus other names pertinent to your SPP and programming.

Log each piece of coverage in a spreadsheet or database. Include date of publication, source publication, author, online link, and whether it included any videos. For written pieces, copy the text and photos into a word processing document and store in your server space. As most online links eventually go extinct, having your own file will extend your access to the coverage.

Post the better coverage to your website’s pressroom. For the posted coverage, put more care into creating your own file, and link this file to article title in your pressroom (again, for online pieces, because links will eventually not work). For online coverage, copy & paste text and photos into a document, and head with a screen shot so that the publication’s logo and headings are shown in your document. Make sure the publication date is shown near the top, and copy and paste the URL near the top and/or at bottom of the document. Once the document looks good, create a PDF. Save all files in a media folder in your server space.

For print-only articles, request a PDF from the publisher. If one is not available, then take a photograph of the article and create a document based on that image.

In your online pressroom, consider arranging the space to highlight your most impressive coverage. At SPP-WA, we have requested of our web designer that the landing page of the pressroom be staff-editable content with space for about four highlighted stories, and linked to a complete archive. Check our website to see if he’s been successful yet: www.sustainableprisons.org/pressroom.

Cross-post your media coverage to Facebook or another social media platform (also see *Promoting your SPP*, p. 45). Send links or paper copies to all partner organizations and individuals mentioned in the coverage. Print additional copies, in full-color if possible, to include in outreach materials, grant applications, and reports to funders.

Planning an SPP Celebration

Sarah Weber and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

SPP periodically hosts events for community members, supporters, friends, and family. These events are intended to give thanks for ongoing support and enthusiasm, celebrate the partnerships and recent achievements, and raise awareness of the SPP's mission and programs. An event can also serve as a fundraiser for SPP.

PARTNERSHIPS, REFERENCES, AND RESOURCES

When planning an event, think broadly about whom to invite: Who has contributed to programs within the last year? Who would most benefit from public recognition? What element, individual, or organization in the partnership would SPP like to highlight? Who would best serve as MC, speaker, or presenter?

Also consider visuals or multimedia presentations that will enhance the event: SPP program posters? Photos? Weatherproof banner? What about an inmate-made quilt? Do any of the invitees want to bring posters, photos, pamphlets, or their sister's polka band?

For larger and more complex events, refer to the *Planning a Conference* protocol, p. 63, for how to put together an agenda, meals, travel expenses, transportation, and lodging.

MATERIALS NEEDED

- Host venue agreement/contract
- map of venue and surroundings
- invitations
- SPP posters and outreach materials
- give-away items (e.g. SPP stickers)
- food and beverages

PROTOCOL

First, brainstorm with your SPP team for ideas about the event: where and when to hold it, whom to invite, a theme or focus, level of formality, length of event, and any special activities they'd like to see included. Establish an event planning committee.

Contact local venues to discuss event needs (number of guests, food and beverage requests, cost of reserving space, times that space is available). Create a contract or estimate that represents the agreed-upon arrangements.

Survey the SPP team, partners, key invitees and other guests of honor for their availability—offer a selection of three or four options—before finalizing the event's date and time.

Send detailed invitations to everyone on your guest list. Send invites at least four weeks in advance to facilitate wide attendance. Ask invitees to send confirmation of attendance to a specific email address. Enclose details about venue location, food and beverages provided or not, and a timeline of events. Send a reminder invite closer to time of the event with confirmation of locale and time.

Outline event tasks, planning committee members responsible for completing tasks, and when each task must be complete. Tasks may include catering, logistics, liaising with the venue, transportation, maintaining RSVPs, creating name tags, and others. Plan speeches and/or presentations accordingly with respect to individuals' time.

Appreciations

Select gift items for any or all guests. Consider existing SPP-branded items, or create something new (t-shirt, pen, coffee mug, lab notebook, calendar, lapel pin, cards). For individuals you wish to honor, you may want to ask their associates for gift ideas. Your give away item may be something symbolic aligned with the theme of the event (e.g. for an event themed "The Many Facets of SPP," you might give guests a faceted glass crystal).

Donations

Contact local businesses and ask if they would consider reduced rates or donations of the following:

- Event space
- Hors d'oeuvres, non-alcoholic drinks, cake, other treats
- Appreciation/gift items
- Speeches, presentations

Documentation

Choose a photographer or photographers for the event. You may ask someone on staff to capture the event or consider hiring a professional. Remember, high-quality photographs are a huge asset to our dissemination efforts.

Media coverage

Invite media to cover the event. Depending on the type of event and guests, it may be difficult to generate media interest, but it does not hurt to invite them. When you speak with the media or develop a press release be sure to highlight what is special about this particular event (i.e., a particular guest or the celebration of a major milestone).

Planning a Conference

Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

This protocol will serve as a guide for planning an SPP conference or meeting involving invitations to members of multiple regions or teams.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Both planning and holding a conference are ideal times for pulling together team members and partners, and for creating an environment for new partners to join the effort. At the same time, it is an opportunity for your SPP to work toward a common goal of clarifying and finalizing resources, presentations, and proposals that you plan to share with conference participants.

PROTOCOL

Building the agenda/vision for the conference

For both conference planning and implementation, pull together team members to contribute ideas and support for the event. Build the agenda through a collaborative process with SPP staff and partners. Ask conference participants (either a select few or the entire group) for activities or content requests, and/or for feedback on potential plans. Designate several team members to act as hosts and support for the event—many informed hands and minds will make for a lower stress, more successful conference. Delegate planning and implementation tasks.

Plan locations and catering that will take care of creature comforts including a regular supply of good food and accessible restrooms. If possible, arrange for participants' transportation and lodging so they are moved and housed en masse, thus giving them more time with current and potential allies. For the same reason, encourage participants to share double rooms, and help those who are willing to find roommates.

Try to strike a balance between intense, demanding activities, and time for questions, discussions, break-out groups, and casual conversations. Collaboration depends on strong alliances, and each member of the network needs opportunities to find those allies and cultivate relationships, so plan for flex time between more structured activities. Schedule break times for hosting team members, as their mood and energy level will set the tone for the event.

At the start of the conference, allow enough time for arrivals, welcomes and introductions, including break times early in the agenda so that people can get refreshments and mingle. A substantial break, at least twenty minutes, is recommended for later in the day when concentration is beginning to flag. Include an early “mixer” on the agenda, an activity that allows participants to make new contacts or begin to explore the conference topics with teammates. These times for informal/more autonomous activities will pave the way for effective planning and teamwork later.

Balance presentation with wider sharing, and audience time with active participation. If relevant to conference goals, include tours, hands-on projects, and/or team building exercises; these will likely add to the energy level and engagement of the group. Other enriching options include inviting guest experts or SPP participants to speak, and holding an event off-campus and inviting the public to attend.

Building a hosting team

When planning a large meeting, it is important to maintain consistent communication, especially if planning team members are in disparate locations. Each time the draft agenda for the event changes, create a soft-copy version and share it with other organizers. In this version discuss and include details for all agenda items, including

- Who is the host/lead of conference proceedings? More than one person? Different on different days or for different activities?
- Who will welcome and sign in participants as they arrive each day?
- Who is the go-to for logistical needs? Share cell phone numbers (and any other vital contact information) with that person ahead of time.
- Who will introduce a new speaker?
- Who will make a presentation?
- What equipment/assistance is needed? How about for guest presentations?
- Who will take notes? Who will take photos?
- Who will firmly and respectfully cut people off when presentations run longer than requested, or when time is short?
- How and by whom will participants be shepherded to conference transportation? Who will shuttle participants, and at what time(s) will they leave?
- Who is responsible for food and beverage ordering, pick-up, and other related logistics?

Registration

In an effort to create a comprehensive registration form and process, brainstorm every type of data you need to collect from participants. Keep in mind that the people you invite are often not the people who attend—there will be substitutions and changes, often up until the last minute if you allow it. Build a registration form that treats every participant as a complete unknown, and you will be less likely to end up with holes in your data. Include in your registration questionnaire at least the following items. Remember to make the necessary items *required* within the registration form.

- Full name
- Title

- Organization/Institution
- Email address and phone number(s) (cell phone numbers can be useful if there is an in-conference concern)
- Days/events attending (or requesting)
- Special needs and concerns
- Dietary restrictions
- Consider also including:
 - Who they represent, and/or who referred them to the conference
 - Security clearance information (for prison or jail tours)
 - Whether the participant would like to make a presentation; if yes, who with, for how long, and what topic
 - Demographic data needed for conference evaluation
 - Expectations of participants – tasks and timelines

Funded events

If funding is offered to participants, do a full investigation at the host institution to decide the best strategy for covering participants' costs. If the institution has or can set up accounts with a travel agent, rental car agency, airport shuttle, and hotel, then taking advantage of these accounts may require substantially less paperwork and confusion than reimbursements; participants would still make their own reservations, but would not have to handle payment or paperwork. Drawbacks to this approach may include limited options, higher travel expenses (adding agent fees), and separate accounting for travel expenses not covered by these accounts (at TESC, those include mileage, food, and parking).

For reimbursements, ask for very specific direction on requirements and processes. Ask what personal information and signatures are required, how to make the purchase (with a personal or institutional credit card?), and where the reimbursements can be mailed. Also ask about recommended flow of tasks, and usual processing time for reimbursement submissions.

Ask participants who would like to receive funding to provide the items indicated by the reimbursing institution. Find out exactly which items each participant wants funded and whether funding is required for participation (as opposed to preferred). Be as explicit as possible with participants about what they need to do, who will receive reimbursement payment, where the check will be sent, and when.

To capture and track all these registration items, the ideal approach is to create a registration form that feeds results directly into a database. This best allows for queries on the ever-changing participant list, facilitating all other planning activities. For example, as you are making orders with food vendors and need to know the dietary restrictions

represented at a specific event, it is much simpler to do a query of a database than to cross-reference and add multiple columns of a spreadsheet.

Sharing information with participants pre-conference

Whenever you need to make contact with invitees, take the opportunity to exemplify the SPP mindset—try for openness, directness, and information sharing, and use a friendly and professional tone. Be ready to repeat yourself, sometimes several times with the same person on the same point; it is likely that the invitees are not as focused on the details as you are. Share supporting documents with the invitees on at least a few occasions, including:

- Detailed contact information for recommended ground transportation and lodging. If you have secured a reduced rate for conference participants' lodging, be sure to tell participants to identify themselves when making their reservations so that they receive the rate.
- Detailed agenda: send updated versions as the agenda evolves.
- New topics, proposals, or worksheets for the conference, and expectations for conference activities

Ten days to one week prior to the conference, share the same documents again, and also share maps/directions to the event location(s), hotel(s), points of interest between locations, and parking.

Orders

Ordering from caterers

For conference events held at state institutions, and/or including state employees, seek out the per diem rates (as they apply to the conference location, for example www.ofm.wa.gov/resources/travel/colormap.pdf). When initiating the order, ask for a timeline and mark key dates on your calendar. The stages usually include initial contact/exploration, securing a quote for the event and creating a purchase order based on the quote, providing a solid estimate of numbers (including dietary restrictions) a few weeks in advance of the conference, and final numbers the day before.

Ordering from other vendors

The process for ordering from other vendors is similar to that for catering, with a different timeline for production. In the initial contact and exploration, determine whether the timeline for production and shipping and/or pickup will satisfy your needs. Generally, the process usually includes initial contact/exploration, securing a quote for the event from the order and creating a purchase order based on the quote, and then providing a solid estimate of numbers and the OK to begin production of the item.

Media coverage

Invite the media to join the conference for a specific activity that you anticipate will create a good story and photographic opportunities. Conferences alone are typically not enticing enough for the media to attend, but if you can combine the conference with another perhaps

more compelling story that includes visual interest, they may mention the conference in their piece. See the sample Communication Plan included in the *Interacting with the Media* protocol (p. 50).

Consider hiring a photographer to take photos throughout the conference. Remember, high-quality photographs are a huge asset to our dissemination efforts. You may also want to video record portions of the conference.

Two weeks prior to conference

Work intensively with your hosting team to create and update the task list and to delegate duties. Re-visit the questions detailed under *Building a Hosting Team* (p. 64) and finalize the plan. Make sure that everyone on the hosting team understands expectations and duties for before-, during-, and after-conference activities. Support each other in completion of tasks and preparations for presentations. Share cell phone numbers so that it is easy to find each other and share questions and updates during the conference.

Conference packet

- Create useful and appealing materials for a packet for conference participants. Recommended items to include are:
 - Conference agenda
 - Most relevant information on SPP programs or approach
 - Worksheets for conference assignments
 - Give-away/gift items customized with SPP logo (and slogan, mission statement, five essentials, etc., as appropriate); ideas for desirable give-aways are sticker/bumper stickers, pin-on button, embroidered hat or other apparel, inmate-made products, mug, lab notebook, water bottle, etc. Always seek out vendors for SPP products that make sustainable use of resources.

During the conference

Plan for multiple members of the hosting team to be present during the conference at all times. Introduce all hosting team members to the conference and encourage participants to make contact any time they have an unmet need or question. Also encourage hosting team members to check in with and support each other; it is important for hosts to have opportunities for breaks, and to hear positive feedback from other team members.

Before participants leave

Lay out plans and expectations for moving forward—for assignments, future contacts and events, reimbursements, and conference evaluation. Specifically, tell participants what to do with their receipts, and ask for anyone who is *not* comfortable sharing their contact information and presentations to notify the appropriate host team members (state that we will assume permission for those who don't notify). If they are required, collect social security numbers in person if possible, to avoid asking participants to supply them by email or mail when fulfilling reimbursements paperwork.

Post-conference

As soon as possible, share/circulate contact information and presentations from all participants, excepting those who declined to give permission.

In the days immediately following the conference, encourage detailed feedback from participants by asking specific questions. For example: *What did they like about the conference, and what could have been better? What would they like to see happen next? What needs must be met for them to move forward with their plans or programs?*

Compile answers to the questions, as well as general feedback, and share with all conference organizers. Decide which suggestions for change are most salient, and update this protocol accordingly.

Presenting at a Conference or Event

Evan Hayduk and Carri LeRoy

TASK DESCRIPTION AND OBJECTIVES

During your time with SPP, you may have the opportunity to present work or research at a formal conference or informal event. Although this protocol is written with some specific information for graduate students, it can be used by anyone who will present in a variety of settings. The main objectives in presenting at a conference or event are to:

- 1) Present information about SPP clearly and concisely.
- 2) Represent SPP and all its collaborators in a professional way.
- 3) Spread the SPP model to potential Network collaborators and new partners.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Consider review of your presentation abstract, slides, and performance as essential steps in the presentation process. Think carefully about all of the partners and collaborators involved in your work to determine which should be listed as co-authors on your abstract and presentation. Submit your abstract to all co-authors, your supervisor, and SPP Co-Director for feedback and direction on how to best represent the Project. Provide your co-authors with ample time to review both your abstract and your presentation.

SUCCESSFUL/MODEL PROGRAMS

In February 2013, SPP-WA Co-Director Dan Pacholke and Graduate Research Assistant Andrea Martin presented on SPP at TEDx: The Evergreen State College. The presentation can be found at <http://tedxtalks.ted.com/> or on YouTube, and is just one example of a successful presentation in a single format. Other formats include formal lectures with time for questions from the audience, panel discussions, and less-formal poster presentations in a group session.

MATERIALS NEEDED

Presentation materials can include a poster, PowerPoint presentation, and/or flyers. One-page overview materials should be brought in ample supply to make sure that everyone who wants more information can receive it. Bring business cards and/or promotional materials to share. Events may require a table, tent, or other materials depending on the venue—consider carefully beforehand the specific needs of your presentation and venue, and arrive early enough that you may make last-minute adjustments.

PROTOCOL

Submitting an abstract or proposal

Always give yourself plenty of time to write, edit, and complete an abstract or proposal when applying to present at conferences. This includes time for all co-authors to review the submission before it is sent. Give co-authors two weeks to review and suggest changes, ask

you to remove their name from the author list, or offer other suggestions. Later, when preparing the presentation slides or poster, give advance notice to co-authors again and allow for review.

Preparing your presentation

After you are informed that your abstract or proposal has been accepted, you should update your co-authors and register to attend the conference. Make sure you register as early as possible, as there is usually an early registration fee discount rate. Many conferences are meetings of affiliated groups, and membership in a group can reduce registration fees further. In turn, registration for a conference often comes with a membership in the affiliated group. Students also usually receive discounted rates, so be sure to have a photocopy of a current student ID scanned to submit with a faxed or mailed registration form if appropriate. Finally, it is often possible for students to volunteer during parts of the conference for reduced registration fees – discuss these possibilities with your supervisor.

Finalize your draft slides in advance so those may also be reviewed by each of your co-authors. Finally, at least one week prior to your presentation, request meeting time for a practice presentation in front of team members. Update both the content and your presentation delivery based on their suggestions and comments; this approach will greatly strengthen your presentation.

Paying for travel expenses

Traveling to conferences or events can be costly, especially if long-distance travel is required. To minimize costs of travel, try to find alternative sources of payment. Many graduate and undergraduate programs will pay for part or complete travel costs if a student is presenting work completed while a student. Check with your program director or assistant director to see if any scholarships or awards are available. In addition or alternatively, SPP may be able to cover travel costs in part or in whole depending on the value of your presentation to the Project or partnership; ask the program manager and co-director if any funds are available.

Make sure to keep your supervisor up-to-date with the expected expenses for the travel. In order to make reimbursement possible and easier, you may need to set up a travel authority, which requires the dates of travel and similar information.

While at the event

Remember that you are representing SPP while at the event as well as during “off” hours while you are not presenting, but still in attendance. Always maintain a professional demeanor and act accordingly. Be outgoing with people at the event, and don’t be afraid to start conversations to try to connect with as many people as possible. Try to attend mixers, poster sessions, lunches and other events in which you can informally talk to people about SPP and also learn about others’ endeavors. Take special notice of potential partners for your own SPP or another in the Network. Hand out business cards to set up future contacts, and ask for contact information so we may keep them updated on SPP’s work and upcoming events.

Post-presentation follow-up

Try to reconnect with people you talked to at the conference immediately after your return. This way, you are fresh in their minds and they will connect your face and presentation with an email or phone call follow-up.

Write a blog or Facebook post about your conference presentation or the overall experience for posting on your SPP website. This could include information about what you learned while at the conference or just a note to our followers about where and when SPP presentations have taken place.

Log information about the presentation in a database that catalogs the title, co-authors, date, venue, and description of the event. A complete and searchable database can help keep track of outreach events for grant reporting and future presentation. Save your PowerPoint files for future use, and be sure to add the details of your presentation to your own CV.

How to Write a Blog Post

Brittany Gallagher, Joslyn Rose Trivett, and Alicia LeDuc

TASK DESCRIPTION AND OBJECTIVES

A blog is one of the major ways for the public, corrections staff, and Project supporters to stay up-to-date and connected with SPP's operations. The blog is a mechanism for disseminating the results of SPP's work on a world-wide scale via the internet. It is also a place where many people go to research the Project, and is often a factor in their first impression. Maintaining an active, professional blog helps retain an avid support base, increase media coverage, and support SPP in attracting and securing funding sources. Effective blog posts are critical to the blog's overall success. To consider an overall plan for promoting your SPP, please see the protocol on that topic (p. 45).

PARTNERS, REFERENCES, AND RESOURCES

See the blog as a primary way to highlight Project partners. At one time or another, ask all partners to contribute to the blog and welcome the pieces they offer. If a partner is reticent to writing their own piece, offer to produce a piece from a short interview, or to adapt their notes into a narrative. Alternatively, ask if you may author a blog describing their participation in the program. Whether authoring or editing a blog post, portray the program and the partners in a positive light—this is a chance to celebrate what they do for SPP. From time to time you may want to describe setbacks, disappointing results, or changed plans, but also frame these in a positive light, as parts of the overall learning experience and evolution of SPP.

Aim to provide a diversity of topics on your blog, representing the diversity of programs and contributors in your SPP. Take note of what has not been highlighted for some time, and develop blogs on those topics. Blogs are a way to fill in gaps left by media coverage or other public interest.

As blogs are relatively simple pieces, they also provide a simple way for Project interns, students, and new hires to gain experience disseminating information about SPP. Writing and processing edits from the team will add to their understanding of SPP and to their job skills.

SUCCESSFUL/MODEL PROGRAMS

Please see SPP-Washington's blog: <http://blogs.evergreen.edu/sustainableprisons/blog/> for our library of blog entries. Blog posts are made bi-monthly, or more frequently when possible. All blog entries are entered into a spreadsheet log and copies of the blogs themselves are stored on our share drive; these serve as a record as a backup for the online posts.

MATERIALS NEEDED

As applies to the current blog post:

- Interview notes
- Photos (highly recommended)
- Charts or diagrams
- Links to related websites
- Videos

PROTOCOL

It is best to have multiple blogs under development at one time. This protocol speaks to developing a single post.

Select a topic to write or solicit from a partner. Consider topics and contributors including:

- Events (upcoming or recent)
- New programs, partners, or participating institutions
- Program update, successes, or new focus
- Scientific study implementation or results
- Grant award or other new source of funding
- Stories or reflections from DOC (inmates, prison or jail staff, or administration), academic partners (faculty, students, interns), conservation partners, non-profit partners, community partners, national or international partners, SPP staff and volunteers, and from anyone else participating in SPP

As you focus your selection, evaluate which **topic** would be the best at this time. What is the significance of this topic right now? To whom will it pertain? What content do you have to include on this topic (pictures, quotations, etc.)?

Once you have your topic, **investigate** as necessary to create the post. You may ask a partner to write an account of the topic only a few paragraphs long, and to provide illustrative quotes or graphics if possible. If you will be creating the blog, decide on the best way to generate the material. You may be able to find materials within your existing schedule and work requirements. For example, if you are already planning to visit a facility and/or program, take photos while you are there, and ask inmate technicians or partner staff questions that may illicit interesting quotations. Most people enjoy being quoted, and their words are valuable for adding character and depth to a story. The quoted individual also becomes someone with whom you will want to share the final product, thus adding to the blog's readership.

Carefully craft the blog post's **title**: the title is important in attracting viewers to read the post. You want something catchy, to the point, and a good indication of what the blog is about. As you draft the opening line, consider the 'hook'; it is important to get the reader's

attention immediately and to encourage them to read the entire post. You want to lead with something exciting to draw in readers.

Make your **points** succinctly—list the points you want to make ahead of time, and as you turn them into a narrative, keep the writing simple and meaningful. Consider ways to make your story “scannable”: Reading on a screen is tiring, so use headings, bullet points, bold or italic font, lists, and other visual edits to make ingestion easy for the reader. Also include a call to action: asking readers to do something leaves more of an imprint and emphasizes the importance of the topic. The call to action can be as simple as “stay tuned” or “click on the link below” or as challenging as “please give.” Use discretion in employing this strategy, as you don’t want to appear demanding. Overall, be brief. Brevity is important in writing blogs that people will read. Be as concise as possible in relaying information, and don’t get caught up in details that are not absolutely necessary.

Whenever possible, **incorporate media**: Include photos, video clips, sound bites, or other mixed media that will help tell the story and attract readers of different learning styles (audio, visual, etc.). When available, include quotations that will make the blog more story-like. Including personal opinions or anecdotes often appeals to readers and brings SPP to life in readers’ minds. At the same time, maintain a professional style. Add character to your writing, but don’t stray too far into informality.

Once you have a solid draft, **review** your blog for errors and fine-tune your writing and presentation. Then submit your blog for editing to the Program Manager or all staff. Ask for help making sure that your blog meets the criteria given here and is free of errors. While blogs are relatively short, simple pieces, the aim is still to reflect well on your SPP.

Once the blog is posted, be sure **share** the link with those mentioned in the blog: any corrections staff, community members, guest speakers, etc. Encourage viewers to leave a comment on the blog post and to share the link with others. If inmates contributed to the blog, print paper copies of the post and ask their supervisor(s) to share it with them.

Staffing a Booth

Carri LeRoy

TASK DESCRIPTION AND OBJECTIVES

Staffing a booth at a community event is a great way to publicize your SPP, reach new audiences, generate interest, and find potential partners and funders. It is also a way to practice effective communication about SPP in a relatively relaxed and informal setting; this may be good preparation for presentations at conferences or other more formal venues. (For more options in publicizing and disseminating information about your SPP, see *Promoting your SPP*, p. 45).

PARTNERS, REFERENCES, AND RESOURCES

Keep up on the local and regional events that may be a good fit for an SPP booth. Also be aware of events within your partner facilities; an environmental- or science-focused celebration at a corrections facility is an opportunity to generate interest in SPP programming among inmates, staff and administrators.

Internally, notice which students, interns, or new staff members would benefit from the chance to practice talking about SPP with the public.

SUCCESSFUL/MODEL PROGRAMS

SPP-WA has recently staffed booths at:

- Stafford Creek Corrections Center Earth Day Event, 2011
- Prairie Appreciation Day, 2011 and 2012
- Save the Frogs! Day, 2012
- TEDx: The Evergreen State College, 2013

Each of these events has given new student-staff a chance to practice talking about SPP, and their practice time has resulted in new partner contacts and volunteer interest. All staff members of SPP-WA take turns at booths. These events are seen as a low-pressure, fun way to connect with community members, learn more about potential partnerships, and observe how peers describe SPP programs.

The Save the Frogs 5k Fun Run booth in April, 2012 was effective in several ways. First, the event was in Seattle, sixty miles north of SPP's offices, so it allowed access to a new and geographically-close audience. Many event attendees were excited to learn that SPP programs were happening close by. Secondly, the event was a team building exercise: several graduate students ran the 5k race, while others worked the informational booth, and this led to fun and energetic photos for future use. Third, we were able to make two new contacts with potential future partners, the National Wildlife Federation, and Save the Frogs!, a non-profit devoted to amphibian education and conservation. Last, one of our

conservation partners was a guest speaker at the event and we were able to show support for his work and community outreach.

MATERIALS NEEDED

Depending on the event, this list might vary:

- Poster (one may already be created that you could use)
- Poster board
- Weatherproof SPP banner
- Plenty of copies of SPP one-pagers (or other handouts and other media/press packet items)
- Email list for interested parties
- Handouts, SPP gear to give or sell (when appropriate/allowed), stickers
- Rocks to hold down papers in the wind if the event is outdoors
- Tablecloth and clothespins
- Table and chairs
- Umbrella or canopy tent
- Water bottles, sunscreen, snacks, sun hats

PROTOCOL

Creating the booth environment

Using logistical information provided by the venue or event organizer, determine how large an area you will be allowed and expected to use. Determine if there will be a table, poster wall, tent, chairs, etc. If the table/tent is to be outside, be sure to have rain-ready supplies, supplies for dealing with windy conditions, and sun protection for all participants. Check the weather to determine what conditions might be like. If you have not been to the location before, consider a site visit prior to the event to check out the space. Contact event organizers with any questions.

Staffing the booth

Make sure you are familiar with recent SPP successes and the history of the program. You will likely get many questions. Ask the Program Manager or Co-Director about interesting things to discuss with participants. Make sure you have an agreed-upon schedule among staff members staffing the booth. Make flyers, booklets, or pamphlets easily accessible and offer them to people who are nearby. Overall, enjoy yourself! A positive, engaging attitude will make the job fun and will attract positive attention at the event.

Try not to leave the booth unstaffed during the event. Make sure you have backup help in the case of illness. Be friendly, open, and engaging. Have predetermined questions to ask or short phrases to say to draw people into the booth and engage them. Be positive, answer

questions honestly, and know that it is okay to tell people you don't know the answer to a question. Try to get their contact information if they want you to get back to them with an answer.

Thanking and Acknowledging Partners and Contributors

Joslyn Rose Trivett and Kelli Bush

TASK DESCRIPTION AND OBJECTIVES

The SPP approach depends on functional and positive partnerships, and must include recognition and appreciation of all contributors. This protocol outlines some options and approaches for acknowledging and thanking partners.

MATERIALS

- Customized SPP thank-you cards
- SPP letterhead
- Partner profile page or section of website and/or newsletter
- Partner logos
- Outreach documents or posters
- Give-away items

PROTOCOL

Send thank-you notes

Hand-written thank-you notes are a simple way to thank a contributor for their time, effort, talents, or a particular achievement. Contributors to thank include partners, partner organizations, volunteers, staff, funders, administrative support staff, and inmates. In the note, tell them what you are thankful for, be genuine, and sign with your full name. A note should be sent within two weeks of an event.

Send professional thank-you letters

When more formal thanks is warranted, or would be most welcome, create a professional thank-you letter on SPP stationery. The letter should address the contribution specifically, how the contributor was received, and how the contributor influenced the particular situation. By writing the letter you are re-ensuring that the professional relationship is appreciated and acknowledged. Also consider sending the thank-you letter to the contributor's supervisor to acknowledge the good work the employee has accomplished, and to show appreciation for the supervisor's support of the position.

Profile Partners

A more public acknowledgement of appreciations could be presenting a partner profile on your website, newsletter, and/or other outreach and dissemination materials. Partners will probably be most satisfied with the product if they have an opportunity to contribute—ask them to write a short piece that describes what they bring to SPP and what their experience

has been (or gather these details from a short interview). Choose a flattering photo to accompany the profile, soliciting a submission from the partner if needed. Offer the partner a chance to review the edited/final form prior to publication.

Include in Outreach Documents

Highlight partner organizations, funders, and other contributors in program outreach documents including program overview information, posters, newsletters, reports, and other publications. Consider including partner organization logos, photos of partners or contributors with captions, or using narrative text to acknowledge their contribution. When distributing these materials, include places where they will be seen by contributors who may not otherwise have access, such as staff break rooms and inmate living units.

Bring Thank-you Items

Bring a box of doughnuts, snack tray, fruit plate, or other appealing snack items to a meeting or to a facility. Typically this type of thank-you cannot be provided to inmates—check with facility staff to make sure. Present the food as a small token of your appreciation of the recipient’s work on the Project. If some or all of the recipients are not present, consider leaving the snack tray in a staff room with a note explaining that the food is a thank-you gift from SPP.

You may also offer contributors items such as SPP stickers, hats, calendars, or tote bags. Again, these items typically cannot be provided to inmates.

Meet Needs

As you work with partners, take note of their unmet needs and figure out how to meet them. For example, if you are working with inmate technicians or corrections program lead, and you hear them mention that they would love to have a microscope or a particular reference book, make a note and pursue making that purchase. If your SPP receives funding from any foundations, those contributors may be especially delighted to know their funds were used to facilitate this kind of purchase, particularly if it benefits inmates or students, improves the operation of a program, or helps establish a new program. Supporting programs with small purchases is a win-win-win for the recipient of the new equipment or resource, for the funder, and for your ongoing relationship with the partner.

Solicit expertise and input

Especially for populations or individuals not used to “expert” status, they may take real enjoyment in being asked for their opinion. Requests to write a protocol, train a new technician, or otherwise document their methods may also be received favorably. Ask volunteers, interns, and offenders if they would be willing to write about their experience with SPP, speaking to whatever aspect has been most important to them (new skills, ownership, personal development, aesthetic enjoyment, engagement, etc.). Keep in mind that if a main objective is honoring this partner’s contribution, you don’t want to overwhelm or overload them with new tasks; emphasize that you are asking because you value their perspective, it is OK for them to say no, and that the complexity of the product is up to them.

Throw a party

Hold an annual event to celebrate your partnership. Invite partners to dinner or an outdoor party. Suggest an informal get-together following your participation in a bigger event such as a conference. Create these opportunities to make speeches, give gifts, and have fun together (see *Planning an SPP Celebration* for more details, p. 61).

Attend partners' events and fundraisers

Keep track of your partner organization's celebrations and fundraisers. Ask to be invited, and show up! This is a great way to meet people face-to-face, express your appreciation of the organization and/or staff's work, and make new connections.

Share the Media Attention

During media events and interviews acknowledge the assistance of partners and other contributors whenever possible. Describe yourself as just one representative of a collaborative effort. Share copies of positive media coverage with partners and contributors (including the inmates who likely participated in the media event) with a written or oral acknowledgement of their contribution to the program. Remember to also consider sharing media pieces with contributors not as directly involved. For example, send a copy of an article featuring the program to a contracts staff person who has helped facilitate funding with a note acknowledging their contribution.

Say Thanks

Say thank you out loud, and especially when describing the partner's involvement to a third party. When you talk about SPP, describe how a particular program or the Project as a whole could not be possible without the contribution and collaboration of your partners and the diversity of expertise and backgrounds that they bring. Point to your partners' contributions in formal presentations, informal conversations, and when making introductions. Celebrate their work whenever you have the chance.



Joslyn Rose Trivett, SPP Network Coordinator, works on the SPP Network website. Photo by Jaal Mann.

CHAPTER 3

Administration

Administrative work is some of the least glamorous work of the SPP, but some of its most crucial. As with communications, many of your administrative protocols will be specific to your own institution, and the administrative needs of your partners may be different from yours or ours at SPP-WA. These are some administrative limitations, differences and requirements to be aware of and respect.

For those from an academic, conservation, or technical background, administrative challenges include becoming familiar with security concerns and establishing good communication with corrections staff and inmates; this may mean learning a new cultural norm. The protocols offered here are only first steps; as you work within corrections, ask for directions on conduct, who to contact and how. Be open and friendly, know you may make mistakes, and remember that huge benefits can come with extending your expertise to DOC administrators, staff and inmates.

For those from corrections backgrounds, the challenges of working with academic or conservation partners may be due to differences in hierarchical and administrative structures. Working with partners outside of corrections will require time and effort in training outsiders to be safe inside corrections facilities and in communicating clearly with volunteers.

TIPS FOR SUCCESS: TRACKING

- Develop individual tools for tracking (spreadsheets and/or databases) to measure program impact: levels of resource use (water, energy, waste), numbers of program participants, record details (i.e. date, time, presenters, topics) of conservation and education programs, media coverage, and outreach activities etc.
- Use a performance management tool to add accountability: compare goals and objectives to actual accomplishments, report progress at regular intervals.
- Keep your eyes on the goal
- Continue to engage colleagues, staff, inmates, and partners.
- Define the actions necessary to accomplish your goals.
- Continually discuss defined goals, the actions necessary to achieve them, and timeline for program implementation/ completion.
- “Change the conversation” at the institution: get staff and inmates thinking about and discussing science and sustainability, and also new and better ways to improve programs.
- Encourage healthy competition among living units or institutions.

Participating in the SPP Network

Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Development of the SPP Network is underway, and many details of how to participate are still to be determined. At the same time, there are elements of Network involvement that are more obvious, and can inform how we move forward. Here we share an overview for participating in the Network, and making the most of your SPP endeavors.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Build an SPP team that represents interests and expertise from corrections, academia, science and conservation, and the technical expertise that you need to implement programs, evaluations, and dissemination. Start with a partnership between corrections and an academic, sustainability, or conservation entity as the foundation for your work. Seek out additional allies to add to the diversity and impact of your programs. Creating and maintaining these partnerships may mean going outside your comfort zone and will require a willingness to work closely with folks from very different disciplines. See the diversity of focus and goals as an asset to your program.

As a participant in the SPP Network, you should also confer with experts within your own field—colleagues in other counties, states, and countries who also have SPP programming. They may offer invaluable perspectives on how to best contribute to the process, commiseration on shared challenges, and guidance on how to best work across disciplines.

PROTOCOL

All of SPP's work, including every protocol, is informed by our Essential Components (see pages xi-xvii). While every program and every institution will bring unique opportunities, limitations, and priorities, our experience points to five elements that we feel define a project as SPP. Consider these components the heart of every programmatic endeavor and use them as a guiding philosophy.

On a practical level, look to the SPP protocols. The presentation of protocols offered in this handbook can be seen as a walk through the process of how to participate in the SPP Network.

Establish strong practices for administration, collaboration, communications, security, and evaluation. Continually reinforce these with your staff and partners. Use these practices as the bedrock for your SPP programming.

Plan for programming in multiple areas of focus (steps forward can range from very small to very involved): sustainable operations, education and training, evaluation, science and conservation, and community contributions. Programs in each of these areas offer unique benefits, reach different populations inside and outside corrections' walls, and reinforce the SPP approach. Take advantage of the work in one area of programming to inform and update other areas. A successful composting program may inspire lectures on resource conservation. Inmates who are trained to fix wheelchairs may also want other kinds of professional education. A frog rearing program may offer reclaimed water to the gardening program.

Be an active participant in the SPP Network. Regularly use the Network website to post conservation, research, education, and corrections resources, notify fellow members of funding opportunities, lead and participate in discussion forums, share research questions, introduce new partners, and participate in Network planning events and discussions. (See the protocol on *Promoting your SPP*, p. 45, for more details and ideas.)

Attempting to satisfy the five Essential Components of SPP can be overwhelming, especially at the beginning. Committing to this level of complexity is vital to being an SPP, but it is also important to start small—initiate only one or two programs at first. An excellent strategy can be to “under-promise and over-perform,” so that you make a positive impression with your early efforts and then can build on your successes. Also look for ways to add missing components to existing programs: install interpretive signs explaining the reasons for a sustainability initiative to add an educational component; invite a guest speaker to answer crew questions on sustainable landscape maintenance; seek out community partners who may provide certification for inmates in a composting program. Other examples of programming enhancements that satisfy the Essential Components are offered on pages xi-xvii.

Keep the big picture in mind—hold on to your grand plans for the future—and allow yourself to build programming one step at a time.

Security and Safety in a Corrections Facility

Kelli Bush and Devon Schrum

TASK DESCRIPTION AND OBJECTIVES

Safety and security are of the utmost importance when operating programs in a corrections setting. Since SPP teams are diverse, they will include varying levels of experience working with incarcerated men and women. This protocol will not adequately address every consideration critical to establishing or operating an SPP program; instead its purpose is to inspire dialogue, identify training needs, and to promote policy review. In order to adequately address issues that may come up in a corrections setting, each SPP program will need to create their own custom security protocol primarily based on partner-corrections agency policies and staff guidance.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Corrections staff partners will have the greatest amount of training and experience working with incarcerated men and women and therefore are best suited to educate other partners on proper conduct in a corrections facility. Conservation, academic, community, and sustainability partners must consult with corrections staff to understand expectations for security protocols, required training, visit clearance process, conduct while visiting, policy review, and any other safety considerations.

If you are not a corrections staff member, start with your primary corrections contact to determine which corrections staff person is best suited to assist you with understanding and addressing safety and security issues. If you are a corrections staff person, remember that other partners often have little experience or training working in a corrections center and you will need to provide clear information and training regarding agency security policies and protocols in order to ensure safe operation of the program.

SUCCESSFUL/MODEL PROGRAMS

While SPP-WA has developed several protocols for handling safety and security issues, this area of the program is still evolving. Each year SPP staff from The Evergreen State College attend an Offender Manipulation Training and new staff working in the corrections facility are required to review and acknowledge agency policies. We have also developed guidelines for offender communication, conduct while in the corrections center, and the security clearance process.

MATERIALS NEEDED

Corrections agency policies, developed protocols, and internet access to the corrections agency website.

Draft list of questions to ask corrections partners before you visit the facility and when initiating a new program.

PROTOCOL

Each prison or jail facility will have different security and safety protocols. Develop a list of questions to ask corrections staff prior to visiting the facility. Before you implement any new projects or programs in a corrections facility, meet with corrections staff and request clear guidance regarding:

- training
- policy review
- security clearance prior to and during visits
- conduct while visiting
- permissible items inside the facility
- corrections escort availability
- conduct in case of an emergency
- communication with inmates
- and any other issues that may arise

Ask for a tour of the corrections facility and meet with partners before you begin a new program. Be an advocate for your safety and the safety of others. Use clear communication when you need to address any safety concerns and don't consider any issue too small to address.

Training

Consult with your corrections staff partner to determine which trainings are required and when they are offered. Different trainings may be necessary depending on the program you are implementing, the type of interaction partners will have with offenders, and the custody level of the offenders. WA-SPP staff attend an annual Offender Manipulation training. This training is designed to educate staff to recognize the signs of manipulative or other inappropriate offender behavior, identify resources for dealing with issues as they arise, and make staff aware of agency policies regarding offender interactions. The WDOC also offers Volunteer Orientation training and Prison Rape Elimination Act (PREA), and SPP-WA has routinely participated in both.

Visiting a Facility/Security Clearance

Visit policies will differ at each corrections facility. The corrections partner will provide information regarding security clearance requirements prior to visiting. Depending on the projected frequency of visits, the corrections agency may be able to issue a photo identification badge, which will minimize clearance requirements for each visit. Any non-badged staff in WA are required to submit clearance information including full name, date of birth, and the last four digits of their social security number for a background check several days prior to each visit at a prison. No matter the level of clearance you have been provided, always notify corrections staff several days before you intend to visit, identify your point of contact, and the location of your visit (e.g. greenhouse, superintendant's office etc.).

Notify corrections staff ahead of time if you know someone incarcerated at the facility you intend to visit. Many corrections agencies have rules or policies that require staff/volunteers to declare prior relationships with offenders; in WA, this disclosure is required. The information is kept confidential but evaluated for security concerns, and kept as a permanent record associated with the offender.

Consult the correction agency website prior to your visit. Often there will be useful information posted on the website regarding visit procedures, prohibited items, offender interactions, and proper clothing. There may be slightly different rules regarding allowable items for your visit as website information is typically geared toward visiting family members. Ask your corrections partner for permission and information regarding the security clearance process for any specific items you would like to bring into the facility including camera or other media equipment, tools, education materials etc.

As you are planning a new program consider the infrastructure, supplies, and equipment needed to accomplish program goals and discuss these items with your corrections partner. You will need to be open to considering ways to adapt your approach to fit in a corrections setting. Certain chemicals, tools, and equipment will not be allowed, but if you are adaptable you can often work with partners to find a solution.

Communicating with offenders

Work with partners to determine a protocol for communicating with offenders. SPP-WA staff accept letters from offenders, but never accept phone calls. All letters are scanned and saved to a shared drive. Letter replies are always kept strictly professional. Always notify a corrections staff person of any inappropriate correspondence; they are best suited to advise on the proper way to handle a response. Never include personal information in verbal or written correspondence. Offenders may share with you where they are from or information about their family, but do not reciprocate with your own personal information. Always maintain respectful and professional communication. In WA, SPP staff and partners never ask offenders about their crimes, family history, or other personal information. Do not make positive or negative assumptions about an individual offender's character. It is our goal to provide the same level of service and education to all offenders.

SPP-WA staff have recently begun testing an offender email service. This email system is provided by a third party vendor and is typically used by offenders to correspond with family and friends. We have established accounts with inmate technicians working on our conservation programs. The email system will be used to request information or outline tasks associated with the conservation programs. When appropriate, emails may allow staff to reduce visits to the facility thereby reducing the carbon footprint of the program. The email communication will not replace site visits, but may reduce the number of visits made to simply verify a task is complete or monitor program conditions.

Addressing issues

Prisons are not incident free. Issues may arise with offenders, staff, other partners, or volunteers. Always address behavior, safety, or security issues promptly. While it may be uncomfortable to discuss issues, the success of SPP partnerships and programs depend on your commitment to good

communication. Ask your corrections partner about their process for handling any grievances with staff, offenders, and between staff and offenders.

Escort

Before you begin a new program, discuss expectations regarding corrections staff escort or staff assistance during partner visits. Types of programs and duration of visits may vary significantly. It is important to clarify what level of assistance will be available to ensure program success and safe operation.

Emergency Procedures

Ask your corrections staff contact about emergency protocols. If there is not a written protocol document, take careful notes on the guidance they provide and include it in your security and safety protocol for others to use. Request that your corrections partner review the notes you take regarding emergency protocols to ensure that they are accurate. Emergency procedures will likely be unique to each facility.

Considering Security during Project Planning

Security must be considered during the program planning phase. This is particularly important if the new program includes new infrastructure, tools, or other supplies. Always identify and include a corrections partner tasked with addressing facility security on your team. Ask them to review facility design, program placement, and draft a list of items required to do the proposed program work (i.e. any tools, infrastructure, materials, chemicals etc.). Non-corrections partners must be flexible and work collaboratively with others to determine how to successfully accomplish program goals while adapting to working in a corrections setting.

Bringing a Guest to a Corrections Facility

Brittany Gallagher and Andrea Martin

TASK DESCRIPTION AND OBJECTIVES

Bringing a guest into a corrections facility—whether for a meeting, lecture, tour, or media filming—requires careful planning that should begin at least one month before the event. This protocol outlines how to schedule a visit, obtain visitor security clearance, bring a visitor into the facility, and complete all necessary project documentation.

PARTNERSHIPS, REFERENCES, AND RESOURCES

The DOC protocol for bringing visitors to a corrections facility will vary depending on the state, county, and facility being visited. SPP staff and partners should have a well-developed relationship with the facility before bringing guests inside. Usually, the person who facilitates a corrections facility visit should have received several DOC trainings, including volunteer and offender manipulation training. Request this training from corrections partners at least once a year.

Upon establishing a partnership with a corrections facility, it is important to identify the people your SPP should contact to arrange tours, media visits, lectures and any other form of visitation at each of your partner facilities. This person should be a corrections administrator, and will most likely be the assistant to the Correctional Program Manager (CPM), Public Information Officer, or the assistant to the Superintendent. This person should be the first line of communication to schedule tours and should be the recipient of security clearance information for visitors.

A SPP staff member should be the first line of communication to answer any visitor questions—the SPP staff should assume the role of liaison between visitor and the facility. SPP communication with visitors should include outlining what they will be doing while at the facility, expectations of guest behavior inside the facility, and helpful hints for the visitors to be at their most comfortable while visiting. This includes reminders about what to bring and not bring inside, tips about how long a visitor may be outside in the cold or the heat, and if the visitor should plan to bring any food items.

SUCCESSFUL/MODEL PROGRAMS

The Science and Sustainability lecture series at Stafford Creek Corrections Center and Washington Corrections Center for Women both have guest lecturers once a month. Planning, coordination, and face-to-face contact with the guest before the visit have made these visits successful for both the visitor and the hosting facilities.

This protocol provides only general guidance on bringing a guest to a corrections facility. Based on the nature of the visit, please also refer to any SPP protocols on that topic (*Interacting with the Media*, p. 50, *Initiating a Conservation Program*, p. 176, *Initiating a New Program in a Corrections Facility*, p. 16, *Planning and Scheduling a Lecture*, p. 129). The protocol *Safety and Security in a Corrections Institution*, p. 85, would also provide additional context and recommendations.

MATERIALS NEEDED

- Prison contact information
- Visitor's personal information for security clearance (check with corrections security staff for requirements; WDOC requires: full legal name, date of birth, and last 4 digits of social security number.)
- Complete list of items that will be brought into the facility including projector, laptop, power cord, thumb drive, brochures, props, tools, instruments, chemical substances, etc. Describe each item including brand names and serial numbers
- Payment contracts and form for claiming payment (if applicable; for lecturers only)
- Mileage reimbursement form (if applicable; for lecturers only)

Day of the visit

- Pre- and post-event surveys (if applicable)
- SPP staff's corrections badge and a form of ID, SPP camera, and lab notebook.
- Visitor's photo ID

PROTOCOL

It is important to talk with any visitor about the reality of entering a corrections facility; your goal should be to make him/her aware of the potential risks without instilling unnecessary fear or anxiety. Advise visitors to be mindful of their surroundings, to always stay with you, and to not give out personal identifying information such as where they live. Remind the visitor(s) that it is a professional visit and to address the audience in that manner in order to maintain a sense of personal autonomy. Ask visitors to let you know if anything makes them uncomfortable and report it to the facility staff. Being clear about expectations and protocols will help relieve stress and make your visitor feel more confident.

Security Clearance

A week prior to a scheduled visit, obtain the visitor's personal information required by the hosting facility for security clearance. Offer to receive the information via phone or traditional mail to protect their secure information. Also obtain a list of any equipment or items to accompany the visit, including serial numbers and full description of the items; anything that has not been preapproved prior to visit will not be allowed. Also submit a list of the equipment you plan to bring during the same visit. Upon check-in at each facility the visitor will have to provide government-issued photo identification.

To legally use the photograph, art, or name of an offender in any materials that will be available to the public, the offender must give their permission by signing an agreement release through the Department of Corrections. These releases are provided by the facility. If photos are to be taken for public use, let the facility staff know ahead of time so release forms can be provided.

Acceptable Clothing & Personal Belongings

Appropriate, modest clothing should be worn by all visitors. Buttons or closures should be fastened to the degree necessary to maintain modesty. All clothing must be clean and in good repair, free of holes, rips, and tears. Undergarments must be worn. All visitors must wear close-toed shoes and long pants.

Prisons will not allow visitors to bring most personal items into the facility: phones, wallets, and keys must be left in the vehicle or checked into a locker at the entrance to the facility. If the visitor needs to carry any medication or medical equipment for their safety, check those items with security staff. Water bottles and notebooks are usually permissible, double-check to make sure.

Interacting with Staff and Offenders

Refer to all correctional officers as “officers” (not “guards”). All inmates are referred to as offenders by correctional staff, and the visitor may use either term. It is acceptable to engage in conversation with offenders, but visitors must refrain from sharing any personal information or asking about convicted crimes. If the offender offers information about the convicted crime, the visitor may accept this information, but should not follow up with probing questions about the crime.

Each corrections facility has different security levels, so check with staff for direction on how to interact with offenders. Some facilities prefer that you do not use your first name when interacting with offenders.

Types of Guests

Sustainability Tours

Often, groups that are interested in the SPP’s programs ask to tour corrections facilities to see various programs and how they work in the corrections setting. These groups include volunteers, conference attendees on field trips, correctional staff from other counties and states, and media crews. These groups should always work through the SPP headquarters to arrange visits. The SPP staff will then work with the facility to arrange dates and times, and to ensure that all security information is handled appropriately.

One or more representatives of the SPP staff should be in attendance on tours, to help answer questions about the programs at the host facility, programs at other corrections facilities, the SPP Network, and to assist staff in making attendees aware of the highly collaborative nature of the Project. If possible, SPP staff should arrange to carpool with tour guests ahead of time.

Upon arrival at the corrections facility, all tour visitors should check in at the Perimeter Control Office (PCO) or the Public Access Office. The facility should have a list of tour attendees prepared in advance for each tour. SPP and facility staff should help guests sign in and store personal items in lockers before the tour begins.

A leader and ground rules should be established at the beginning of the tour. It is usually best to allow a facility administrator, ideally the Superintendent or the Corrections Program Manager (CPM), to lead tours, though at times an SPP staff member who is very familiar with the facility layout and programs may be the most appropriate. Whoever the leader, they should inform the tour of

the facility's expectations, and give a brief description of what attendees will be seeing. They should also instruct the group on how to address officers and offenders and protocols for using cameras and other recording devices.

Depending on the length of the tour, make sure guests have the opportunity to use the restroom and drink water periodically. If the tour is long enough that guests will be eating lunch at the facility, make sure that arrangements have been made beforehand with the facility to provide a lunch space.

At the end of the tour, direct all attendees to return their visitors' badges and retrieve their personal items from lockers. Thank everyone for their interest, pass out contact information, and make sure everyone has proper directions back to their homes and businesses. It is best practice to then send emails and/or letters thanking attendees for their interest in the SPP.

Science Projects

Scientists working on a program within a corrections facility should always facility staff or the appropriate SPP staff member to clear any equipment or substances at least a week before they are needed on site. If safety equipment is needed for a procedure or experiment, make sure that this equipment is also cleared and made available for the offenders who will be completing the task.

In order to bring any substance into a corrections facility that requires storage in a container, the scientist or SPP staff member must provide a Material Safety Data Sheet (MSDS) or container labeling. The MSDS or labeling must be approved by facility staff. Affected substances include, but are not limited to:

- Cleaning agents
- Fertilizers
- Any insecticide, herbicide, or fungicide
- Animal foods and quenchers
- Preserving agents such as ethanol

Offenders will not be allowed to touch some substances. In this case a scientist or facility staff will need to handle the substance.

Any sharp instruments to be used in-facility must be approved by an escorting staff member. All offenders using sharp tools must be supervised at all times. Instruments in need of clearance include but are not limited to:

- Bee keeping tools
- Gardening tools
- Clipping tools used for PIT tagging frogs
- Construction tools

Alert warehouse staff of any equipment being mailed or large loads being brought into the facility and provide a detailed list of all products and/or items.

Guest Lecturers

For a more detailed discussion on bringing lecturers into corrections facilities, please see *Planning and Scheduling a Lecture*, p. 129.

At least one month prior to a lecturer or presenter's visit, work with your contact at the facility and the visitor to schedule and confirm a visit date. It is often the case that each individual facility will have specific days available each month for programming events such as a science and sustainability lectures; it is best to try to arrange lectures on these days. Arrange a prison tour if applicable and try to introduce the visitor to the superintendent if s/he is available that day.

Contact the visitor(s) and explain the nature of the visit and what to expect when entering the specific prison they will be visiting. Advise the visitor(s) of the pre-visit questionnaire and follow-up interview, and invite them to complete the pre-visit questionnaire electronically. Let the visitor(s) know they will be required to provide the following information: title of presentation (if applicable), personal contact and clearance information, and a list of items being brought to the prison. Offer to provide the visitor(s) with transportation to and from the facility that day, if appropriate.

For lectures, give the facility each visitor's name along with the title of their presentation one month prior to the scheduled visit date.

Politely encourage volunteer participation by the lecturer. For lecturers who still request payment, confirm and submit applicable contracts or payment arrangements with the visitor one month in advance of the visit. SPP-WA maintains a small pool of funding for honoraria. We typically do not offer more than \$100 to the lecturer.

Encourage the visitor to carpool with you to the corrections facility, and take this opportunity to engage them in discussion about the SPP and the work we do. Ask about their perceptions and expectations for the experience. Answer any questions. Make the visitor feel as comfortable as possible, and share some of your own experiences if appropriate. Walk the visitor(s) through what will happen upon entering the facility, especially the security and offender engagement aspects of the visit.

Set up all media items and distribute the pre-lecture surveys if applicable. Obtain an offender sign-in sheet and ask the offenders to sign in for the event. Document the number of attendees for the event.

When the lecture is over and the offenders have left, re-pack all materials brought into the facility and re-organize chairs, etc. to match the room's initial setting. Exit through security, return visitor badges, sign out, and collect items from lockers before leaving the facility.

On the drive home, debrief with the visitor(s) about the experience. If they appear tired, advise them that it is a normal occurrence and that you won't be offended if anyone falls asleep for the ride home (visiting a facility can be a nerve-wracking experience that leaves many visitors drained). Remind the visitor of the follow-up interview. Give the visitor your SPP business card and encourage them to follow the blog. Advise that you may draft a blog regarding the experience.

After returning to your SPP offices, enter survey responses, pre-visit questionnaire responses, post-visit interview responses, and contract status into the logs on the server. Draft a thank you note and send letters to both visitor(s) and their supervisor(s) if applicable. Follow up two weeks after the lecture to conduct the follow-up interview. Confirm that the visitor has received the thank you letter and payment (if a contract was arranged). Other activities after a lecture may include: completing a mileage reimbursement form and drafting a short blog about the experience and submitting it to a supervisor for review. If a blog is posted about the lecture, send a link to the visitor and his/her supervisor if applicable.

Data Collection and Management System

Julie Vanneste

TASK DESCRIPTION AND OBJECTIVES

The goal is to develop a data management system that will support sustainable operations programs within correctional institutions and supply information for numerous reports and requests. As sustainability efforts increase, spreadsheets quickly become insufficient for data collection and management. A custom database will facilitate expansions, tracking, and evaluation efforts. Data collection is essential to tracking program progress and most agencies, partners, and funding sources will rely on data outcomes to demonstrate program effectiveness.

PARTNERSHIPS, REFERENCES, AND RESOURCES

In Washington, the tracking of energy, water, and waste data is managed by the Department of Corrections Sustainability Coordinator. She receives regular reports from institutions and compiles the data in a large database. At WDOC a wide-range of corrections staff enter and track data at each facility including facilities managers, business advisors, warehouse managers, and groundskeepers. Facilities Managers are ultimately responsible for managing data.

Look to your Information Technology Department for guidance and assistance for creating your database. You may need to request training in database editing and management.

SUCCESSFUL/MODEL PROGRAMS

Washington Department of Corrections (WDOC) hired its first sustainability coordinator in 2003 and laid the backbone for the data collection system which continues to support sustainability initiatives. As sustainability efforts expanded, the early Excel-based data collection system was rapidly overwhelmed making manual data entry very labor intensive.

In response to this problem the WDOC dedicated staff time to upgrading the sustainability data management system. This new system makes the compilation and analysis of data significantly less labor intensive. The new approach also provides a tool for viewing and analyzing the progress of the sustainability efforts among facilities.

MATERIALS NEEDED

The WDOC is using the Environmental Data Collection and Reporting System (EDCRS), an application built on a Microsoft Access platform. EDCRS allows for the collection, and reporting of environmental data such as energy, waste, water consumption, and fuel consumption at all WDOC facilities. The final application, still in development, will be web-based and accessible over the WDOC's intranet. Access to the application will be limited to roles managed by WDOC's active server. Users will be able to access the application with a web browser and connection to DOC's intranet. Permissions will be granted to users to allow Read Only, Data Entry, and Report Generation functions. In the future, we hope to be able to share this database (or at least its general structure) with new SPP programs. We are working toward this goal.

PROTOCOL

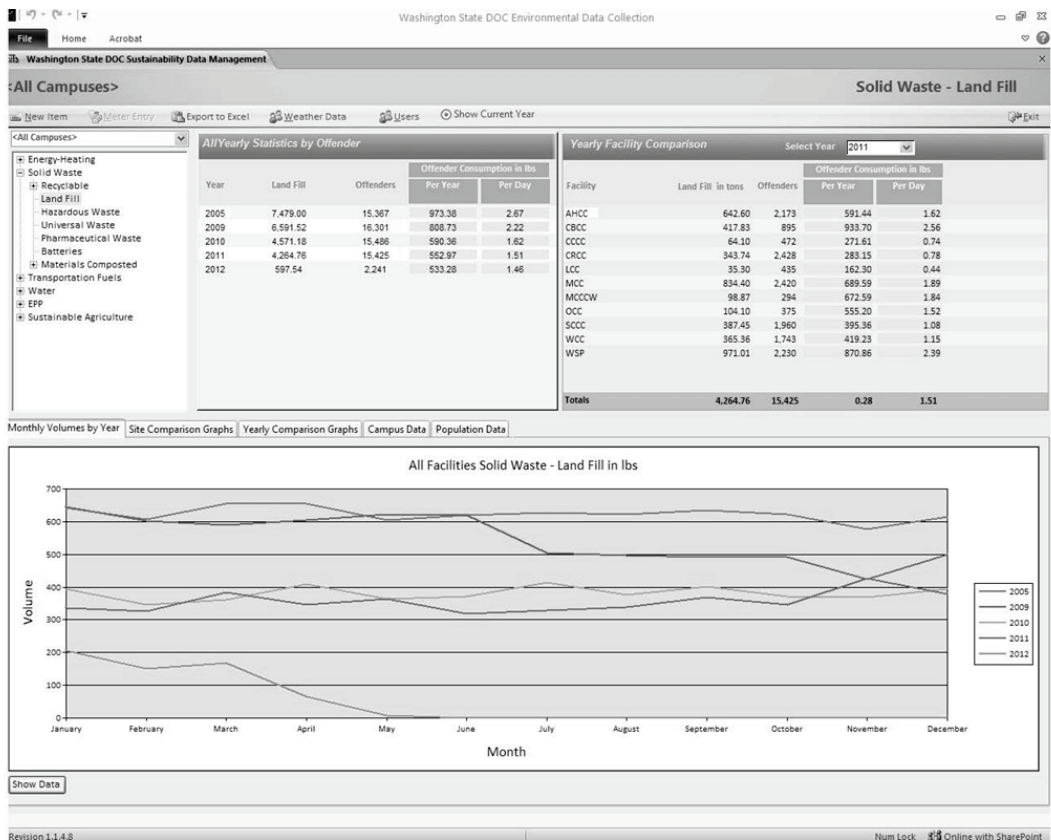
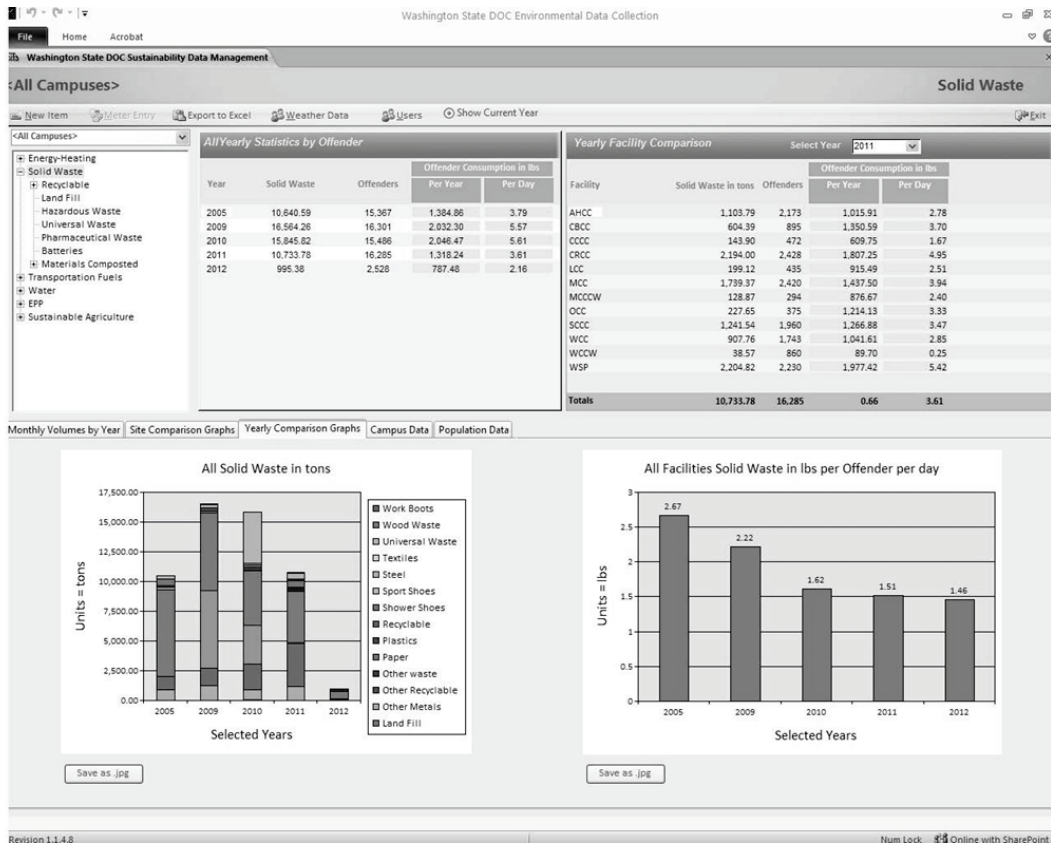
The strategy is to develop a sustainable, more robust data collection and management system that provides the user with a “user-friendly” interactive tool. The application should provide the user with tools to collect and manage environmental data in a simple and intuitive manner. It must be accessible to users at multiple locations, and provide management with summary information. The system should be flexible and expandable to meet the needs of new reporting requirements and internal goals.

Depending on how you want to use the data, reports can be generated to suit those needs. For example, we currently use EDCRS to generate the graphs and datasets for our sustainable operations Performance Management tool (see *Performance Management*, p. 98), to respond to legislative inquiries, and to meet mandated energy reporting requirements. We continue to refine and adjust the EDCRS in response to emerging needs.

The SPP-WA consistently accesses sustainable operations data for presentations, reports to funding sources and partners, and on our website. Examples of the types data you may consider collecting are included below:

- Solid waste to landfills
- Recycled waste (diverted from landfills)
- Food waste (diverted from landfills)
- Potable water use
- Facility energy consumption
- Fuel consumption
- Biodiesel use
- Carbon emissions reduction
- Pounds of waste per offender
- Pounds of vegetables produced
- Purchases of environmentally-preferred products-(e.g. trash can liners, paper, janitorial paper, offices supplies)
- Dollars saved through sustainability initiatives!

From the WDOC database, here are examples of what data tracking can look like:



Performance Management: Keeping our Eye on the Ball

Julie Vanneste

TASK DESCRIPTION AND OBJECTIVES

The Washington Department of Corrections (WDOC) uses a performance management tool to keep priority initiatives in the spotlight for staff and administrators. This ensures progress is being made toward the goals corresponding to those initiatives. It is a means for organizations to match resources, systems, and operations around strategic objectives and priorities. Performance management requires monthly exercises, thus ensuring continued attention on issues and goals. The knowledge gained from these exercises is reflected in the corrections agency's strategic planning, resource allocation, and management processes. Benefits of the performance management tool to facility operations include:

- Opening and maintaining efficient communication between all levels of staff and stakeholders in a program, thus encouraging collaboration, planning, action, ownership, and accountability.
- Displaying timely and accurate data on program operations so that targeted questions can be asked and responded to using concrete information.
- Rewarding candor in identifying and diagnosing performance barriers.
- Rewarding creative solutions and commitments to overcoming barriers.
- Compelling the creation of action items or plans coupled with compulsory reporting. (Action items should include items that can be implemented prior to the next report, typically requested within six months.)
- Promoting sharing of best practices among facilities and stakeholders.
- Leveraging the competitive nature of superintendents.

Performance Management is closely linked to data collection and management, and developing sustainability reports (see *Data Collection and Management* protocol, p. 95, and *Writing a Sustainability Report*, p.105).

PARTNERSHIPS, REFERENCES, AND RESOURCES

Establish frequent, functional communication between the office implementing performance management, corrections facilities, and any outside partners who assist with goals. Open and accountable communication is the key to making this process effective.

The WDOC uses the Government Management Accountability and Performance (GMAP) initiative as the template for its Performance Management tools. For more information about GMAP, see <http://www.accountability.wa.gov/>.

MATERIALS NEEDED

The WDOC office overseeing Performance Management requires a database for entering, tracking, reporting, and creating graphical representations of data and progress.

Contributing corrections facilities need a word processing program to respond to the monthly queries. In some cases, a facility may wish to reorganize data to report it in a particular way, and a spreadsheet is usually the best tool for this job.

SUCCESSFUL/MODEL PROGRAMS

Washington State was the first state in the nation to adapt management models from innovative local governments (based on the Governor’s GMAP initiative) to improve the results of statewide programs and services. The WDOC adopted the GMAP performance management template for internal use after former Governor Gregoire encouraged its use for agency communication with the governor’s office.

Using this system to “keep our eye on the ball” has been key to WDOC’s successful sustainability efforts. WDOC uses performance management to measure and improve its performance and increase public safety. The system includes practices and tools for continually measuring, analyzing, and communicating WDOC performance and results. An example of a GMAP report from a WDOC facility, including their focusing questions and action plan, is provided at the end of this protocol.

PROTOCOL

WDOC focuses on one or more priority initiatives each month and assigns staff resources and time to each initiative. Facility Superintendents are asked a “focusing question” or set of focusing questions on the chosen topic. The monthly initiative topic changes in response to management interests. Current WDOC topics include: prison violence and staff assaults, timely offender grievance reviews, timely releases, custody overtime, and sustainable operations. The same topic is reassessed biannually or quarterly.

The assignment of “focusing questions” is the first step in the GMAP performance management process. Focusing questions are developed by WDOC’s topic experts and the Planning and Research team. Questions are delivered to the facility Superintendent with corresponding quantitative data from DOC headquarters.

Sample sustainable operations initiative questions might include:

Sustainability Jobs and Opportunities

Does the data provided, accurately reflect the number and category of offenders participating in sustainability related jobs or opportunities?

If not, why?

Would your facility like to increase the capacity to employ offenders in sustainability related activity?

How has your facility overcome barriers to increasing offender access and participation in these types of activities?

What is an example of success your facility has had in creating offender jobs in sustainable operations or projects?

Purchased Power

The data provided is taken from the Environmental database which a staff member at your facility populates. Does your data look the way you expect it to look? If not, why?

What ideas or strategies do you have to reduce your facilities consumption of energy? (electricity, natural gas, propane, fuel oil)

Are your facility equipment, systems and or buildings operating at peak efficiency?

What barriers if any, are limiting you from operating equipment, systems or buildings at peak efficiency?

Pose questions based on previously collected data that is reflective of a facility's activities. Craft additional questions as needed to focus new attention on a desired outcome or goal. Additional example questions and facility responses are included in the sample report posted below.

Send the questionnaire to the facility and direct facilities staff to respond with a report of current activities and associated quantitative data. Their feedback should also include explanations for both trends and anomalies in the data as well as strategies or action items identified to facilitate desired performance. The ongoing, continuous use of quantitative data and analysis generates equitable language and will be used to ground further planning efforts in facts.

At less frequent intervals (e.g., six months and/or as needed), revisit the initiative topic and corresponding data using the GMAP template to provide a more detailed summary of progress (provided below). When the initiative topic or focusing questions are assigned again, for example in either six or three months' time, responses should focus on any gaps between reported outcomes and the desired or planned results. Emphasize with all stakeholders that you want to hear about missed targets. Only with this information will it be possible to determine why a target was missed. When a target is not achieved, develop or adjust a plan to address missteps and/or adapt operations in order to satisfy goals. Where gaps exist, analyze the discrepancy using this process:

- Ask focusing questions to identify the existing process and existing outcome
- Re-state the desired or expected standard in the GMAP document.
- Ask additional focusing questions to identify action needed
- Identify the process to achieve the desired outcome: create an Action Plan.

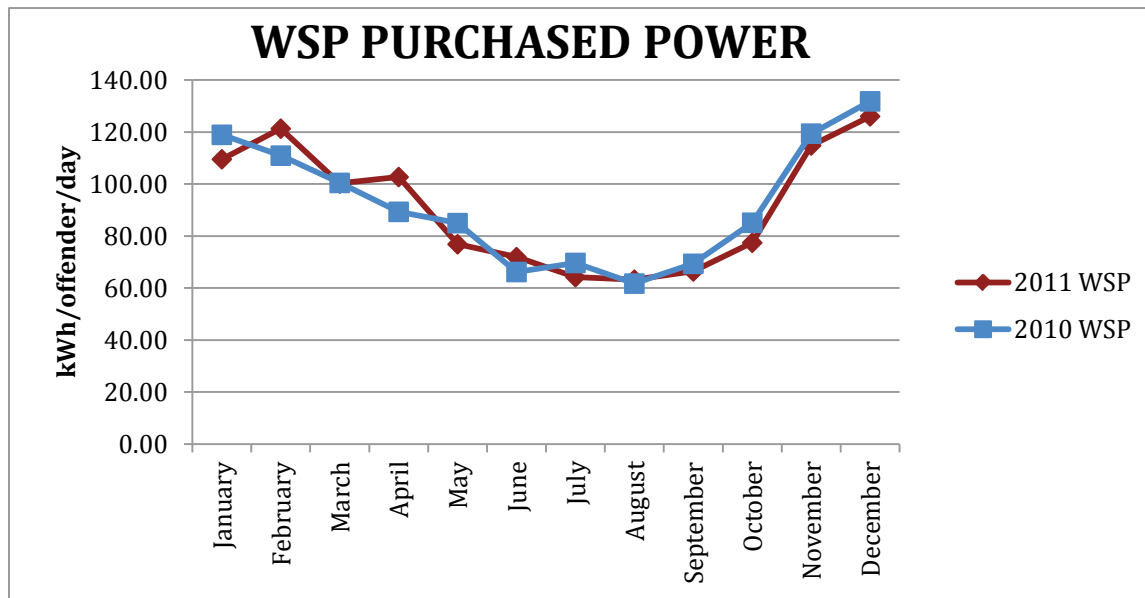
APPENDICES

Sample GMAP Report

The following example report from a WDOC prison includes all three Performance Management components. Note the GMAP data and analysis, followed by focusing questions prepared by the overseeing office, and finally an Action Plan prepared by the facility.

Washington State Penitentiary (WSP) Sustainability GMAP, APRIL 2012

This GMAP report is transitional from goals set in Executive Order 05-01 and reductions from fiscal year 2003 to fixed targets for major and minimum facilities.



FOCUSING QUESTIONS

What trends do the data show?

- While trends are similar, there is a general reduction in kWh per offender per day in 2011 compared to 2010. On months where consumption is elevated, it is minimal which makes establishing cause difficult.

What strategies are used to transition to and reach the future targets of:

45 kWh per offender per day-Minimum Facilities

- Inefficient lighting fixtures have been changed out with more efficient light fixtures
- A regular preventative maintenance schedule was established to keep heating and cooling system working properly.
- Lighting in areas that are vacated has been turned off (Unit 1/Unit4/Unit 7).

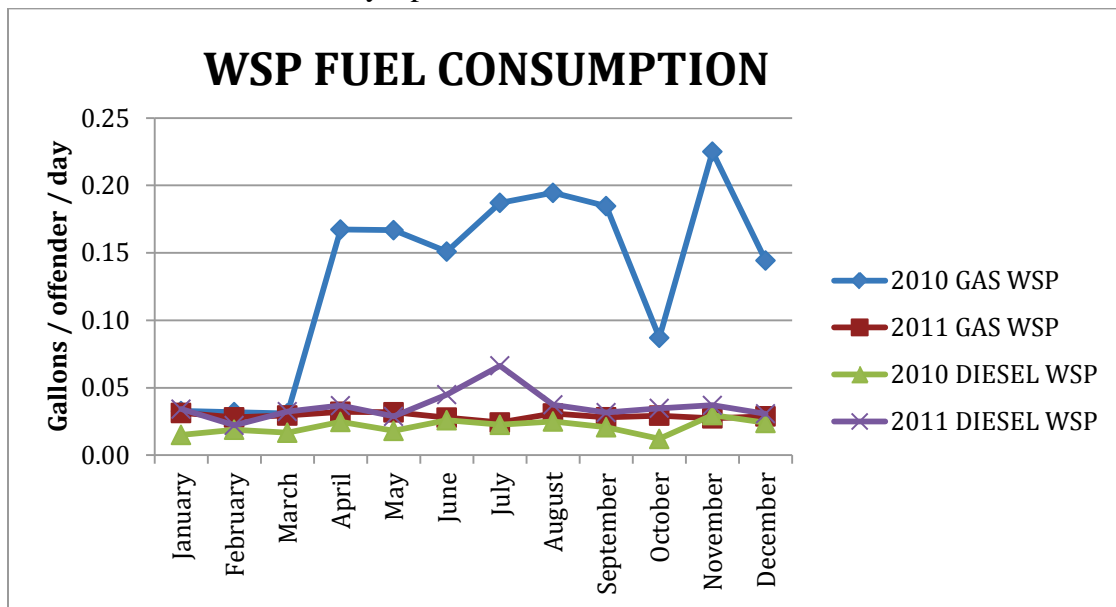
60 kWh per offender per day-Major Facilities

- Lights use sensors to come on when needed and go off when not in use

- ✦ Temperature controls for all areas are monitored and adjusted only by certified WSP HVAC staff
- ✦ A regular preventative maintenance schedule was established to keep heating and cooling system working properly
- ✦ 1/2 lighting project has been completed- reduction of perimeter lighting by 50%
- ✦ Vacated buildings are kept to warm closure levels (58-60 degree temps)
- ✦ Inefficient lighting fixtures have been replaced with more efficient light fixtures
- ✦ Building Automation Systems have been installed to monitor temperatures in approximately 90% of the facility to manage temperature fluctuations
- ✦ PP & L Audit – Changed out direct drive pumps to variable frequency drives based on improvement ideas identified during energy audits.

✦ **What is the status of the previous action plan?**

- ✦ Continued observation of the previous GMAP; making needed alterations of the facility's processes.



FOCUSING QUESTIONS

➤ **What trends do the data show?**

- ✦ The data shows that gasoline consumption by WSP has greatly reduced, but diesel usage has slightly increased during this reporting session

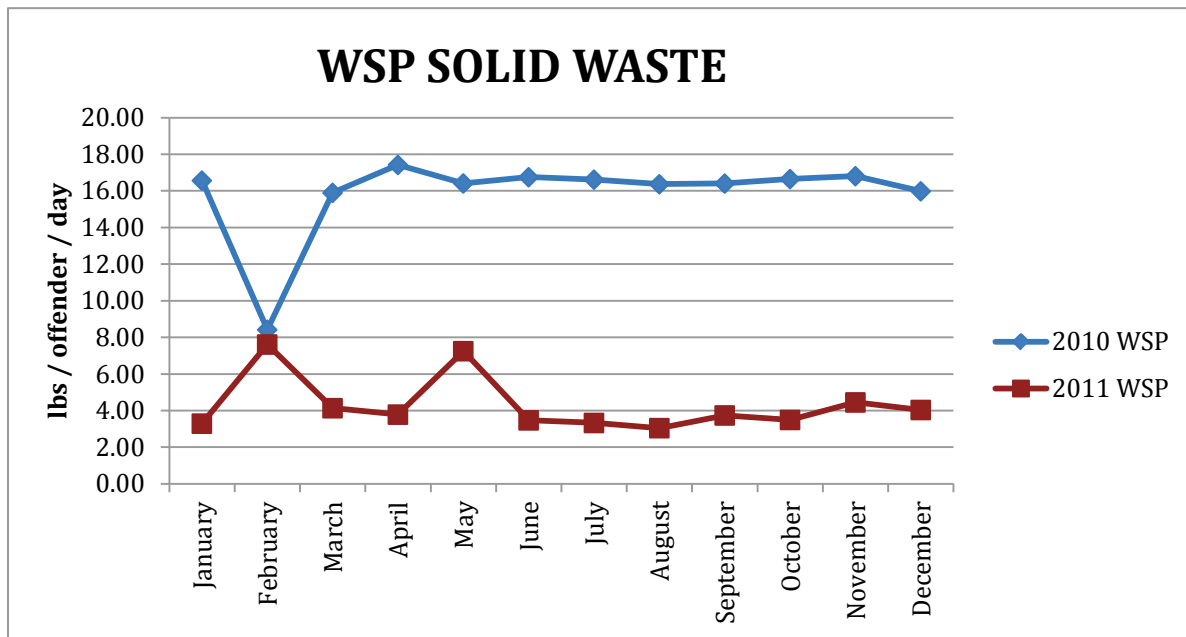
➤ **What strategies are used to reach the target of 20% vehicle fuel reduction from FY 2003?**

- ✦ Reduced staff travel and the increased use of Web-Ex for classes

- ✦ Replaced inefficient gas vehicles with electric carts and hybrid vehicles to meet facility needs
- ✦ Maintenance Department utilizes more push carts to go from location to location
- ✦ Carpooling to and from meetings

➤ **What is the status of the previous action plan?**

- ✦ Continued observation of the previous GMAP; making needed alterations of the facility's processes.



FOCUSING QUESTIONS

➤ **What trends do the data show?**

- ✦ The data shows a **drastic** reduction in solid waste per day

➤ **What strategies are used to transition to and reach the future targets of:**

○ **1.5 lbs per offender per day-Minimum Facilities**

- ✦ Closer monitoring of food preparation and implementation of cook to order practices, therefore reducing leftovers and waste
- ✦ Correctional Industries and unit staff continue to operate an upfront sorting/recycling of metal, plastic, wood, cardboard and paper. This process is being continued as a best management practice. This operation is manned with an offender “pick-line”

○ **2.2 lbs per offender per day-Major Facilities**

- ✦ Shift from bulk feeding to tray on tray feeding in most locations

- ✎ The Living Units have implemented an in-unit recycle process so that any recyclable items do not go to the landfill
- ✎ The Compost Program continues to operate at the facility
- ✎ Land shank injection of food waste for soil amendment

➤ **What is the status of the previous action plan?**

- ✎ Continued observation of the previous GMAP; making needed alterations of the facility's processes.

ANALYSIS

- ❖ Geographic location and design of the facility impact the ability to obtain kWh targets that have been set. However, significant progress has been made.
- ❖ Transport needs are dictated by Headquarters, which impacts our ability to control 100% of diesel consumption (i.e., double bus runs and facility custody change from Medium to Minimum).

	Action Plan	Delegated To	Due By
1	Continue Sustainability Committee monthly meetings and keep attendance of members to an average of 15 or more	Staff member's name	On-Going
2	Work with HQ to continue to find more efficient ways to transport inmates while using less fuel	Staff member's name	On-Going
3	Continued efforts to reduce fuel consumption associated to training and travel needs	Staff member's name	On-going
4	Continued efforts to reduce the amount of solid waste per day	Staff member's name	On-Going

Writing a Sustainability Report

Julie Vanneste

TASK DESCRIPTION AND OBJECTIVES

A Sustainability Report can satisfy multiple goals. The report provides an avenue for celebrating successes of programs and participants, thus attracting new interest and support. Reporting on results and comparing them to original goals will direct future plans and resource allocation. Overall, a Sustainability Report is an ideal way to communicate activities and progress toward goals to stakeholders, media, funders, and the public. The quality of a Sustainability Report will shape the health of your sustainability programs, and can even determine the failure or success of sustainable operations.

The main objective of a Sustainability Report is to describe progress made toward set sustainability goals, and at the same time focus attention within a corrections agency on the mechanisms we use to measure and evaluate our successes and shortcomings. The Report also serves to raise general awareness and appreciation of the corrections agency's sustainability endeavors.

Two other activities lay the foundation for the Report: *Data Collection and Management*, and *Performance Management*; see p. 95 and 98 respectively.

PARTNERSHIPS, REFERENCES, AND RESOURCES

A staff person at the Washington State Department of Corrections' (WDOC) headquarters is responsible for drafting the Sustainability Report. As with all data collection and management activities, this staff person must have excellent, mutually respectful relationships with the reporting facilities. Create and foster open and accountable communications so that both sides can believe in the validity of the data being reported. Remember to use the report-writing and publishing process as an opportunity to celebrate the achievements of participating facilities.

SUCCESSFUL/MODEL PROGRAMS

The WDOC's Sustainability Report is a critical component of their ongoing success implementing and improving sustainable operations in all WDOC prisons. They use the Sustainability Report as the counterpart to their Sustainability Plan, comparing results to planned goals and building future plans based on these analyses.

MATERIALS NEEDED

Microsoft Office suite is sufficient for report analyses and presentation. Excel, Word, and Publisher are fitting programs.

PROTOCOL

Gather information for the Sustainability Report from facility staff, Performance Management efforts, and Data Collection and Management systems. Facility staff will likely be a prime source of information. Keep in regular contact with facility staff that are involved in sustainable operations and conservation programs so that you are already aware of their trials, progress, and successes in

advance of Report writing (see *Data Collection and Management* protocol, p. 95). Performance Management tools provide a more formal source of information. Many Performance Management tools offer a structured approach to data analysis by posing a set of questions for DOC staff to answer. See the protocol on Performance Management for further details. With these protocols in place, crafting the Sustainability Report will only require summarization and organization of the data, and then filling in any missing details.

The process of writing the Sustainability Report will illuminate whether you have the data collection and data management systems you need for quantitative reporting and analyses. Use the process of creating the report to prompt review of data collection and data management methods. Also take this opportunity to update the infrastructure supporting these systems as needed.

Report structure

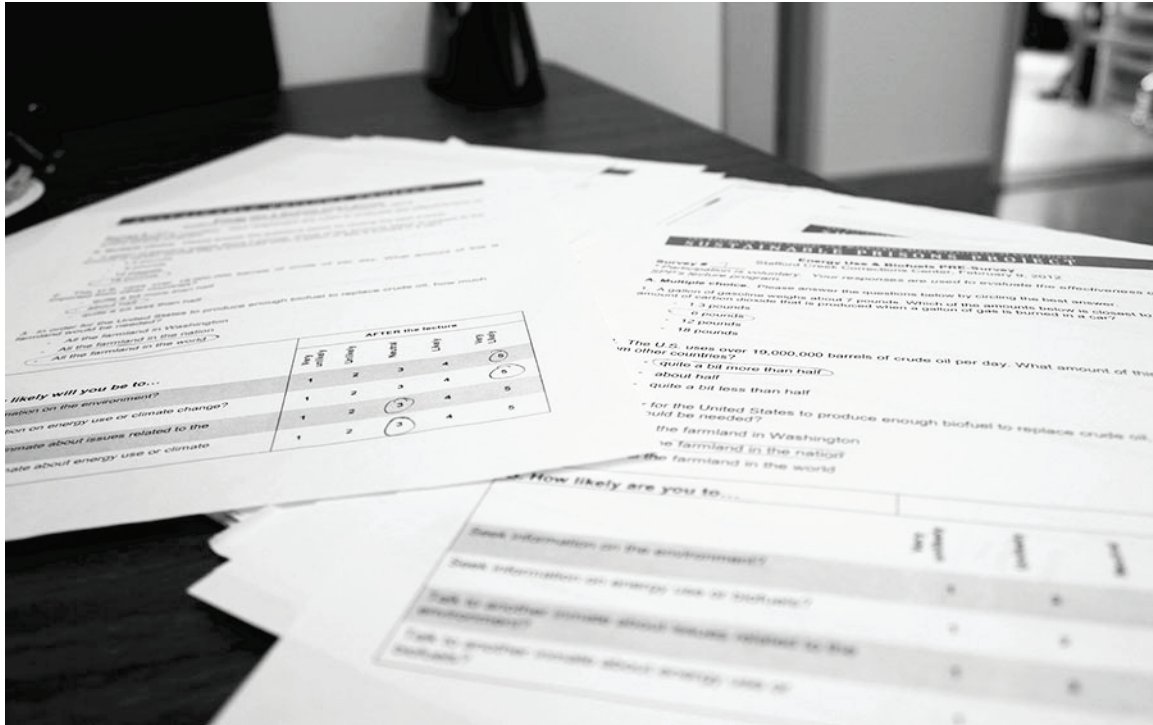
Achieve maximum readability with a well-organized report fronted by a table of contents. Introduce the report with relevant Project history and the scope of the report.

Provide data analysis in the body of the report, and include:

- Descriptions of goals
- Overview of strategies employed, with illustrative examples
- Methods of analysis used
- Metrics used
- A graphic summary of data, reflecting particular outcomes
- Summary of results and explanation (detailed data, calculations, and explanations are kept in the appendices)
- Synthesis of results and recommendations for future plans
- Referral to appendices for more detailed information

Introduce each section with a summary of that topic, followed by more detailed supporting text—this approach allows the reader to choose the level of detail that matches their interests.

Throughout the body text, try to strike a comfortable balance between numbers and words. Display some numerical data via graphs or tables designed to convey the information clearly and quickly. Accompany these visuals with explanatory text.



Completed pre- and post-lecture surveys from a Science and Sustainability Lecture await filing and analysis. Jaal Mann photo.

CHAPTER 4

Evaluation

Evaluation is often considered the final step in a process. We include it earlier in the handbook as a reminder that establishing an evaluation plan will help define goals and the collection of baseline data—which are particularly important if you are looking to measure the effectiveness of your program, how people learn, or how attitudes and behaviors change due to a new program.

Two protocols provided in this section primarily address evaluation of program content. Depending on the types of questions asked, evaluating potential effects on program participants typically requires application for Human Subject Review through an established Institutional Review Board (IRB) at an academic institution and with the support of an academic with a PhD in social science. We outline some of this process in the third protocol in this chapter.

Evaluation of Sustainable Operations programming is largely covered in the section on Administration: see *Data Collection and Management* (p. 95), *Performance Management* (p. 98), and *Writing a Sustainability Report* (p. 105).

Implementing Surveys and Questionnaires

Alicia LeDuc and Brittany Gallagher

TASK DESCRIPTION AND OBJECTIVES

Surveys and questionnaires are important tools for evaluating the SPP's programs. In addition to quantifiable questions (e.g. yes/no, true/false), surveys may include interviews and written questionnaires. A robust SPP evaluations program should regularly and periodically survey a broad range of SPP partners of all kinds. Some of these groups may include:

- inmate participants in both education and conservation programs
- corrections professionals, including custody staff, counselors, and other staff members working directly or indirectly with SPP programs and offenders
- conservation partners
- community volunteers in corrections facilities and in SPP offices
- collaborating natural and social scientists
- guest lecturers (who may also be conservation partners, community volunteers, and/or collaborating scientists)
- undergraduate and graduate student interns
- academic partners

While it takes effort to regularly survey all of these groups, establishing solid program evaluation in several areas will allow new SPPs to know what is or is not working in their offerings. Before implementing an education or conservation program at a new facility, “pre-participation” tests or surveys could provide exceedingly valuable baseline data.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Examples of current SPP survey tools are included in the appendix, and we encourage all Network members to adopt these tools as part of their evaluations programs. However, the surveys and questionnaires developed so far represent only a limited toolbox; there is grand potential for adding to the tool box to increase the scope and depth of evaluations.

Brainstorm with your academic and other partners and additional members of the Network to identify the research questions most important to your organization and the success of SPP as a whole. Where you see shared questions and interests is the ideal opportunity to collaborate!

Partner with a social scientist familiar with quantitative and qualitative social science research methods; you will benefit from his or her help designing surveys and drafting questionnaires. If you have already identified an academic partner institution, that is the ideal place to look for a suitable collaborator. Other handbook protocols that may be helpful

include *Applying for HSR Approval for Evaluation Projects* and *Planning and Scheduling a Prison Lecture*. You may also want to see *Entering and Analyzing Lecture Series Survey Data* for more information.

SUCCESSFUL/MODEL PROGRAMS

The SPP-WA conducts surveys of inmate attendees at monthly lectures held at two prisons as part of the SPP Science and Sustainability Lecture Series. The surveys are administered immediately prior to and following each lecture or presentation. Surveys assess knowledge about the given lecture topic as well as attitudes about the environment in general and the lecture topic in particular.

Lecturers are also invited to fill out questionnaires before and after their presentation experience. These questionnaires help the SPP understand the effect of the prison visit on the lecturer, who may never have entered a corrections facility previously. The questionnaire also provides a place for the guest to share concerns, impressions, and feedback about the experience, and these data inform how we best prepare future lecturers.

MATERIALS NEEDED

- Pre-lecture survey (see example in *Appendices*)
- Post-lecture survey (see *Appendices*)
- Pre-lecture presenter questionnaire (see *Planning and Scheduling a Lecture*, p. 129)
- Post-lecture presenter questionnaire (see *Planning and Scheduling a Lecture*, p. 129)

PROTOCOL

While still in the planning phase for a new program, prioritize ways that the population could be evaluated prior to implementation. Pre-participation tests or surveys of inmates and staff would provide baseline data, allowing for fuller evaluation of program impacts.

Starting with a survey program of manageable size will help build confidence when it comes time to launch larger-scale evaluations programs. This protocol describes two types of survey programs that may be relatively easy to implement for a new SPP. One involves evaluating the effects of lecture series participation on inmate attendees' environmental knowledge and attitudes, and the second investigates the effects of participation in the SPP's lecture series on the community members who volunteer with us as guest lecturers and presenters. This protocol outlines the steps needed to prepare for, carry out, and document pre- and post-participation surveys of both inmate lecture attendees and visiting lecturers.

Implementing survey programs in a correctional setting, especially involving inmates as research subjects, can be a complicated process and must be undertaken with care. For more information on this, please see *Applying for HSR Approval for Evaluation Projects*, p. 122.

Pre- and Post-Lecture Surveys for Inmates

In the process of scheduling and organizing logistics for a presentation with the SPP, briefly explain the lecture series evaluation program to the guest speaker. Ask them to provide three true/false questions for inclusion into the pre- and post-lecture surveys, and explain that these surveys are designed to measure environmental knowledge and attitudes of lecture attendees. The questions should be answered during the lecturer's presentation (though not necessarily explicitly). Offer to provide the lecturer with example questions from previous presenters.

Following the example of the documents provided in the appendix, create pre- and post-surveys based on the true/false questions and title/description of the presentation provided by the guest lecturer. Be sure to include the pre- and post-lecture survey documents on the list of lecture materials you will provide to the facility at least a week before the lecture (see *Planning and Scheduling a Prison Lecture*, p. 129). Depending on the rules of the facility you will visit, you may want to bring pencils for the offenders to use as well.

Before arriving at the corrections facility, pre-lecture surveys can be numbered in preparation for comparing respondent results anonymously. Offenders will use the same numbers to fill out post-lecture surveys. Distribute the pre-lecture surveys to attendees as they arrive in the lecture room or have the surveys waiting on their seats. Before the lecture begins and you introduce the guest speaker, explain the pre- and post-lecture survey program with a short speech like this:

The surveys you received (or that are on your seats) are used to evaluate the effectiveness of the SPP's lecture series. We ask that each of you fills one out before the lecture begins, although participation is optional. The surveys are anonymous and not attached to your name or DOC number. Please note that each survey has a front and a back side. Note also the number of your survey in the upper left-hand corner – please write that number down, because we will ask you to include it on the post-lecture surveys after our speaker has finished his/her presentation. Please fill these out before the lecture begins; it should only take a few moments. Raise your hand or pass them to the aisles and I will collect them.

When the lecturer has finished the presentation, thank him or her before handing out the post-lecture surveys. You may ask your lecture series liaison at the facility to help you distribute and collect the surveys, and invite the attendees to fill out the surveys with a speech like this:

These surveys will help us understand what you've learned about today's presentation. They also have a front and a back side. Please write down the number that was on your pre-lecture survey on the line provided. Feel free to continue to ask questions of our lecturer once you have finished the surveys, and please hand them in before you leave.

Upon return to your office, record survey responses following the protocol outlined in *Entering and Analyzing Lecture Series Survey Data*. File attendance sheets and surveys in an organized manner by date and facility.

Pre- and post-event Questionnaires for Guest Lecturers

Once a presenter has agreed to present in partnership with SPP, send the presenter the Pre-Lecture Questionnaire (via email if possible). Ask the presenter to complete the questionnaire and return it to you *before* the lecture takes place.

Review the information from the questionnaire, addressing any issues as necessary before the lecture takes place. Record the lecturer's responses and keep a paper and digital copy of the questionnaire.

After the lecturer completes his or her presentation, advise him or her that you will be following up in the coming weeks with a post-event questionnaire. Let the presenter know it will be two to three weeks following the presentation in order to allow time to process and reflect upon the experience.

Two to three weeks following the presentation, contact the presenter with a post-event questionnaire. Also let him or her know that you would be glad to discuss the experience further for a recorded interview if mutually desired.

Record the presenter's responses to the Post-Lecture Questionnaire and keep a paper and digital copy of the document.

In accordance with the *Planning and Scheduling a Lecture* protocol, p. 129, follow up with a thank-you card or letter and cc the presenter's workplace supervisor in order to have the presenter's participation recognized and appreciated.

These and other evaluation activities provide a rewarding opportunity for inmates, staff, and community collaborators to reflect on the impacts, both internal and external, of participating in SPP and carrying out its mission.

Certain survey data and questionnaire responses may provide valuable content for writing articles, blogs, or other media releases for SPP outreach and collaboration efforts. If you would like to use a quotation from your surveys or questions, make sure you have appropriate permission. You must obtain written permission to publish named personal responses; alternatively, you may credit the quotation to an anonymous source.

Snapshot Surveys for Science and Conservation Program Participants

In the summer of 2012, the SPP transitioned from pre- and post- participation surveys to a single, identical, "snapshot"-style survey that can be used for offenders involved in programs as diverse as recycling, composting, rearing endangered frogs, working in a conservation plant nursery, and energy conservation initiatives. This will provide for better comparison among programs within WDOC as a whole. The survey assessment tool is available upon request.

Offenders working in science and sustainability programs should be identified by each institution. The SPP-WA keeps track of these offenders in a spreadsheet that includes offender names and DOC numbers, which job or program each offender participated in, and their start and end dates for program participation. After receiving the proper HSR and corrections agency approvals, the SPP's Evaluations coordinator should work with superintendents and/or other corrections institutions contacts to organize a mutually convenient time to visit each facility to administer the surveys.

APPENDICES

The following survey tools are included as appendices below:

- Sample pre-lecture survey
- Sample post-lecture survey

The Evergreen State College and Washington State Department of Corrections
SUSTAINABILITY IN PRISONS PROJECT

Religion and Science PRE-Survey

Stafford Creek Corrections Center, January 17, 2013

Survey # _____

** Participation is voluntary. Your responses are used to evaluate the effectiveness of SPP's lecture program.*

A. True or false. Please answer the questions below by circling the best answer. Please hand in this survey **BEFORE** the lecture begins.

1. People must choose between their religious beliefs and scientific knowledge.

TRUE

FALSE

2. Charles Darwin was an atheist whose goal was to undermine religion.

TRUE

FALSE

3. Science can disprove the existence of God.

TRUE

FALSE

B. How likely are you to...					
	Very unlikely	Unlikely	Neutral	Likely	Very Likely
Seek information on the environment?	1	2	3	4	5
Seek information on the relationship between religion and science?	1	2	3	4	5
Talk to another inmate about issues related to the environment?	1	2	3	4	5
Talk to another inmate about the relationship between religion and science?	1	2	3	4	5

The Evergreen State College and Washington State Department of Corrections
SUSTAINABILITY IN PRISONS PROJECT

Religion and Science POST-Survey
 Stafford Creek Corrections Center, January 17, 2013

Survey # _____

** Participation is voluntary. Your responses are used to evaluate the effectiveness of SPP's lecture program.*

A. True or false. Please answer the questions below by circling the best answer. Please hand in this survey **BEFORE** the lecture begins.

1. People must choose between their religious beliefs and scientific knowledge.

TRUE

FALSE

2. Charles Darwin was an atheist whose goal was to undermine religion.

TRUE

FALSE

3. Science can disprove the existence of God.

TRUE

FALSE

B. How likely will you be to...	AFTER the lecture				
	Very unlikely	Unlikely	Neutral	Likely	Very Likely
Seek information on the environment?	1	2	3	4	5
Seek information on the relationship between religion and science?	1	2	3	4	5
Talk to another inmate about issues related to the environment?	1	2	3	4	5
Talk to another inmate about the relationship between religion and science?	1	2	3	4	5

Please answer the questions on the reverse side. Thank you!

The Evergreen State College and Washington State Department of Corrections
SUSTAINABILITY IN PRISONS PROJECT

C. Please provide us with some feedback about today's lectures.

1. What (if anything) did you learn from attending this lecture?

2. How would you improve this lecture?

3. What topic(s) would you like to see covered in future lectures?

D. Please circle all that apply:

Because of my participation in science and sustainability programs, I will be more likely to...

- | | |
|--|--|
| plant a garden | grow and/or use native plants |
| volunteer in my community | conserve energy |
| compost | recycle |
| keep bees | vote for environmentally friendly policies |
| purchase/eat organic food | study science on my own |
| seek information about environmental issues | enroll in college classes |
| walk, bike, or ride the bus instead of driving | other: _____ |
| | other: _____ |

E. Any other comments?

Thanks for taking the time to fill out this survey. We appreciate your comments.

Entering and Analyzing Lecture Series Survey Data

Jaal Mann and Brittany Gallagher

TASK DESCRIPTION AND OBJECTIVES

Consistent evaluation of an SPP lecture series is essential for continuous improvement of the SPP's educational programming. We are able to determine how effective our lectures are, with certain limitations, through the use of pre- and post-lecture inmate surveys. The surveys are designed to measure knowledge about and interest in a given lecture's topic area as well as interest in environmental issues in general. This approach allows an avenue for evaluating the SPP's educational efforts without undertaking a full Human Subjects Review application (see *Applying for HSR Approval for Evaluation Projects*, p. 122, for more information on this).

PARTNERSHIPS, REFERENCES, AND RESOURCES

This protocol should be used in conjunction with others on education and evaluation, including Planning and Scheduling a Prison Lecture, Bringing a Guest to a Prison, Implementing Surveys and Questionnaires, and Applying for HSR Approval for Evaluation Projects. This document is intended as a guideline and describes one way to catalog and analyze survey response data. Appropriate use of this protocol depends on using pre- and post-lecture surveys designed by the SPP-WA (see the appendix of Implementing Surveys and Questionnaires).

The specifics in this document may be adapted to fit individual SPP state or county needs. However, before making any changes, also consider the goal of nation-wide collaboration on evaluations. A standard, translatable, and shareable format for data storage and analysis will be beneficial across the SPP Network. As SPP Network participants continue to build their respective evaluation programs, each must make efforts to share amendments and best practices with other participants to the greatest extent possible.

Also valuable to evolving needs and interests of the SPP Network is the ability to revisit earlier survey data with new research questions. Record and file survey response data in a clear and organized way, and keep meticulous records. Safeguard these data and make copies available to interested and qualified partners.

Microsoft Excel can be used to run the analyses outlined in this protocol. It is helpful for those running the statistical tests to have had at least an introductory course in statistics and/or statistical use of Excel, and to have a related reference text available. You may also request assistance from SPP partners with research experience. For more information on chi-square tests, see <http://math.hws.edu/javamath/ryan/ChiSquare.html>.

SUCCESSFUL/MODEL PROGRAMS

SPP-WA has used pre- and post-lecture surveys as a measure of the success of the Science and Sustainability Lecture Series held at two Washington state prisons. Analysis of these surveys has shown that lecture attendees are gaining environmental knowledge, and that

participating in the lecture series increases inmates' interest in environmental issues. We use these data when applying for grant funding, describing the Project and its effectiveness, and to continuously improve our program offerings. The protocol outlined here is the method of data entry and analysis used by the SPP-WA.

PROTOCOL

Data Entry: Metadata and Survey Part A (“knowledge test”)

First, create a master Lecture Content Analysis spreadsheet (Figure 1, below) in order to track and maintain data from all SPP lectures. It is best to house the spreadsheet so that all qualified users may have access. Also ensure that it is in a secure location, one that is regularly backed-up and is also safe-guarded from theft, power outages, and any larger catastrophes.

The datasheet headings represent categories of raw data from the pre- and post-lecture surveys:

- **Location:** Where the lecture took place (name or abbreviation of the facility)
- **Event:** The title of the lecture or workshop
- **Date:** Date of the lecture or workshop; organize lectures chronologically, with the most recent date at the bottom of the spreadsheet
- **Name:** Number identifying the inmate's seat in the lecture hall; inmates write these numbers directly on the surveys to create an identifier for matching up “before” surveys with “after” surveys (see *Planning and Scheduling a Prison Lecture* and *Implementing Surveys and Questionnaires*)
- **Question Number:** Most surveys use 3 TF (True or False) questions for Part A (knowledge test). Other forms have 2 or 6 TF questions, but 3 are encouraged as a standard. The Lecture Content Analysis spreadsheet contains tabs for each type (2 TF, 3 TF, 6 TF). In each spreadsheet, by lecture, all offenders' answers to question 1 are listed, followed by all the answers to question 2, and all the answers to question 3.
- **Before correct or incorrect:** This column indicates whether the inmate answered the “before”/pre-lecture survey correctly or incorrectly by noting “c” or “i”
- **After correct or incorrect:** This column indicates whether the inmate answered the “after”/post-lecture survey correctly or incorrectly by noting “c” or “i”

Please Note

- If an offender answers a given question on only a pre- or post-lecture survey (but not both), the corresponding field should be left blank.
- If a lecturer strongly would rather ask multiple choice questions instead of true/false for any reason, these can easily be reported with this spreadsheet format; simply enter “c” or “i” for correct or incorrect.

Data Entry: Survey Part B (Environmental Attitudes and Behaviors)

Following Part A are headings for the results to the Likert-scaled questions (Part B on the pre- and post-lecture surveys). These discuss an offender's likelihood to seek information on the environment in general or on the lecture topic specifically, as well as one's likelihood to talk to another inmate about the environment or lecture topic. The results are entered into the spreadsheet broken down by question and by "before"/"after" (pre/post). An entry of 5 corresponds to "very likely" and an entry of 1 indicates "very unlikely." Unanswered questions are left blank.

Data Analysis

To begin, calculate the percentage of inmates who responded correctly to all of the questions both before and after the lecture (% all correct; see Figure 2), excluding those who left one or more of the questions blank. This is done using Excel formulas in a separate tab to display "TRUE" if all questions before and after were answered, and "FALSE" if one or more were left blank. Excel can also calculate the number of questions each inmate answered correctly by using formulas to extract the number of "c" (correct) answers associated with each inmate/survey number.

The next calculations are the survey improvement statistics (Figure 3). These include the number of improved answers as well as Chi-square test data for each question. A Chi-square test examines the difference between observed data (survey responses) and data we would expect due to random chance (for more information on Chi-square tests, consult a statistics text or website such as <http://math.hws.edu/javamath/ryan/ChiSquare.html>).

Survey improvement statistics also include the percentage of attendees who answered the question correctly both before and after the lecture. Excel formulas can be used to calculate all of these metrics in a new tab referencing the original data and the "% all correct" data.

One of the most important pieces of data here is the improvement percentage for each question, as well as the overall average for the lecture. These numbers, especially the overall average improvement, give an idea of the effectiveness of the lecture, as long as the Chi-test numbers are significant ($P < 0.05$). The Chi-square test is used to determine whether or not the sample size for a given lecture was large enough for confidence in our improvement numbers.

Finally, analyze the responses for Part B (Likert-scaled "likelihood" questions) by calculating the before and after totals (adding up all of the Likert responses, from 1 through 5) and then dividing them to get the average responses before and after as well as the improvement by question and overall (Figure 4). Make sure to use only responses from inmates who answered the question both before and after, in order to avoid skewing the data with any incomplete responses.

After you have analyzed responses for both Parts A and B, you have finished the quantitative work for lecture series surveys. Your team may use these data to evaluate the effectiveness

of your lecture series in increasing interest in environmental issues and delivering environmental knowledge. As your dataset grows, so does your statistical power and “proof” that your lecture series works (or needs improvement).

Most post-lecture surveys also include a Part C with three open-ended questions that can be analyzed informally. Parts D and E (see *Implementing Surveys and Questionnaires*, p. 108), when included, may also provide useful insight into the impacts of participation in an SPP lecture series on inmate attendees.

Lecture Science Content Analysis (31F)													
Location	Event	Date	Name	Question #	Before		Likely To Seek Info: On the environment?		On lecture topic?		Likely to talk to another inmate about Issues related to the environment?		Lecture
					correct or incorrect	After correct or incorrect	Before	After	Before	After	Before	After	
WCCW	Organic Agriculture & Phenology	4/2/12	6	1	C		5	5		5		5	
WCCW	Organic Agriculture & Phenology	4/2/12	25	1	I		4	4		4		4	
WCCW	Organic Agriculture & Phenology	4/2/12	7	1	C		3	3	4	3	3	4	4
WCCW	Organic Agriculture & Phenology	4/2/12	17	1	C		4	4	4	3	3	5	4
WCCW	Organic Agriculture & Phenology	4/2/12	18	1	C		5	5	5	4	5	3	3
WCCW	Organic Agriculture & Phenology	4/2/12	22	1	C		5	5	5	5	5	5	5
WCCW	Organic Agriculture & Phenology	4/2/12	23	1	C		4	4				4	5
WCCW	Organic Agriculture & Phenology	4/2/12	24	1	C		3	3	3	5	5	5	5
WCCW	Organic Agriculture & Phenology	4/2/12	14	1	C		5	5	5	5	5	5	5
WCCW	Organic Agriculture & Phenology	4/2/12	10	1	C		4	4				4	3
WCCW	Organic Agriculture & Phenology	4/2/12	6	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	25	2	I								
WCCW	Organic Agriculture & Phenology	4/2/12	7	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	17	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	18	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	22	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	23	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	24	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	14	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	10	2	C								
WCCW	Organic Agriculture & Phenology	4/2/12	6	3	C								
WCCW	Organic Agriculture & Phenology	4/2/12	25	3	I								
WCCW	Organic Agriculture & Phenology	4/2/12	7	3	C								
WCCW	Organic Agriculture & Phenology	4/2/12	17	3	C								
WCCW	Organic Agriculture & Phenology	4/2/12	18	3	C								
WCCW	Organic Agriculture & Phenology	4/2/12	22	3	C								
WCCW	Organic Agriculture & Phenology	4/2/12	23	3	C								
WCCW	Organic Agriculture & Phenology	4/2/12	24	3	C								
WCCW	Organic Agriculture & Phenology	4/2/12	14	3	C								
WCCW	Organic Agriculture & Phenology	4/2/12	10	3	C								

Figure 1. Master Lecture Content Analysis spreadsheet sample, including all answers ordered by question, and Likert-scale question responses

Organic Agriculture & Phenology	4/2/12	6	FALSE	0	0
Organic Agriculture & Phenology	4/2/12	25	FALSE	0	0
Organic Agriculture & Phenology	4/2/12	7	TRUE	2	3
Organic Agriculture & Phenology	4/2/12	17	TRUE	3	3
Organic Agriculture & Phenology	4/2/12	18	TRUE	3	3
Organic Agriculture & Phenology	4/2/12	22	TRUE	3	3
Organic Agriculture & Phenology	4/2/12	23	FALSE	0	0
Organic Agriculture & Phenology	4/2/12	24	FALSE	0	0
Organic Agriculture & Phenology	4/2/12	14	TRUE	3	3
Organic Agriculture & Phenology	4/2/12	10	TRUE	3	3
Total		6			
Total Percent All Correct			83%		100%

Figure 2. Spreadsheet for calculating the percentage of attendees answering all of the questions correctly

Event	Question	# in	# out	# in	# out	Expected in	Expected out	Expected in	Expected out	Chi1151	% Correct Before	% Correct After	% in
Oregon Spotted Frog		1	0	14	0	4	4.5	4.5	4.5	212221E-06	100%	70%	70%
Oregon Spotted Frog		2	2	13	0	2	4.25	4.25	4.25	1.82994E-05	88%	88%	88%
Oregon Spotted Frog		3	3	12	0	2	4.25	4.25	4.25	0.000174574	82%	82%	82%
Bio Science		1	2	55	0	0	14.25	14.25	14.25	1.66313E-13	94%	100%	100%
Bio Science		2	0	53	17	0	16	16	16	1.19091E-25	83%	83%	83%
Bio Science		3	10	34	8	2	13.5	13.5	13.5	1.45548E-09	67%	81%	81%

Figure 3. Survey Improvement Statistics spreadsheet, for calculating overall answer improvement

Event	Question	Before	After	# answered before and after	Average Before	Average After
Energy Use & Biofuels	Likely to seek info on the environment:	65	68	16	4.06	4.06
Energy Use & Biofuels	Likely to seek info on lecture topic:	62	67	16	3.88	3.88
Energy Use & Biofuels	Likely to talk to another inmate about environment:	51	56	16	3.19	3.19
Energy Use & Biofuels	Likely to talk to another inmate about lecture topic:	49	56	16	3.06	3.06
Sound Native Plants	Likely to seek info on the environment:	80	78.5	19	4.21	4.21
Sound Native Plants	Likely to seek info on lecture topic:	68	71	19	3.58	3.58
Sound Native Plants	Likely to talk to another inmate about environment:	63	66.5	19	3.32	3.32
Sound Native Plants	Likely to talk to another inmate about lecture topic:	56	61.5	19	2.95	2.95

Figure 4. Analysis spreadsheet for Likert-scale questions, calculating average attitude changes

Applying for Human Subjects Review for Evaluation Programs

Brittany Gallagher

TASK DESCRIPTION AND OBJECTIVES

Evaluating the SPP and its programs is an essential component of our organization. It allows us to improve our programming and to communicate current and accurate information to donors, partners, and the public. Since its inception in Washington, the SPP has evaluated the quality of its programs for effectiveness in learning and increasing interest in environmental issues, and we have been able to broadly compare groups of SPP program participants with nonparticipants for outcomes such as recidivism. This type of evaluation was determined to be exempt from the Human Subjects Review (HSR) process.

At times, however, we want to more deeply examine the effects that participation in our programs has on the inmates who work with us. Evaluation that seeks to address these types of questions falls under the category of research rather than simple program evaluation. Research programs involving human subjects are required to undergo a HSR by an Institutional Review Board (IRB). In addition, inmates are considered a vulnerable population and therefore evaluating or conducting research involving them typically requires a greater level of review. IRBs, also known as ethics committees, are located within institutions such as universities or state Departments of Health and Human Services, and they exist to protect the rights of research subjects. An IRB will review a research program proposal and approve, reject, or request modifications to the proposal.

Obtaining approval to conduct human subjects research can be a long and tedious process; however, when conducting a research study involving people that aims to answer questions beyond mere program evaluation, it is essential to complete a HSR application and comply with the IRB's requirements to ensure ethical research.

PARTNERSHIPS, REFERENCES, AND RESOURCES

As with any SPP program, the importance of collaborative partners in obtaining HSR approval cannot be overstated. DOC research managers, leadership, and other staff are invaluable, as any IRB-approved research proposals will also need to be approved by the Department before the program can proceed.

In order to file an HSR application, the research team must identify a Principal Investigator (PI). Having co-PIs is allowed, but the main PI usually must have a PhD. For human subjects research, it is very useful to have a social scientist as the PI on your HSR application. While it is often easiest to go through a researcher at your own academic partner institution, sometimes this is impossible. If your SPP does not have an existing relationship with a social scientist, ask DOC research managers or academic partners for suggestions. Be mindful that asking someone to act as PI on a research program is no small request; it involves risk to that person as well as a significant commitment of time and resources. Including a new

partner or someone outside the SPP partnership to serve as the PI makes it even more important to conduct all research in a deliberate and ethical manner. Prison inmates are protected by strict ethical standards, and it is ultimately the PI's responsibility to protect the inmates' rights as research subjects. This is a big favor to ask of someone who is not familiar with the SPP or the research you plan to do. If you have an outside PI, it will be your responsibility to share all necessary information with him or her while not placing an undue burden on his or her time. Try to manage some sort of compensation for any outside PI, especially if s/he is heavily involved in the study design and/or analysis.

The best place to go for information on filling out a HSR application is to the application itself (often available online through your IRB). Be prepared to provide a thorough study design in great detail, including plans for subject recruitment, gathering, storing, and analyzing data, and potential ethical considerations and challenges.

This document is a general guide and is intended as one resource among many. Individual IRBs and research specialists will be a great resource as you begin this task.

SUCCESSFUL/MODEL PROGRAMS

The SPP-WA launched a statewide evaluation of the effects of its programming on inmate participants in January 2013. Before the program could proceed, we took steps well in advance of our intended start date to consult with DOC leadership and research managers about the HSR process. In addition, all SPP-WA team members conducting human subjects research underwent research ethics education through the Collaborative Institutional Training Initiative (CITI) program upon joining the SPP team (see below). We determined the type of questions we wanted to ask, how we would ask the questions (paper surveys, interviews, etc.), how we would analyze the information, and how we would share it.

We spent several months designing a survey tool in collaboration with a research social scientist from the University of Washington. Working with research managers at WA-DOC, we identified another scientist at Washington State University who was interested in the Project, and we asked her to act as PI on our HSR application. We submitted the application (with 5 co-PIs) to the IRB at Washington State University two months before the research was to begin, and the IRB approved it after requesting minor amendments at their next meeting. In addition to obtaining research approval from WSU's IRB, we also filled out a DOC research application and obtained a DOC research approval letter.

MATERIALS NEEDED

- Contact information for DOC leadership, research managers, social scientists
- Study design
- IRB HSR application and requisite addenda

PROTOCOL

All SPP team members who may conduct human subjects research should take a course in research ethics education such as the one offered by the CITI program. The CITI course is offered online at www.citiprogram.org and can be completed in a matter of hours. The course gives researchers a good introduction to the history of research ethics and standard practices today. It is extremely helpful to have a base of knowledge from which to work before embarking on a research program with human subjects.

First, work with your DOC, state Department of Social and Health Services, or affiliated university to determine if your program falls under the category of “program evaluation” or “research”. If the questions you want to ask are considered program evaluation, you may only need to fill out a basic application to obtain an exemption from the HSR process. Projects that are exempt do not require full review by an IRB, and the review process can typically be completed more quickly. There are several categories of evaluation that meet the qualifications for exempt status review. Work with your IRB and program partners to determine which level of IRB review is required. If you have limited resources for evaluation you may want to consider working with partners to design your program to meet exempt review standards. While the level of evaluation work that can be accomplished with an exempt program is limited, it is much preferred over the alternative of not conducting any evaluation.

If your program meets the definition of research, identify the IRB through which you want to pursue research approval. The most logical options for your IRB will depend on your organizational structure and relationships with collaborators; options may include your affiliated university or state social services agency. Identify a PI who will be the official “lead” of the program, and work closely with this person as you design your study. The PI may or may not fill out the HSR application and write the research questions, but s/he should read and approve every item that will be submitted to the IRB.

After you have identified which category fits your program and who will be the lead PI, determine application review timelines. Create a schedule that allows adequate time for application review and includes target dates for conducting evaluation work. Most IRBs have a set schedule for reviewing all new proposals (often monthly or quarterly) and you will need to plan to assemble your application accordingly. Allow time to address any concerns and/or make suggested changes to your proposal after the IRB has conducted their initial review. You will also need to factor in the DOC’s proposal review schedule for your research approval application if one is required by the Department. Most likely the DOC will require an approval from your IRB before they will review a DOC research application.

Download and fill out the IRB's HSR application (usually available online). Set aside plenty of time for this activity; it will give you the opportunity to clarify your study design for yourself and answer questions you had not thought of yet! It typically takes several months

to complete the approval process. Be aware that you will likely be required to fill out additional forms because you will be conducting research with inmates, and they are considered a "protected population." You will also need signatures from each co-PI, so be sure you give everyone ample time to read, review, and sign the application.

Submit your application before the IRB's deadline, which is often a week or more before the Board will actually meet to review it. Ask the Board if you should attend their review meeting or make yourself available by phone if they wish to ask you clarifying questions during their meeting. If you are asked to make amendments to your application, do so thoroughly and promptly.

After you receive approval and begin conducting your research make sure to provide all PIs and partners updates on your progress. During this time, also identify how and where you will publish or otherwise disseminate your research results.

Good luck!



Carl Elliott, SPP Conservation and Restoration Coordinator, delivers a presentation at Stafford Creek Corrections Center. Jaal Mann photo.

CHAPTER 5

Education and Training

Nearly every SPP-WA program has an educational component, but there are only a few examples of programming *exclusively* focused on education and training. Whether the focus is bicycle rehabilitation, composting, bee-keeping, or rearing endangered frogs, every SPP endeavor is an opportunity to provide job-training, science education or technical instruction. Only one protocol is offered in this section: we describe how to plan lectures for corrections audiences. Other programs dedicated to education may include workshops, green-collar job certification programs, and supporting individual offender's efforts to gain college credit while incarcerated.

SPP-WA is beginning a new pilot education program offering an eco-literacy curriculum named *Roots of Success* (<http://rootsofsuccess.org/>). The Ohio Department of Rehabilitation and Corrections has been offering this curriculum through the Ohio Green Prisons Project for a few years with great success. Washington's use of this curriculum will begin in March 2013.

The following are ways that an existing SPP program may be enhanced or expanded to satisfy an educational component:

- Install interpretive/educational signs to educate staff, the public and/or inmates and explain "why" a program or task is being done; for example install a sign above the food

waste receptacle explaining why scraping your plate will reduce operations costs and environmental impact of the facility.

- Provide information about science and/or sustainability projects or initiatives throughout prison or jail (i.e. inmate living units, bulletin boards, staff break rooms, public entrance, etc.)
- Provide science & sustainability books, articles, handouts or other resources to staff and inmates
- Invite guests to come into the facility to provide lectures, workshops, and educational resources to educate inmates and staff on various sustainability and science topics.
- Hold a sustainability fair or Earth Day event for inmates and staff
- Plan family-friendly events focused on science or sustainability related topics e.g. an event for kids and parents with guest speakers discussing wildlife
- Take actions to emphasize the importance of tasks and provide opportunities to contribute (OTCs)– i.e., describe how involvement influences and contributes to the broader community and/or restoration efforts
- Create or use existing science and/or sustainability curriculum to educate inmates
- Develop SPP overview documents to educate staff, partners, and potential funding sources
- Create a regular newsletter to highlight science and sustainability projects and staff and inmate contributions to projects
- Provide reference letters and job skills information that inmates may use on a résumé
- Provide green job skills training programs
- Provide opportunities for inmates to gain professional work skills through the application and interview process required for sustainability jobs
- Offer inmates science and/or sustainability jobs at the prison or jail that include education regarding how and why programs are implemented

Planning and Scheduling a Prison Lecture

Brittany Gallagher

TASK DESCRIPTION AND OBJECTIVES

Education is a core component of SPP's work, and a Science and Sustainability Lecture Series may be the major focus of this work at an institution. Lectures generally feature scientists, community members, professors, or other professionals with experience in the realms of science or sustainability, broadly speaking. The lecture series presents a great opportunity for SPP staff to network with other organizations doing science and sustainability work while providing inmates with educational stimulation. Many presenters will be delighted at the chance to engage with a non-traditional audience and enjoy the challenge and rewards of sharing their expertise with an underserved population.

PARTNERSHIPS, REFERENCES, AND RESOURCES

The success of a Science and Sustainability lecture series is built on efficient collaboration between the lecture coordinator and his/her liaison at each corrections facility hosting a lecture series. Washington Department of Corrections (WDOC)-based lecture series liaisons have included administrative assistants, communications officers, plant managers, and correctional program managers. Maintaining a positive working relationship and clear, consistent, and timely communication between the SPP lecture coordinator and the DOC lecture liaison at each facility is essential.

Leverage your connections and do your homework when recruiting lecturers. Careful lecturer recruitment will not only ensure quality presentations for the inmate-audience, but may open doors to new partnerships and other opportunities for the SPP. Staff and volunteers from SPP partner organizations are often interested in visiting a facility, and lecturing about our shared work is a great opportunity for them to do so!

This document should be used in conjunction with the *Bringing a Guest to Prison* protocol.

SUCCESSFUL/MODEL PROGRAMS

A major element of SPP-WA's education efforts is their Science and Sustainability Lecture Series. Lecture series are regularly held at two Washington prisons and the program is expanding to include at least two more. Lectures are held monthly on weekday mornings at a standing time and location. The lecture series coordinator recruits and books guest lecturers to speak at each prison at least a month ahead of time.

Once a lecturer is scheduled, the lecture series coordinator works with an appointed liaison at each facility to communicate information about the lecture well in advance, including lecture topic, lecturer name and security clearance information, and list of materials (providing serial numbers of electronic equipment). The coordinator also makes the lecturer aware of what to expect, and offers carpooling, photocopying handouts, addressing of any concerns, and examples of appropriate pre- and post-lecture survey questions. The lectures generally last 1-1.5 hours, including time for

questions from the prison audience. SPP staff members are responsible for planning, scheduling, and liaising with prison staff on behalf of SPP guest speakers.

The lecture series coordinator writes contracts if a lecturer is to be given a speaker's honorarium, and keeps track of all lectures, lecturer contact information, payment information, inmate attendance, and inmate survey data (see *Entering and Analyzing Lecture Series Survey Data*, p. 116). SPP-WA maintains a small pool of funding for speakers and can offer \$100 for a lecture. Many lecturers volunteer their time.

MATERIALS NEEDED

- What to *Expect When Lecturing in Prison* document (see *Appendices*)
- Prison contact information
- Visitor's personal information for security clearance (check with Security at the hosting facility for specifications)
- Complete list of items that will be brought into the facility
- Payment contracts (if applicable)
- Pre- and Post-lecture surveys (see *Appendices* for lecturer surveys; see *Implementing Surveys and Questionnaires*, p. 108, for participant surveys)

PROTOCOL

One-to-two months before the lecture or lecture series, work with the corrections facility contacts to establish a preferred date and time. It may be easiest to schedule lectures for a recurring time each month. Allow a 2 hour window for a 90-minute lecture. This allows time to set up the lecture room, administer pre- and post-lecture surveys, and troubleshoot in case of technical, security, or other delays.

Decide on a lecture topic suitable for the specific audience. Some SPP staff members have created themed lecture series (i.e., focusing several lectures in a row around a specific topic like organic gardening, green job training, or local conservation efforts).

Once a topic has been established, select a person or organization and send an invitation to participate in the lecture series as a guest speaker. Even if you know the speaker personally, be sure to present yourself in a professional manner. Include all necessary information (date, timeframe, type of audience, opportunities), but do not overburden your invitee(s) with details at this point. Follow up after sending an invitation letter or email.

Repeat this process as many times as necessary until a guest speaker has been confirmed.

Once a speaker has been confirmed, reference the *Bringing a Guest to Corrections Facility* protocol, p. 89, and follow those steps. Note: Many guest speakers do not have experience working with inmate-audiences and may be nervous or curious about the experience. Always offer to provide transportation to and from the facility in order to simplify the trip for the presenter and to provide

time to discuss the SPP's work and address the lecturer's questions or concerns. Keep in mind this may be the first and only time the person will work inside a prison or jail—do your best to be accommodating, supportive, and to bring a human face to the work of SPP and those participating in the Project.

Keep track of scheduled lectures, lecturer contracts (where applicable), and contact information for past and potential lecturers on a master spreadsheet or database.

Save copies of any lecturer contracts or questionnaires.

Following the lecture, follow up with your presenter by sending a thank you letter addressed to him or her, as well as sending a copy or cc'ing his/her supervisor.

Write a blog post about the lecture experience and send the blog link to the speaker. You may wish to include quotations from a speaker's follow-up questionnaire or interview, but check with the lecturer for permission first.

APPENDICES

What to Expect When Lecturing at a Prison (SCCC, WCCW): This document is intended for use by guest lecturers and may be modified for a more general visitor. For sample pre and post lecture participant surveys and see the *Implementing Surveys and Questionnaires* protocol, p. 108.

Pre and Post Lecturer Visit Questionnaires

The Evergreen State College and Washington State Department of Corrections
SUSTAINABILITY IN PRISONS PROJECT

WHAT TO EXPECT WHEN LECTURING AT A PRISON

Thank you for your involvement with the Sustainability in Prisons Project. We feel very fortunate to have your participation in this lecture series, bringing science to those who have the least access to science education and to nature. Following are some tips for creating an effective presentation for the prison audience and guidelines for what to expect and how to behave when you enter the prison.

Stafford Creek Corrections Center (SCCC)

- Plan to deliver a 1 hour 30 minute presentation including Q&A with the audience.
- The drive to the facility will take approximately 1 hour 15 minutes from Olympia.
- The lectures generally take place in the P building, in a classroom seating about 40 people. The facility provides a big screen TV with computer hookup. If you are using a PowerPoint presentation, bring a CD and a back-up thumb drive (for security reasons SCCC prefers not to use thumb drives, but having one as a backup is okay). There is no wireless internet access.
- Plan to arrive 30 minutes before the presentation. Remember to bring photo ID. (You will exchange your ID for a visitor's badge.)
- SCCC is a minimum, medium, and maximum security prison, but only minimum and medium security prisoners are permitted to attend lectures.
- Lecturers are usually treated to a tour of some of SCCC's gardens and sustainability initiatives following their presentation.

Creating a presentation that is appropriate for a prison audience:

- Frame your lecture with a personal story and use humor in your talk.
- Make your lecture a storytelling piece with the factual information imbedded, rather than a traditional lecture you would deliver to college students.
- Define any complex concepts, as offenders will have varying levels of knowledge on your topic. Do not feel you have to avoid complexity.
- As a general rule, more photos and less text make the most effective presentation.
- If appropriate, use props that the inmates can touch and pass around (let your Sustainability in Prisons Project lecture coordinator know at least a week beforehand if you want to bring any props, as we need to get prior approval from the prison facility.)
- Handouts are also appreciated by the audience. If you would like to distribute handouts, please send a soft copy at least a week beforehand to your SPP lecture coordinator. SPP will take care of clearing the material with the prison and making copies.
- It is likely you'll be asked about opportunities for ex-convicts in your field. You may want to be prepared to answer questions about possible employment or volunteer opportunities for felons.
- Let us know if you would like us to review your presentation before the date of your lecture; we would be happy to do so.

The Evergreen State College and Washington State Department of Corrections
SUSTAINABILITY IN PRISONS PROJECT

**PRE-EVENT QUESTIONNAIRE
GUEST LECTURER**

NAME:

INSTITUTION:

POSITION:

EMAIL:

PHONE:

LECTURE TITLE/SUBJECT:

Prison(s) where you will speak: ☐ CCCC ☐ SCCC ☐ MICC ☐ WCCW

How did you learn of the SPP?

☐ Colleague ☐ SPP Staff ☐ Media ☐ Website

☐ Other: _____

Have you had previous direct contact with a prison or prisoners before?

Yes ☐ No ☐

If yes, please describe the situation: _____

What do you see as the challenges you face in giving this lecture?

<input type="checkbox"/> Lack of understanding of the audience	<input type="checkbox"/> Fear of unknown environment
<input type="checkbox"/> Not a high priority in my workplace	<input type="checkbox"/> Fear I will not be understood
<input type="checkbox"/> Not enough time	<input type="checkbox"/> Fear my work will not be relevant to audience
<input type="checkbox"/> Other _____	

What are your motivations in giving this lecture? (You may check multiple reasons)

<input type="checkbox"/> Satisfy broader impacts of grant	<input type="checkbox"/> Curiosity about prisons
<input type="checkbox"/> Sense of duty as a scientist	<input type="checkbox"/> Desire to disseminate my work
<input type="checkbox"/> Sense of obligation as a human being	<input type="checkbox"/> Financial gain
<input type="checkbox"/> Other _____	

What are your objectives in giving this lecture?

☐ Prisoners will learn content of my lecture topic
☐ Prisoners' attitudes will change concerning my topic/science
☐ Prisoners will change their behavior concerning the environment
☐ Other _____

The Evergreen State College and Washington State Department of Corrections
SUSTAINABILITY IN PRISONS PROJECT

In general, how do you think your professional peers will view this activity?

- ☐ Excellent idea, I'd like to do it too
☐ Good idea, but I wouldn't do it
☐ Okay idea, but I don't get it
- ☐ Poor idea, I don't know why you would do this
☐ Mixed positive/negative

Other _____

How do you think your supervisor (e.g., dean, dept. chair, provost) will view your choice to lecture to this audience?

- ☐ Excellent, I wish your colleagues would do this
☐ Good idea, but don't overdo it
- ☐ Okay, but don't suggest it to your colleagues
☐ Poor idea, you are wasting our time

Other _____

How do you think the prisoners will receive your lecture? With...

- ☐ Wild enthusiasm
☐ A warm reception
- ☐ Neutral acceptance
☐ Sullen hostility

Other _____

Do you feel prepared for this lecture?

- ☐ Yes ☐ No ☐ Somewhat

What would be useful to better prepare you?

Other comments? (Continue on back or on other pages if you wish.)

Thank you!

The Evergreen State College and Washington State Department of Corrections
SUSTAINABILITY IN PRISONS PROJECT

**POST-EVENT QUESTIONNAIRE
 GUEST LECTURER**

NAME:

INSTITUTION:

LECTURE TITLE/SUBJECT:

Prison(s) where you spoke: ___CCCC___SCCC ___MICC ___WCCW

What are your impressions of your experience at the prison where you spoke?

Were you surprised by anything you experienced at the prison(s)? If so, what?

How do you think the prisoners received your lecture(s)? With...

___ Wild enthusiasm ___ Neutral acceptance
 ___ A warm reception ___ Sullen hostility
 Other _____

What would be useful to better prepare you?

Any suggestions or advice for future lecturers?

Other comments? (Continue on back or on other pages if you wish.)

Thank you!



SPP National Conference participants visit the “Con-Post” composting facility at Cedar Creek Corrections Center, Littlerock, WA. Photo by Shauna Bittle.

CHAPTER 6

Sustainable Operations

Encourage all staff and inmates to consider the 4 R’s: Reduce, Reuse, Recycle and Rethink/Repurpose in everyday decisions to create a culture of sustainability throughout your facility. Post signage for sustainable operations—how to’s and information about environmentally friendly practices like the 4Rs. Encourage staff to celebrate reductions in costs and environmental impacts. Find and meet with experts in sustainability to consult on ways to improve efficiency and cost savings institution-wide.

As you plan sustainable operations, consider drawing on the expertise of local and national sustainability organizations such as GreenPrisons (<http://www.greenprisons.org/>). GreenPrisons’ work is an excellent compliment to that of SPP. See GreenPrisons as a great resource for recommendations on sustainable operations programs, services, staff training, and new innovative technology and equipment.

In our overview of Sustainable Operations protocols, we offer several of the most commonly implemented programs:

- Small-scale composting,
- Large-scale composting (including biosolids composting)
- Vermiculture and vermicomposting

- Garbage sorting and recycling
- Plastic trash bag reduction
- Rainwater catchment and reuse
- Gardening
- Farm to Prisons programs for local food

There are myriad other sustainable initiatives not covered in this edition worth investigating for development at your facility. Some of these include:

- Develop sustainable/green purchasing plan for products
- Encourage staff to reduce travel
- Develop water and energy conservation plans
- Conduct energy retrofits
- Identify and implement Energy Service Company (ESCO) projects, alternative energy, and other energy mitigation strategies
- Establish zero waste garbage sorting centers, on-site composting and vermicomposting systems staffed by inmate technicians (also satisfies Engagement and Education)
- Develop closed loop systems (i.e., aquaculture, energy production) staffed by inmate technicians (also satisfies Engagement and Education)
- Develop and implement a program to purchase as many products as possible from local sources
- Remodel and build to meet LEED certification standards
- Build using green roofs and permeable surfaces
- Reuse gray water

TIPS FOR SUCCESS: RESOURCES

- Use the resources you have available whenever possible
- Recycle, reuse, and rethink materials that you already have or can easily obtain (i.e. build a composting area or worm bins using scrap building materials).
- Remember, successful programs can be low tech and inexpensive.
- Include staff with interest and experience in areas such as gardening, beekeeping, building, etc.
- Include inmates with interest and experience in areas such as gardening, beekeeping, building, etc.
- Identify and eliminate what you may be buying only to throw away e.g. Styrofoam, trash can liners, etc.

Small-Scale Composting in a Corrections Facility

Steven E. Blahut and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

For small- to medium-sized corrections facilities, small-scale, “no tech” composting can significantly reduce the population’s input to the waste stream. As most equipment can be salvaged and repurposed from onsite supplies, very little financial investment is needed for a successful program. Small-scale composting programs also provide jobs that allow for a relatively high degree of autonomy and ownership for inmate-technicians; these positions are a good fit for inmates who would benefit from engagement while enjoying relative solitude.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Seek the help of composting experts for pointers on best practices for the composting process in your climate. Your local agricultural extension office may be a good place to start: <http://www.csrees.usda.gov/Extension/>. State and county agencies will have the authority to permit and assist in composting systems for institutional facilities. Contact your local health department or state agency (Department of Ecology, or Environmental Protection Agency) during the planning process. Their assistance will be invaluable in creating a successful compost program that meets the classification and permitting requirements for your location. This protocol is offered as a general guide only, and your location and climate may require different practices than outlined here.

Connect with the corrections staff person who oversees the kitchen and dining room crews. Also, identify and consult with any other corrections staff that would be involved with or impacted by the program. In each case, ask for their feedback on your ideas for the program. Ask what would make the program work best for them, and follow up on suggestions or requests as much as possible. Buy in and support from these staff members will be critical to the success of the operation; appreciate their limitations, contributions, and celebrate successes with them.

Also connect with the facility gardening program or if none exists, one in the nearby community—you will be creating a product that is an excellent fertilizer and top dressing for landscaping and crop production. Most corrections center gardens require more compost than a facility produces by processing its own waste; in order to keep the gardens better supplied, consider processing waste from an additional source. Offer to collect food waste from a local school or other institution, thereby extending environmental benefits to the outside community and producing larger quantities of compost at the same time.

Resources: U.S. Composting Council, <http://compostingcouncil.org/>; Environmental Protection Agency, <http://www.epa.gov/epawaste/conserve/index.htm>; Cornell University, <http://compost.css.cornell.edu/>.

For larger composting operations, please consult the protocol for *Large-scale Composting* (p. 145)

SUCCESSFUL/MODEL PROGRAMS

The “no tech” composting operation at Cedar Creek Corrections Center (CCCC) was one of the earliest SPP programs, and has been remarkably successful. Turning all composting piles by hand, they process 50-60,000 pounds of food waste a year. Their source for wood chips is the Correctional Industries (CI) mattress recycling program. In this program, they compost about 90% of their food waste, significantly reducing waste disposal costs and environmental impacts. When the program promoted plate-scraping prior to washing as a way to collect more food waste, this one adjustment brought an unintended consequence of substantially reducing the load on the waste water treatment plant. As a result, CCCC was able to avoid expanding their waste water facility, and saved 1.4 million dollars. In the Washington Department of Corrections, from 2005 to 2010 overall food waste tonnage was reduced 47% and food waste diversion to composting was increased by 90%.

MATERIALS AND STRUCTURES

When building your compost facility, consider no-cost alternatives first. Many material needs can be satisfied with scrounged and repurposed items and/or inmate labor.

- Locate an existing covered structure to house the initial steps of composting, or build a new one. This can be a two, three, or four sided building without insulation, and ideally with an open front or garage door access. For smaller operations, a series of ventilated bins or pallet-sided structures also can work well enough. For creating and holding the compost, you will need at least three bays or bins. Site and set up your facility to allow delivery of food waste, moving the partially composted material between the bays, and transporting the final product out to gardens and landscaping beds.
- Identify sources of food waste and brown materials (see *Protocol*, below).
- Build a compost sifter with repurposed materials, such as pipe and ¼ inch expanded metal (see Figure 4).
- Find bins or buckets for storing sifted wood chips: leaky buckets discarded by janitorial staff work fine.

PROTOCOL

Identify sources of food waste and figure out how to collect it. Many composting programs start out with food waste from the kitchen only. With input from kitchen staff, determine the best way to separate food waste from their waste stream. Look for solutions that will have minimal impact on their workload and will be easy to integrate into their established flow of tasks—the position of collection bins may be critical. Seek out staff buy in, and be willing to show patience and offer education if you notice resistance to the change. Emphasize the anticipated benefits of the program, including the cost savings to the institution.

Expand the program by also collecting food waste from the cafeteria. Provide training to staff and inmates about plate scraping. Again, education and patience are key; emphasize the benefits, including the reduced load to waste water treatment that will be realized as a result of the plate scraping.

For productive, safe, non-odiferous composting, bulking or “brown” material must be added to the food waste. Appropriate bulking materials serve to increase aeration of the pile—the larger pieces allow air pockets—and helps to dry out the food waste—a good composting mix will only be moist, but not wet. Locate sources of brown material at the facility or offsite. Wood chips are ideal and the best size is two inches-minus; larger size chips should be sifted out prior to use. Waste paper and cardboard can also work as bulking materials so long as they are torn or shredded first. Whole paper napkins and paper towels will soak up leachate and roll into balls and should *not* be incorporated.

- Transport the food waste and brown/bulking material to the composting facility. Weigh the source materials and record in the log. Starting in an empty bay: Lay out a bed of wood chips \pm 6-inches deep.
- Add a layer of food waste on top of the chips.
- Up to twelve inches deep for fruits, vegetables, and breads
- Oatmeal as a separate layer
- Add another layer of wood chips on top
- Each day, scoop the leading edge of the pile and toss it onto the top rear of the pile (Figure 1)
- Continue building the pile until it is 3-4 cubic yards

After a few weeks, when the bay is at capacity, move the pile by hand or loader. If the weather is generally dry and warm (greater than 70° F), this pile may be moved outside (see Figure 2). If the weather is generally cold and/or wet, hold the compost under cover longer (see pile 1B in Figure 1); the pile may also be covered with a tarp to trap heat, and should be turned weekly until it is ready to move outside.

- Start a second pile in the vacated bay.
- Turn the first pile every three (3) days and monitor the temperature.
- Turn the pile by moving outside edges of a pile to a new location. The outside material becomes the center of the moved pile. The center of the old pile becomes the top and edges of the new pile.
- Productive and efficient composting results in little unpleasant odor. During the turning process monitor and adapt practices to the quality of decomposition. If the pile smells of methane and is excessively wet, add brown, carbon materials to absorb moisture and increase the oxygen in the pile. If the pile is very dry and smells of ammonia or has grey “ash” patches, add moisture evenly during the turning process.

- Monitor the temperature of the pile(s) daily and record in the log. To ensure proper pathogen destruction and meet the requirements of most regulating agencies, the compost pile must exceed 131 °F for three consecutive days.
- When the composting process is complete, pile temperatures will fall to match ambient temperatures; then the compost is ready for sifting.
- Dry the compost sufficiently before sifting (see Figure 3). Wood chips sifted out by the screen may be stored/reused in compost piles (see buckets of reclaimed wood chips in Figure 1).

The finished product will have the appearance and smell of dark brown soil. This product may be used immediately as an amendment on vegetable or landscaping beds or spread thinly (1" deep) on lawns and fields. The compost also may be stored under cover (tarp or roof) indefinitely until you are ready to use it.

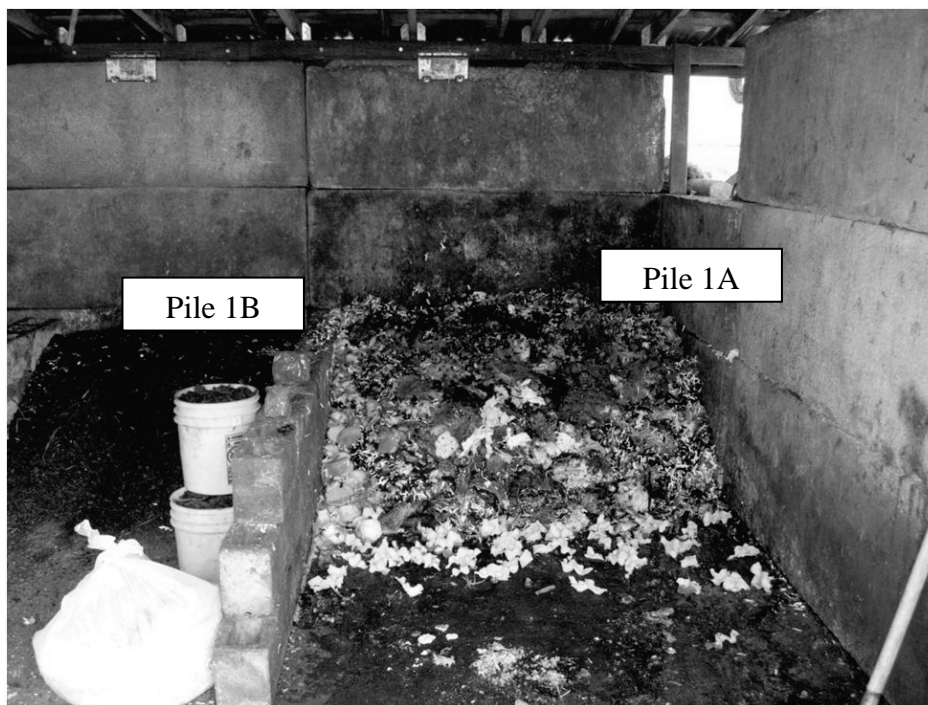


Figure 1. Pile 1A and Pile 1B are the only under-roof compost zones. Pile 1A is our starter, or “build” pile: daily food waste is blended with shredded paper, torn egg trays, fresh wood chips, and wood chips recaptured at the sifter. Each day the leading edge is scooped up and tossed onto the top rear of the pile. At the end of four weeks, Pile 1A is moved outside (summer months) or flipped over the divider to Pile 1B (winter months).



Figure 2. Outdoor piles. Foreground piles are still composting, while those in the bays are finished compost ready for screening. Every three days piles are “turned”. Turning is accomplished by moving outside edges of a pile to a new location. The outside material becomes the center of the moved pile. The center of the old pile becomes the top and edges of the new pile. Background piles are ready for sifting and may sit until time for this task is available.



Figure 3. During wet months, compost must be dried out before sifting. Here wet compost is staged on the sifter itself drying out.



Figure 4. Sifter constructed of $\frac{1}{4}$ in expanded metal in a frame of 3 in metal pipe.

Starting and Maintaining a Large-scale Composting Program at a Corrections Facility

Eric F. Heinitz, Chris Idso, Carl Elliott, Evan Hayduk, and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Over 100 million metric tons of municipal solid waste is produced every year in the United States, which equates to roughly four and a half pounds per person per day. Approximately 65% of this waste is material that can be composted and at a correctional facility that percentage is even higher. Diverting food waste into composting programs can limit the economic and ecological impact of solid waste, thereby dramatically reducing the burden on landfills and incinerators. A successful composting operation at a correctional institution can result in multiple positive outcomes including: 1) decrease in outgoing food waste from the facility, 2) resultant cost savings for the facility due to decreased need for municipal waste disposal, 3) increased efficiency of waste water treatment due to reduction in suspended solids, and 4) creation of high quality fertilizer for use in onsite organic gardening operations. Most large-scale composting systems also can process biosolids with little or no adaptation to the process, providing additional disposal savings and reducing environmental impacts of a facility.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Experts

This protocol outlines large-scale composting operations in Western Washington in covered, open-air facilities. Consult with local experts and organizations to adapt this protocol to your location and climate. Your local agricultural extension office may be a good place to start: <http://www.csrees.usda.gov/Extension/>. An extremely successful biosolid composting program in Tacoma, WA has received the highest quality rating by the EPA. The facility is outside of corrections, but may offer a model for a successful and safe biosolid composting program. Information about this program can be accessed at <http://www.cityoftacoma.org/Page.aspx?nid=306>.

State and County agencies will have the authority to permit and assist in composting systems for institutional facilities. Contact your local health department, state agency (such as the state Department of Ecology or state Environmental Protection Agency) in the planning process. Their assistance will be invaluable in creating a successful compost program that meets the classification and permitting requirements for your location.

Composting experts within a corrections setting willing to share their expertise include, at Washington Correction Center, Don Carlstad PM3 dacarlstad@doc1.wa.gov phone 360-427-4661, or Dan Mackenzie CMPS djmackenzie@doc1.wa.gov phone 360-426-4433- ext. 5798, or Eric Heinitz at DOC Headquarters, eric.heinitz@doc.wa.gov phone: 360-725-8397.

Resources: U.S. Composting Council, <http://compostingcouncil.org/>; Environmental Protection Agency, <http://www.epa.gov/epawaste/conserve/index.htm>; Cornell University, <http://compost.css.cornell.edu/>.

Bulking materials

Most large-scale composting systems rely on wood chips as an additive to the waste necessary for productive composting. Seek out a partner inside or outside corrections who needs to dispose of wood waste. Many Washington facilities have partnered with Correctional Industries who supplies wood chipped up from used mattresses and pallets.

Corrections staff and community organizations

As you plan and develop your program, gather input from the facility kitchen, dining room, and wastewater treatment plants. Establish the means for waste collection that work well for the staff and inmates in those areas, and recognize and appreciate any additional work or changes in their protocols that support the composting effort.

Also connect with the facility gardening program or, if none exists, one in the nearby community—you will be creating a product that is an excellent fertilizer and top dressing for landscaping and crop production. Most corrections center gardens require more compost than a facility produces by processing its own waste; in order to keep the gardens better supplied, consider adding waste from another source. Offer to collect food waste from a local school or other institution, thereby extending environmental benefits to the outside community and producing more high-quality compost at the same time.

SUCCESSFUL/MODEL PROGRAMS

Highly successful large-scale composting programs are in place at four of the correctional facilities in western Washington: Stafford Creek Corrections Center (SCCC, rotating drum composting), Washington Corrections Center (WCC, rotating drum composting), Larch Corrections Center (LCC, Wright Environmental System composting), and Olympic Corrections Center (OCC, aerated static piles composting). These facilities have been successful in turning virtually all their food waste into compost, which has served as fertilizer for gardens and fields around the institutions. Although the facilities employ different composting systems, each processes 500-1000 lbs. of food waste each day and turns it into high-quality compost. At Stafford Creek Corrections Center, their large-scale composting program is estimated to save the prison approximately \$75,000 per year in disposal fees, while simultaneously educating offenders on operating a large in-vessel composting unit.

These systems have capacity to accommodate additional food waste from outside institutions. WCC took food waste from the 2012 Mason county fair as a trial, with favorable results and they plan to begin accepting food waste from local schools in the near future. OCC accepts the food waste from Clallam Bay Corrections Center, which does not have its own compost facility, and also composts the biosolids from the onsite waste water treatment plant.

Two other Washington facilities have compost facilities under construction: Cedar Creek Corrections Center (CCCC) and Washington Corrections Center for Women (WCCW)—both should be starting operations by July 2013. There has also been discussion with the Department of Enterprise Services to start delivering the food waste from Olympia's Capital Campus to CCCC for composting. CCCC will also be composting biosolids from its wastewater treatment plant.

PROTOCOL

This protocol is intended as a guide to developing a large-scale composting program; additional research will be necessary before determining the best-fit system for your facility and implementing your program. For small-scale composting, please see the protocol on that topic; for mid-size operation, a hybrid approach may apply.

Partnering with the kitchen (pre-consumer waste), dining room (post-consumer waste), and waste water treatment plant (biosolids), collect the waste to be composted and transport it to your processing facility. Prior to composting, remove all excess liquid; the dryer the material, the less bulking agent it will require.

Add a carbon-rich bulking agent at a sufficient ratio to balance the high nitrogen content of the waste and create a relatively dry mix. The standard ratio is 4:3, food waste to bulking agent, but wetter food waste requires a higher ratio and you can get away with less bulking agent with drier waste. The bulking agent will allow air to penetrate the mix, and provides the composting microbes with an energy source. A more "square" bulking agent usually gives the best results—longer, stringier products may get caught in feeders, bind up augers, or turn into unbreakable clumps. The following are examples of suitable bulking materials; if you use some smaller-size particles as bulking agents (e.g. sawdust), mix with larger-size particles (e.g. wood chips) to ensure porosity.

- Forest product residuals (wood chips, wood shavings, sawdust). These materials may come from sources both at the corrections facility and from offsite. Some programs say that a uniform commercial wood chip (1.5-2 inches square) works the best, and the additional cost of purchasing these chips is offset by a smoothly-run process.
- Finished compost from the facility.
- Shredded/chipped paper and cardboard from the facility.

Establish which composting process best fits your needs and budget. Washington State Department of Corrections currently employs three large-scale composting methods, and all produce the same end product: good quality finished compost. Where the methods vary is in equipment and operations cost, and processing speed. They are: 1) aerated static pile; 2) rotating drum system; and 3) the Wright Environmental System. Additional elements/equipment to consider are how to transport the food waste to the composting facility and distribute finished compost, how to move materials within the facility (front-end

loaders and conveyor belts vs. shovels), and how to dewater the waste (a weighted press vs. screens).

Aerated Static Pile Process

This is the least expensive approach, and takes the longest; it produces high quality compost in about nine weeks. Aside from a blower fan and PVC piping, this system does not require a major equipment investment. You only need space to build piles of compostable material and room to turn the piles every couple of days.

Lay down a perforated piping system to provide air circulation for controlled aeration of the compost piles and exhalation into a bed of finished compost—this acts as a biofilter which reduces the odors in the exhaust and cleans the air discharging to the atmosphere.

To build a pile, mix food waste with a carbon source (usually wood chips) at a ratio of 4:3—adjust this ratio depending on the moisture content of the waste. Make a 6 inch deep bed of dry wood chips covering aeration pipes and place the mixture on top to a height of 4-5 ft, completely covering the piping. After the pile is built, cover it with a 6-12 inch blanket of more dry woodchips. This woodchip blanket will insulate the compost pile so it will retain the heat needed to kill any microbes. See *Process Monitoring and Sampling* below, for requirements on temperature and record keeping.

Aerating the piles can vary depending on the moisture content, size of the pile, ratio mixtures of the materials being composted, and the size of the blower fan. Generally the blowers should be on for at least four blower cycles per hour with the minimum active time ranging between two to four minutes per cycle. For example, start with the timer set at “on” for three minutes and “off” for 12 minutes and monitor the temperature; adjust the blower cycle as necessary to increase or decrease the pile temperature. Too much air will cool the pile, not enough air and the pile can grow stagnant giving off unpleasant smells. The aeration during the active composting is a negative air draw; air pulls through the pile and exhales into the biofilter.

After 28 days of active composting, remove the piping and break down the pile. Screen the material (see *Screening*, below), and then create a curing pile. Again, build piles on top of aeration piping so air can be blown through the curing piles to provide oxygen. Curing is an essential step in producing finished compost, and it takes about 60 days until the compost stabilizes and is ready for the gardens.

Rotating Drum Process

This composting method requires a greater investment in equipment than aerated static piles, but produces finished compost in only three weeks. With a rotating drum, factors such as air flow and temperature are controlled more effectively, thus decreasing the composting time. There are a couple of different manufacturers for rotating drums available to large-scale compost facilities. WCC and SCCC use rotating drum systems manufactured by BW Organics. The compost facilities under construction at CCCC and the WCCW use drums

manufactured by DariTech (Lynden, WA), however, the composting process remains the same.



WCC Composting facility. Eric Hienitz photo.

Mix the food waste and the carbon source. Food waste should have as little water as possible and the wood chips should be very dry; the drier the material placed into the composter, the better the process will work.

Feed the mixture into the compost drums. Since the composting drum is a continuous feed unit, food waste can be added every day. Once the drum has reached its capacity (which will depend on how much food is added each day) then an equal amount of compost must be removed from the back of the drum before more food is added. It takes about 4-5 days for the food waste to work its way through the drum and come out as compost.

The compost drum rotates at about one turn every 15 minutes or four times an hour. Set the drum on a timer which will turn it for an hour and then turn it off for about six hours. The drum should remain on this cycle continuously, but the cycle time can be adjusted in order to increase or decrease the temperature inside the drum.

Remove the compost from the drum via a belt conveyor or hand shoveling. Once the compost is removed from the drum, place it in a curing pile (an aerated static pile). Lay down a 6 inch deep bed of dry wood chips covering aeration pipes, and build a pile on top to a height of 4 – 5 feet and completely covering the aeration piping. After the pile is built, place a blanket of more dry woodchips over the entire pile to a depth of 6-12 inches. This woodchip blanket will insulate the compost pile so it will retain the heat needed to kill any

microbes. See *Process Monitoring and Sampling* below, for requirements on temperature and record keeping.

After a week, move the pile to another curing bay, and construct another pile as above. After another week, move it and construct a new pile again in a third curing bay. After it has been in the third bay for a week, the compost pile is ready to be broken down and screened (see *Screening*, below).

Wright Environmental System Process

This system requires the highest investment for equipment and operation costs, and gives the fastest results. Wright Environmental's accelerated aerobic composting process monitors and controls moisture, temperature, and oxygen and helps keep the initial carbon/nitrogen ratio within ideal ranges for maximum microbial activity. The composted material is aerated by mechanical means to ensure that there are no anaerobic pockets in the mass. The typical retention time in the Wright system is 14 days: from waste to usable compost in two weeks.

The process is simple:

- Add the food waste and the correct mixture of woodchips to the system. The system can be loaded at any time, several times a day, every other day, or weekly. During the composting process, the materials are entirely contained and do not require any handling.
- After 14 days, remove the finished compost from the system. Screen out the larger size particles (see *Screening*, below) and distribute it to the gardens.

Process Monitoring and Sampling

Monitoring and record keeping are essential to successful composting—without these data, there is no way to know whether the composting process is safe and effective, or the quantitative benefits of your program. Example record keeping logs are presented at the end of this protocol.

Weight

In order to track the success of your waste-reduction efforts and confirm effective composting, make sure to weigh both the incoming raw waste and the end product.

Temperature

Compost rules for Washington State require that composting piles must maintain a temperature of 131°F for 72 consecutive hours to ensure all the pathogens have been killed. If you are composting biosolids, the compost must also maintain a minimum of 104 degrees Fahrenheit for 14 consecutive days to meet the vector attraction reduction requirement. Measure the temperature of curing piles at two points at a depth of 2 ½ feet. Once most of the organics have been metabolized, the temperature of the composting mass will start to drop.

Moisture

Optimum moisture content for composting is between 45 and 55 percent; 60 percent and above is too moist. Moisture levels in a curing pile can be measured using the hand-squeeze method:

- Grab a handful of composting material
- Squeeze the material firmly, making a fist with your gloved hand.
- Release your grip and allow the material to stay in your hand.
- Inspect the material and your hand. Interpretation:
 - a. Material is crumbly; doesn't stick together; hand is dry = **40% moisture**
 - b. Material sticks together; hand is moist and glistens = **50% moisture (Ideal)**
 - c. Material sticks together and drips; hand is wet and dripping = **60% + moisture**

Porosity

Porosity is provided by the larger-size bulking materials, and is necessary for air distribution throughout the pile—without adequate porosity, unsafe, anaerobic conditions will develop. If foul odors or large clumps or blocks develop, mix in additional bulking material of a large particle size.

Volume

Measure compost volume in order to track the progress of decomposition, and to determine ratios/quantities of brown matter to be added. Determine pile height by extending a straight edge from the crest of the pile outward and measuring the distance from the bottom of the straight edge to the ground. Measure height in three spots: 10 feet from each end, and in the middle of the pile. Determine volume by recording the total length of the pile, the width, side angle distance (crown to base), and total pile base-to-crown height in at least the three locations. Determine volume periodically during the curing process to monitor reductions in volume.

Odor Analysis

If your composting facility is properly run, maintained, and kept clean, there will be no offensive or unpleasant odors. If odors become an issue, collection of subsamples from the pile, or gas removed from pile, for further analysis in a lab may be necessary.

Sampling and Analysis

Sampling and analysis of composted materials should be conducted in accordance with WAC 173-350-220(4)(a)(viii) or applicable state law for your facility.

Record Keeping

A daily compost-monitoring log sheet must be maintained by the operator as a record of composting activities. The monitoring log needs to include:

- Date

- Time
- Temperature
- Compost Removed
- Amount Food Waste Added
- Amount Carbon or Bulking Material Added
- Comments
- Initials of recorder

The EPA recommends a specific time and temperature relationship be met for the compost product to be classified as Class A, “unrestricted use” (suitable for fertilizing food crops, lawns and flower gardens). State and local regulatory agencies will be charged with implementing and classifying compost quality. To ensure proper pathogen destruction and to meet Class A classification, the compost pile must exceed 131°F for three consecutive days. Use a monthly data sheet to summarize compost operations. Include:

- Daily weight and volume of food waste composted
- Daily weight and volume of bulking material used
- Initial mix total solids
- Composting drum extraction totals
- Finished compost totals

Compost Screening

If compost smells earthy or odorless, is adequately dry, and has satisfied temperature and processing time requirements, it is stable and ready for screening and use. Move the compost to the screening area with a front-end loader. Sweep out and wash down the vacated curing bay before building the next curing pile.

Compost screening is necessary to separate the finished compost from the reusable woodchips or other carbon source. If you are using the static aerated pile process (as they do at OCC), screen the material after the active composting process and before curing. At the end of the active composting process, break down the pile and move the material to the screening location. For the rotating drum and Wright Environmental System, screen the compost after curing is complete.

There are a few options for screening processes. The screen used at all WDOC facilities is a rotating drum screen; the exception is a flat vibrating screen used by OCC. Screen the compost to end-user particle size specification; common screen sizes are 1/4 inch or 3/8 inch.

Shovel compost into the screen as it is rotating. Good compost will fall through the screen (“unders”) into a large box and the reusable woodchips will continue through the drum (“overs”) and fall into a woodchip bin. The “unders” can be used directly in the gardens, or sent to storage areas. The screen “overs” can be used as the base for the next compost curing pile, the blanket cover, or as bulking material—these chips are already impregnated with bacteria beneficial to the composting process, making them ideal for reuse. Eventually larger wood chips will get broken down and screened out as “unders” along with the compost.

OCC uses a flat vibrating screen rather than a rotating drum screen, but it still does the same job. Because OCC uses the static pile composting process, the “unders” must be moved to the curing area. The “overs” can be re-used as wood chips in the same ways described for the rotating drum screen.

Composting Facility Temperature Records log sheet, Compost Facility Monthly Records Summary log sheet, and Composting Monthly Report log sheet.

STAFFORD CREEK CORRECTIONS CENTER
Compost Facility Temperature Records

STAFFORD CREEK CORRECTIONS CENTER

Compost Facility Monthly Records Summary

[illegible]

STAFFORD CREEK CORRECTIONS CENTER

Composting Monitoring Report

Date	Process Day	Time	Temperature	Compost Removed	Amount Food Wasted Added	Amount Carbon Added	Comments	Initials
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
	14							
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	31							

Vermiculture & Vermicomposting

Donna Simpson and Nick Hachaney

TASK DESCRIPTIONS AND OBJECTIVES

This protocol will describe how to start up and maintain a productive vermiculture and vermicomposting program. Vermiculture is the culture of earthworms, and the goal is to continually increase the number of worms in order to obtain a sustainable harvest. The worms are either used to expand a vermicomposting operation or sold to customers who use them for the same or other purposes. Vermicomposting is the process by which worms are used to convert food and garden wastes into high quality fertilizers. The goal is to process the material as quickly and efficiently as possible thereby 1) reducing food waste disposal costs; 2) improving waste-water treatment efficiency by decreasing food waste in the waste-water; and 3) creating two forms of high quality fertilizer: vermicompost (worm manure) and “worm tea”, both of which may be used in onsite organic gardening operations.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Edmonds Community College has a campus at the Washington State Reformatory Unit in Monroe, which includes a horticulture department. The instructor provided the initial 200 worms for vermiculture operations there, as well as information on how to raise worms.

Two other universities, Ohio State and North Carolina State, have extensive vermiculture programs and were responsive to inmates who wrote to them about composting. Dr. Clive Edwards and Dr. Rhonda Sherman were both extremely helpful in providing articles, manuals and other information on vermiculture operations around the world. Additionally, the owners of Yelm Earth, the largest indoor vermiculture operation on the West Coast, were very helpful in providing information.

Professor Clive Edwards	Dr. Rhonda Sherman	Yelm Earth
The Ohio State University	Biological and Agricultural	Mr. Kelan Moynagh
Department of Entomology	Engineering Department	14741 Lawrence Lake Rd SE
Rotthenbuhler Research	NC State University Box 7625	Yelm WA 98597
Lab2501 Carmack Rd	Raleigh, NC 27695-7625	Phone (360) 894-0707
Columbus, OH 43210	Phone (919) 515-6770	www.barefootsoil.com
Phone (614)-292-5483	E-mail-	
E-mail Edwards.9@osu.edu	rhonda_sherman@ncsu.edu	

Another key partner has been Correctional Industries. The CI program has an institutional laundry and a mattress recycling programs and provided many of the materials for construction. Inmates adapted discarded 55 gallon plastic laundry barrels into breeder bins. They also re-purposed the plastic parts from several mattress systems to make commercial style flow through bins—these bins would have cost over \$5,000 each to purchase.

Within the facility, connect with the source of the food waste you intend to process. Establish open communication with corrections staff for the kitchen and dining rooms, and find out what would make the program work well for them. Problem solve the best option for food collection and transport to the vermiculture facility. With program successes, acknowledge the contribution of these staff members, and say thank you.

Resources

Several helpful resources on vermiculture are available online or by contacting the appropriate agency.

Articles/Manuals

WSRU Vermiculture Program Manual of Operation located on the WA Department of Corrections website: <http://www.doc.wa.gov/sustainability/docs/howtovermiculture.pdf>

Manual of On-Farm Vermicomposting and Vermiculture, by Glen Munroe, Organic Agriculture Centre of Canada. Available at www.alternativeorganic.com

The Worm Guide, A Vermiculture Guide for Teachers. State of California

Worms for Bait or Waste Processing, Alice Beets (2010) *ATTRA*- The National Sustainable Agriculture Information Services is a division of the National Center for Appropriate Technology.

Best Practice Guideline to Managing on-site Vermiculture Technologies Recycled Organics Unit, The University of South Wales, Sydney Australia (2002)

Processing of Commercial and Industrial Organics and Vermiculture Systems Recycled Organics Unit, The University of South Wales, Sydney Australia (2007)

Books

Vermiculture Technology, Earthworms, Organic Wastes and Environmental Management, by Dr. Clive A Edwards, Norman Q. Arancon and Dr. Rhonda Sherman. CRC Press (2010)

Worm Farm Management, E. Wilson. Kangaroo Press. (1999)

Biology of Earthworms ,Edwards, C.A. and J.R. Lofty. Chapman and Hall Ltd.(1972)

The Compost Tea Brewing Manual, Ingham, Elaine. Unisun Communications (2000)

Worms Eat My Garbage, Mary Appelhof

Websites

<http://www.vermitechnology.com>: A U.S. company that has been in the vermiculture and vermicomposting business for many years

<http://www.vermico.com>: VermiCo sells many different industry-related products and organizes yearly seminars on Best Practices in Vermicomposting. A good site to get an overview of the commercial side of vermicomposting.

<http://www.vermitech.com>: This is the site of an Australian company that uses a flow-through digester system to vermicompost sewage sludge. They have also done, in association with local universities, considerable research into the value of worm castings and specifically their product Bioverm. The site is a good one for information on the technology and the products.

<http://www.biosci.ohiostate.edu>: This is the home page of the Soil Ecology Center of the Ohio State University. This is the Center led by Dr. Clive Edwards, probably the world's leading authority on vermicomposting. The site includes many scientific papers that can be downloaded free of charge. This is a non-commercial site.

<http://www.wormwigwam.com>: This is the site of one of the original commercial flow-through vermicomposting systems. Good information on these systems and their prices.

<http://www.wormresearchcentre.co.uk>: The Worm Research Centre in England is a project of The Open University and has several corporate sponsors. They have conducted several major studies on vermicomposting and the reports are available online at no charge.

SUCCESSFUL/MODEL PROGRAMS

In January of 2010 staff and inmates at the Washington State Reformatory set out to identify areas that could be improved with sustainable practices. They found the prison was spending in excess of \$60,000 for food waste to be picked up by a local compost company. In response to the finding, a vermiculture program was initiated with the following objectives:

- To reduce the cost and environmental impact of food waste disposal at WSRU through the implementation of a commercial grade vermiculture operation.
- To design and build numerous commercial style “flow through” worm bins capable of processing one ton of food waste per week and built using available surplus or discarded materials.
- To operate at little or no cost to the institution.
- To implement a worm breeding program capable of sustaining the bins needed at WSRU as well as being available for export to other facilities (vermiculture).
- To produce high quality fertilizer from the castings (manure) produced by the worms (vermicomposting).

Three years into the program, the Washington State Reformatory vermiculture program has over 5 million worms housed in 170 worm bins including 17 large commercial style “flow through” units. The worm farm has the capacity to process over 10,000 pounds of food waste per month. Due to the program, food waste disposal costs have been reduced by over 25%. Additionally, the program recycles paper from several collection areas and produces several thousand pounds of fertilizer in both dry and liquid forms to several acres of gardens and greenhouses at the Monroe Correctional Complex (MCC). The program has

been developed using very little expense and is managed by three inmates, each paid \$55 a month.

The Washington State Penitentiary in Walla Walla, Washington has started a large scale vermiculture program using the WSRU program as a model. WSRU is providing 1 million worms to get the program started as well as providing bin designs and other assistance.

MATERIALS NEEDED

Worm bins

Breeder Bins

Breeder bins are vital to the success of a vermiculture operation. WSRU initially made use of several different containers including old laundry carts, food carts, discarded barrels and recycled mattress materials. The most efficient vessel proved to be the 55 gallon plastic barrels; these were cut in half lengthwise to make two bins out of a single barrel, each capable of housing up to 30,000 worms.

Flow through bins

Flow through bins are used primarily for high volumes of food waste disposal. There are numerous versions available for purchase and several designs online for building your own. The key is to have a large surface area and a way for the castings to fall through the bottom of the bin to be collected.

Covers

It is important to have the bins covered. The cover keeps the bins from drying out—the worms will die if desiccated—and reduce fly and other pest problems. Old discarded blankets, tarps, or burlap all work fine as covers.

Food Processing Equipment

Some type of food processor is needed to cut the food waste into small pieces in order to facilitate rapid decomposition. This can be as simple as a 5 gallon bucket and a shovel, or as sophisticated as a commercial food processor with water extraction (several models are available and can cost tens of thousands of dollars). In the mid-range, a simple electric powered leaf/wood shredder can provide very good results.

Space for Bins

Although worms can be managed outside, you will find better results with bins housed indoors, within a controlled environment. At the minimum a covered area is necessary. The WSRU program houses the majority of its bins in an old laundry facility.

PROTOCOL

One of the keys to the success of the WSRU program was finding staff and inmates who were genuinely interested in developing the program and were willing to learn the needed skills. Another key was to have cooperation and coordination with kitchen staff and inmate workers in the kitchen. Prisons have an abundance of appropriate food waste for

vermiculture and getting the right material in a steady supply is critical to managing the bins properly.

Institutions interested in starting a vermiculture operation should take the following steps:

- Identify interested staff and inmates.
- Accumulate articles and how-to manuals and start studying.
- Conduct a food waste audit to determine how much of the appropriate food is available at the institution and how much savings could be expected once the program is operational.
- Assess what materials are available for building worm bins.
- Determine what style and how many worm bins are needed based upon the amount of food and the type of materials available. A general guide is that worms eat approximately $\frac{1}{2}$ their weight in food waste a day. A bin with 20 square feet of surface area stocked with 5,000- 8,000 worms per square foot can be expected to process about 14 lbs of food per day or 100 lbs per week.
- If no salvaged or re-purposed materials are available, determine appropriate budget for purchasing needed materials.
- Plan out area for worm bins; take into account how much square footage will be needed to meet your final goals. For instance, if you plan on eventually processing 2,000 lbs of food waste per week, you will need in excess of 400 square feet of worm bin surface stocked with +/- 8,000 worms per square foot. You will also need areas for breeding, food processing, sorting etc.

Set reasonable goals for the program: it will probably take the first year to get a breeding program established with sufficient numbers to make any impact on food waste costs.

- Develop a methodology for tracking and documenting worm feeding rates, bin management, and breeding cycles.
- Coordinate with kitchen staff to sort waste foods as needed and supply the worm program on a regular schedule. In the beginning, the program will be able to process very little food, but the capacity may expand rapidly—plan ahead to ensure a steady source to feed a growing worm population.
- Purchase or obtain food processing equipment.
- Establish a management system for worm bins. There are several management models outlined in the periodicals listed above. It is vital to decide on the best-fit system for your facility and to have everyone involved on-board with the same model.

- Build breeder bins and start a breeding program with as many worms as possible. You can expect to double your worm numbers every 60-90 days once you have established breeding beds.
- Design and build flow through worm bins.
- Begin collecting worm castings and develop uses for fertilizer, worm teas etc.

Worm management

The two processes included in a worm program, vermiculture and vermicomposting, are similar but different. If your main goal is to process food waste and produce compost, maximize your population density at all times. If your main goal is to produce worms (for internal use or export), keep the population density low enough that reproductive rates are optimized.

Breeder Bins - Vermiculture

The most critical first step in managing worms is the development of an extensive breeding program by implementing the vermiculture component of your program.

Unless there is thousands of dollars available for the purchase of composting worms (usually over \$20 a pound), the first year will be spent developing and expanding a worm breeding program until the supply is sufficient to begin high levels of vermicomposting. The basic idea is to keep an appropriate amount of worms (between 3,000 and 4,500 per square foot of surface area) in good moist bedding and to feed them the correct amount of food to encourage breeding. Once bins reach a high level of worms (around 8,000 per square foot) divide the bin in half. Move half the worms, bedding and casting to a new bed to start the process again. Continue this expansion until there is a sufficient amount of breeder bins to support flow through bins.

Flow Through Bins - Vermicomposting

Flow through bins generally are easier to manage than breeder bins. Provide proper bedding, maintain appropriate moisture levels, and supply the correct amount of feed.

Fertilizer/Tea production

Worm castings (manure) are a highly valuable organic fertilizer. It can be used directly on plants or converted into vermicompost tea that is a liquid form high in beneficial microbes and trace minerals. Once flow through bins have been established and start producing castings, steps should be taken to collect castings, sort worms out and make use of the material.

APPENDICES

Weekly Bin Management sheet

Weekly Bin Management – Breeder Bins						Week of _____
	Gallons of food added					Notes
Bin Name	Mon	Tues	Wed	Thurs	Fri	
BB #1						
BB #2						
BB #3						
BB # 4						
BB #5						
BB #6						
BB #7						
BB #8						
BB #9						
BB #10						
BB #11						
BB #12						

Food and Paper intake form

Weekly Food and Paper Intake						
Gallons of Food Received						Cubic Feet of Paper Picked Up
Week of	Mon	Tues	Wed	Thurs	Fri	



Stafford Creek Corrections Center Sorting Facility, Carl Elliott photo.

Large-scale Waste Sorting Program

Chris Idso

TASK DESCRIPTION AND OBJECTIVES

Over 100 million metric tons of municipal solid waste is produced every year in the United States. Because of their intended use, correctional facilities typically are not constructed with waste management in mind. This means that a facility containing 2000 offenders will create approximately 1200 tons of solid waste annually and send it all to the landfill. More than 50% of this waste can be diverted through a comprehensive waste sorting program. With landfill costs starting at \$100 per ton, the savings can be substantial. Another significant outcome from a waste sorting program is the impact on the environment. Solid waste is typically landfilled in the United States and thus contributes to the pollution of our ground water. If the trash is dumped in the ocean it pollutes food sources also. We can significantly reduce the impact on the environment with a well-designed waste sorting program.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Within the institution, make contact with staff members responsible for current waste handling and disposal. Share your ideas for waste sorting and recycling, and the benefits you anticipate. Establish any new procedures for handling waste with their input, including addressing any concerns that they have.

Seek out local and regional programs that can offer guidance on waste sorting and recycling in your area. Try your states public works department, and state or county environmental departments. Before you set up the program, you need to understand what is in your trash, and many programs will offer a “waste sort”: deliver a sample of your trash to the program (according to their directions), and they will separate the sample into its various elements and provide you with a report. Investigate recyclers in your area to determine which materials are recyclable and what form, standards, and costs or payments apply.

Also check with Correctional Industries on markets for materials that are more difficult to move. Items not often considered as recyclable—such as plastic film, milk cartons, textiles, and paper towels—may have an outlet. Inquire about *all* categories of waste that are currently sent to the landfill.

SUCCESSFUL/MODEL PROGRAMS

Stafford Creek Corrections Center in Aberdeen, WA (SCCC) with a population of nearly 2,000 offenders reduced its landfill waste by 60 percent through a large-scale waste sorting program. Cedar Creek Corrections Center manages 472 offenders, and has reduced its landfilled waste by over 36 percent through a smaller-scale program.

MATERIALS NEEDED

- Waste baler with a 30” X 60” bale capacity, 30 ton compression capacity.
- Minimum 30” wide sorting conveyor belt with length to fit recycling area
- Hydraulic garbage bin lift and dump system to load conveyer
- Waste product compactor to send unrecyclable product to landfill

PROTOCOL

This protocol describes large-scale waste sorting at a central collection point, and as would fit the needs of a larger institution. Variations to this protocol can include organizing sorting at various points up stream of an end collection point. Waste sorting programs at smaller institutions may be successfully implemented with a minimum of equipment depending on available space and vendors’ needs regarding materials preparation and pickup.

The results of your waste sort and the specifications provided by local recyclers will dictate how you set up the sorting center—storage and handling of each type of material will determine the size of holding areas (pre- and post-processing) and specifications for sorting and bundling equipment.

Revisit your recycling plan often. The items accepted by vendors can change often. Check back in with local recyclers and your partners for changes and updates in the market, and adjust your sorting plan accordingly.

Create a centralized sorting center, accessible to waste delivery from all parts of the facility. The equipment used for sorting is expensive, so multiple centers are usually not desirable.

At the sorting center, build a collection area protected from the elements that will be large enough to hold all materials waiting to be sorted. Store each kind of material until the quantity is sufficient to create bundles for the recycler.

The ability to safely sort trash at a large scale depends on the correct equipment. Typically a system that can dump the trash onto a conveyor works best. The dump system should be designed around the type of trash receptacles used in the institution. A conveyor system that uses both sides of the conveyor for sorting would be the most efficient and be easily reconfigurable to update your waste material sort.

Plan the size and number of bins for sorting by actively evaluating the amount of materials your facility generates combined with the vendors you have identified in your area. Due to the changing volume of materials and availability of recycling vendors, adaptive management will be key to your success. Examine when and where you can effectively use existing materials and skills from your facility to assist in the building of bins and structures. For example, all the bins at SCCC were fabricated by the staff and crew that build and repair fencing. All bins were constructed using the same chain-link fencing material. Identifying and actively using key cooperators in your facility will help build a culture of sustainability. The more staff involved the greater the “buy-in” for the program.

The offender crews staff all sorting activities at SCCC. Crews of 8 offenders, 30 hours per week sort an average of 18 tons per week. The crews are supervised by one full time staff person. Little pre-sorting by the consumer is done at SCCC, but pre-sorting could reduce the amount of labor and infrastructure used to run a sorting facility.

Reduction/Elimination of Plastic Trash Bags

Chris Idso

TASK DESCRIPTION AND OBJECTIVES

Collection and disposal of refuse in a correctional facility commonly relies on plastic bags as the containment method for transfer of waste to the disposal site. These bags, in most cases, are not necessary and create unneeded costs as well as more garbage to dispose of. Plastic bags also hinder the ability to sort and retrieve recyclable items from the waste stream (<http://www.doc.wa.gov/sustainability/docs/FactSheetSCCC.pdf>).

PARTNERSHIPS, REFERENCES, AND RESOURCES

In order to gain support from staff and offenders, starting small and identifying it as a “Pilot Program” works well. Once it can be seen as successful and money-saving, more areas will be willing to join the effort and be a part of the solution.

In some cases, staff will be resistant to this new process because it sounds unsanitary. Providing resources to regularly clean and sanitize the unlined receptacles will satisfy local Department of Health compliance auditors as well as most staff. Also regularly recognize and appreciate staffs’ efforts and any increased workload—they are essential partners in this endeavor and should feel some benefits from its success.

SUCCESSFUL/MODEL PROGRAMS

Stafford Creek Corrections Center, in Aberdeen, WA, has removed most trashcan liners, except in medical areas. This one action plan saves approximately \$45,000 every year in a correctional facility with a population of 2000 offenders. This program is a fine example of the rethinking element of the 4 Rs. Other materials that are purchased on a regular basis might not be needed to run the facility. A targeted audit of purchasing may yield significant cost savings.

PROTOCOL

To begin the elimination process, first identify where and why these liners are used. Areas such as food service or medical may have specific requirements that won’t allow elimination—accommodate the needs of areas that must use plastic liners, or insist that they are needed. However in most areas, plastic liners are used only as a convenience, and implementing the new program is a matter of supporting and establishing new habits. Offer acknowledgement and reinforce benefits to mitigate any additional workload felt by the area participating in the program.

Once the target areas are identified for reduction or elimination, alternative methods of collection might be necessary. Non-lined garbage cans will need to be cleaned on a regular basis. Using two receptacles in common areas such as break rooms or cafeterias can separate wet trash from dry trash. Large rollaway totes with lids can be used in large housing units instead of smaller cans. Be sure to provide resources for cleaning and sanitizing trash receptacles.

Rainwater Reuse Systems

Dennis Aubrey

TASK DESCRIPTION AND OBJECTIVES

Rainwater reuse systems can be a valuable component of sustainable operations, not just because they limit the use of valuable and often expensive commodity, but also because they may allow further development of sustainability programs in areas of limited water access. Facilities which have already committed a large percentage of their water right may want to consider rainwater reuse systems as a component of planning for garden, greenhouse and horticulture programs, orchards, or aquaponics systems. This will help prevent water shortages that would be detrimental to such programs and general operations. Additionally, rainwater reuse systems may save money by reducing water treatment facility throughput and by lowering the quantity of water purchased from the municipal system.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Partner with grounds maintenance staff to survey your facility and identify ideal catchment points. As you develop and implement catchment, look to programs at your facility that could make use of rainwater in their operations (e.g. in gardens and greenhouses).

A source of information for all types of rainwater reuse systems is the EPA WaterSense website: http://www.epa.gov/watersense/outdoor/rainwater_reuse.html.

MATERIALS NEEDED

Materials needed for rainwater reuse systems are variable depending on the scope of the program. Basic systems may simply use barrels attached to existing gutters/downspouts, with an attached hose for watering gardens. More complex systems use subterranean catchment tanks, pumps, and sequential filtration for different water uses. Please see the EPA WaterSense link above for more specific information.

PROTOCOL

Some considerations for rainwater reuse systems:

- One square foot of roof area is capable of collecting 0.6 gallons of rainwater for every inch of rainfall.
- 1,000 square feet of rooftop potentially captures 600 gallons of rainwater for every one inch of rain.
- The zero hardness of rainwater reduces buildup of scale in appliances, decreasing maintenance costs.
- Rainwater catchment reduces the load on storm water processing and lessens the impact of local erosion, pollutant and hydraulic loads.

The facility footprint will often dictate design features. For example, a facility with many

separate housing units will have different needs than one with a large single roof. It may be possible to use a single above-ground tank or subterranean catchment tank. A facility footprint that is spread out will be better served by tanks located at each building unit and used more locally around that building.

Above-ground hoses are often prohibited due to security considerations, so systems should be designed with that limitation in mind. In some cases, it may be permissible to check out and install hoses on an as-needed basis, while in others a spigot system will require inmates to use watering cans when accessing rainwater within the fenced perimeter.

Gardening

Scott Knapp, Sophie Hart, and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Maintaining a garden at a corrections center provides several benefits to participating inmates: horticultural skills that may apply to employment and hobbies in life after incarceration; ownership and pride in growing produce for the corrections facility population and/or nearby community organizations; enjoyment of contact and care for living things, an experience often sorely lacking from life during incarceration. Corrections staff may also take pride and enjoyment from contributing to gardening programs, and may appreciate the opportunity to work with inmates in this capacity. Additionally, gardens and landscaping may greatly enhance the aesthetic environment of a facility, to the benefit of all corrections center staff and residents. Gardens and an attractive landscape link other sustainability programs such as composting and water catchment, creating a buy-in to a sustainability culture by staff and inmates.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Look for community partners who can help you develop a gardening plan. Local farmers, your Cooperative Extension office, a local Tilth Organization, and agricultural departments of nearby community colleges and universities may be able to provide guidance on tilling and soil amendments, varietal selection, seed sources, planting and harvest schedules, irrigation, and pest management. They will also be the best source for recommending the gardening books most suitable to growing in your region. As you develop your plan, also consult with CORRECTIONS staff to determine policy on tool and equipment use. Where security needs require alternatives to standard practice (irrigation without the use of hoses, for example), ask partners inside and outside the corrections center for their ideas on how to be successful given the limitations. In all cases, acknowledge and appreciate the contributions of partners to the program; make sure to share program successes with them further on.

Connect with kitchen staff to discuss what you expect to be able to produce and to ask them what kinds of produce they would want to receive. Work together to address any concerns and establish the best means of communicating what is wanted and what is available so that you can plant/harvest accordingly. If you intend to harvest more than the kitchens will accept, seek out a partnership with local food banks. Check your county's informational web page for food bank contacts.

If there is an existing composting program at the prison, check with them about their capacity both to handle food waste directly from the gardening program, and their ability to provide your program with compost (to learn more about composting, please see the small-scale and large-scale composting protocols in the handbook). It is probable that your program will require additional compost from an outside source-- contact local farmers or mushroom farms to ask if they would be willing to donate to your program. Animal farmers

may also have manure they could donate to the program, but be sure to check local regulations on the use of animal manure if it is going to be applied to food crops.

Check with your local extension office regarding the possibility of offering Master Gardening courses and certification through the program. Area colleges and universities may also be able to offer programs to offenders, with or without credit. This educational focus could be offered during the dormant season, when garden crews are less busy with daily cultivation and maintenance needs, and could add to the later employability of inmate participants.

SUCCESSFUL/MODEL PROGRAMS

The program at Washington Correction Center (WCC) has two vegetable gardens worked by two crews and produces more than 20,000 lbs of food each year. Half of this goes to the prison's kitchen for inmate meals and half goes to the Mason County Food Bank. Additionally, they have extensive landscaping, greenhouses, and flower beds and potted plants for cutting and adornment of indoor and outdoor spaces. The main crews of 10-19 employees take tremendous pride in their work, and say that it feels like a privilege to be on the crew.

The Monroe Correctional Complex (MCC) and The Washington Corrections Center for Women (WCCW) partner with Community Colleges to offer horticulture curricula that are integrated with other sustainability practices. The commitment of educational institutions to sustainability instruction assists in elevating horticulture from the more common designation of a trade. Making horticulture a base for sustainable practices provides a deeper training base for inmates and trains them in green collar skills.

MATERIALS NEEDED

Gardening tools and logs/protocol for tracking tools use. For a small-scale gardening program, all work may be done by hand, and thus only hand-tools will be necessary. Even for larger programs, expanding the crew may accomplish the same goal as buying automated equipment.

Soil amendments and fertilizers: often, top soil is scraped from the site prior to facility construction. If this was the case at your facility, expect substantial applications of compost to develop the garden plots' fertility.

Seek out a vendor for high-quality, region-appropriate seeds. For the gardening program at WCC, they have found Territorial Seeds in Oregon and Grimes Horticulture in Ohio as the best sources; however one or both of those vendors may not provide seeds suitable for your local climate or conditions. When establishing a vendor, ask if the company would be willing to donate or offer reduced prices to your program. Also offer to advertise their support in publicity materials in exchange, and direct them to our website or send overview documents if they are interested in considering this request. Nearly all gardening programs will require some irrigation. Use of hoses or sprinkler systems may be limited by security concerns and cost. For regions with limited water rights and/or a summer drought, develop

a water catchment program (see the protocol in this handbook) and/or water conservation programs in association with your gardening program.

Gardening structures such as greenhouses, hoop houses, and cloches are not necessary, but can extend the growing season in many regions. Often the best strategy is to start small, without this infrastructure, and then add these improvements when there is the capacity and desire to expand the program.

PROTOCOL

Initiate your gardening program by seeking out and establishing positive relationships with local organizations or individuals with expertise in gardening in your region (see Partnerships, above, for more detail). Locate an organization that can provide a soil test (usually the expense is very minimal), and collect soil from the intended site based on their directions. The results of the test will suggest the soil amendments necessary for a productive, sustainable garden.

The size of the garden area depends on the number of paid staff (Gardeners) and inmates needed to work the garden as well as any space restrictions that may be applicable at your institution. Determine the level of staff involvement based on the custody level of the facility. Consider involving both short- term and long-term stay inmates; short-term stay inmates may be able to provide labor for tasks such as weeding and harvesting, while those tasks requiring more training and ownership can be offered to longer-term employees. When working with less-invested offenders especially, pay attention to safety concerns. Minimize their access to gardening tools and sift any sizable rocks from the soil. For all tool use, maintain a daily tool accountability policy and protocols.

Develop a planting schedule for your region by consulting local resources. This can be anything from consulting local farmers/gardeners to referring to gardening books specific to your region and crops you wish to grow. As you are deciding what plants to grow, consider how your crop is going to be used in the kitchen. For example, it is going to be hard to grow enough potatoes to feed the entire facility, whereas growing lettuce or herbs may be more useful. It may be highly beneficial to offer kitchen staff some sort of education on the benefits for organic, inmate-grown produce over commercial produce. Often the “home grown” produce will show blemishes or contortions not seen in commercial produce, and accepting those will take some adjustment. Emphasize the freshness and nutritional value of your produce, and the pride and ownership likely enjoyed by program partners when they see the crops appreciated at the dining table.

As you plan, also hold the goal of creating a relatively steady-supply of the chosen crops, rather than booms and busts that may frustrate the kitchen staff. Develop a realistic plan for successional plantings. You may be able to extend your growing season, adding earlier plantings, if you start some crops in a greenhouse or otherwise undercover before moving them to an outdoor bed. Except for those areas with hard winters, plan for year-round weeding; this will keep the weed populations to a minimum and regularly aerate the soil.

Farm to Prison Project

Julie Vanneste

TASK DESCRIPTION AND OBJECTIVES

This program aims to source locally grown produce in order to reduce environmental impacts associated with food procurement at that same time that is supports local farms and communities with expanded economic opportunities. Anticipated positive outcomes include:

- Education about the connections between food, farming, health, and the environment
- Support of local economic systems
- Reduced carbon inputs in food production
- Reduced fuel consumption to bring product to market
- Reduced packaging impacts on the farmer, corrections facility, and our environment
- Creation of community partnerships
- Reduced offender recidivism
- Creation of diversified market opportunities for growers

PARTNERSHIPS, REFERENCES, AND RESOURCES

The Farm to Prisons pilot project at Washington State Department of Corrections (WDOC) was modeled after the Farm to School program. This program has since lost its funding in Washington State and as a result our close collaboration with the Department of Agriculture decreased somewhat. However we still call on them regularly for assistance in matters such as direct marketing.

Other early partners in the program were Washington's Department of Agriculture and the Department of Enterprise Services, the contract authority for the WDOC.

Creating positive relationships with the local farmers will be important. Ask them about their current means of distribution and how that might be improved by selling directly to CORRECTIONS facilities. Ask them about which crops often result in overages or seconds that you may be able to buy at a reduced rate. In all cases, try to establish a plan that will benefit both parties.

Helpful links

Home state's Department of Agriculture office, Farm to School program:
<http://www.fns.usda.gov/cnd/f2s/>

Find state contacts <http://www.fns.usda.gov/cnd/f2s/contacts.htm>

Regional food hub guide

<http://blogs.usda.gov/2012/04/25/introducing-the-regional-food-hub-guide-an-innovative-tool-for-growing-local-food-systems/>

SUCCESSFUL/MODEL PROGRAMS

This protocol is based on the Washington State Department of Corrections (WDOC) pilot project Farms to Prisons started in 2010. This program is still under development at WDOC. We limited the pilot to Fresh produce because we wanted to start small and limit its impact to only one contract. If the pilot is successful the WDOC will look at expanding it to include other categories such as eggs, meat and dairy.

PROTOCOL

Identify the fruits and vegetables or other food items you would like to purchase. Consider both what is readily available and at an affordable price from the area's farmers, and the needs of the facility kitchen staff and menu. While organic foods will often be too expensive compared to conventional produce, larger organic farms may see overages and seconds at an affordable price. As organic produce fits the philosophy of sustainability programs, this is an ideal relationship to seek out and try to replicate throughout your facilities.

Establish a profile in the FoodHub network. FoodHub is an online marketplace and directory facilitating food buyers, growers and sellers to connect and do business. Use the site to help you make connection with area farms.

When you have located a supplier, negotiate an average season price. Encourage supplier farms to sell produce to you in a field-packed, unprocessed state when possible in order to keep costs low and optimize the benefits to both buyer and seller.

Look for solutions to these potential barriers:

- Lack of distribution methods between farms and corrections facilities
- Small farms commanding better prices than corrections agencies can offer
- Lack of volume capable from small farms
- Few mid-sized farms that could meet volume needs
- Mid-sized farms in the area have existing contracts with contract distributors, making program efforts redundant.



An inmate technician fills super cells with potting soil in preparation for seeding rare and endangered prairie plants for restoration projects in South Puget Sound. Jaal Mann photo.

CHAPTER 7

Science and Conservation

Corrections institutions that would like to host science and conservation programs **must seek out expert advice and cultivate ongoing partnerships in order to be successful.**

Scientific research requires very specific methodology, and must be done under the supervision of at least one research scientists. Work to propagate endangered plant and animal species must start with partner consultation on appropriate target species, propagation/rearing methods, cultivation and care methods, and a careful reintroduction and monitoring plan. Conservation programs are the most challenging of SPP's endeavors and you will only be productive with the investment of key team members. You will need at least one conservation biologist available for consultation. The assistance of a student workforce—accessed through your academic partner—is highly recommended. Additional partnerships with restoration ecologists or zoo and aquarium rearing programs will also be vital.

Because of the extra challenges of most conservation programs, we offer only a general overview, a guide to hiring inmates to work in these programs, and a bee-keeping protocol. The protocols offered in the *Collaborations* chapter of the handbook (pp. 1-42) will also give helpful guidance for developing conservation programs.

Initiating a Threatened/Rare Species Conservation Program

Dennis Aubrey and Kelli Bush

TASK DESCRIPTION AND OBJECTIVES

Initiating a new conservation program for a rare or threatened species can be a powerful way to bring science education and positive opportunities to contribute into a corrections facility. It can greatly increase the level of collaboration with community partners, non-profits, and other governmental agencies, and drive positive media attention for the whole facility. This protocol is designed to be a broad overview of strategies and considerations for starting a conservation program; individual programs will vary widely depending on a suite of factors such as facility considerations, ecoregion characteristics, locally threatened species or conservation objectives, and available partners, and supporting agencies.

PARTNERSHIPS, REFERENCES AND RESOURCES

Partnerships are essential to establishing a successful conservation program and are the most important consideration in the early phases of planning. It is highly recommended that corrections and academic institutions partner to ensure a successful program—establishing a relationship between the two organizations should be the first priority. A successful conservation program is based on identifying the needs of all the partners involved and collaboratively developing a mutually beneficial plan to meet those needs.

Corrections staff do not have the time or resources to carry out all the duties associated with conservation programs and expecting too much corrections staff time could jeopardize the program.

A successful partnership with a local academic partner will provide student, staff, and faculty resources for logistical, research, and coordination support including operations monitoring, data entry, evaluation, supply purchases, inmate training, grant or foundation funding, program progress reports, coordination with other partners, and research design. The founding academic partner for the Sustainability in Prisons Project in Washington (SPP-WA) is The Evergreen State College (TESC), and we are actively working to build partnerships with additional academic institutions across the state.

It is equally important to develop a positive relationship with appropriate contacts at the Department of Corrections. Conservation programs require involvement from various corrections staff at both headquarters and the facility throughout the planning and implementation phases. While a program usually takes place within a facility, it is supported by staff at both headquarters and the institution; be sure to keep all well-informed. Headquarters staff can help identify resources, other staff participants, and ensure proper compliance with corrections agency policies to implement a program. In addition, headquarters will likely be able to identify the most appropriate facility to host a new program. Corrections staff at the facility provide the critical roles of day to day supervision

of inmate technicians, facilitating visits, tours, and media events, addressing security and behavior issues, constructing and maintaining infrastructure, and recruiting and hiring inmate technicians.

Partnerships with a conservation organization such as a state or federal wildlife or natural resource agency are also necessary. If you are initiating a program with threatened or endangered species you must partner with the appropriate state or federal agency to obtain permits for handling and release of the organisms. Conservation partners will also help identify which new programs are most beneficial to state and/or federal conservation objectives and easiest to implement in a corrections facility setting. Furthermore, as the program develops conservation partners can provide ongoing support in the form of training, monitoring, research design, funding, problem solving, and the eventual release or out-planting of your carefully raised animals or plants.

Academic or conservation partners can also help facilitate relationships with other conservation-related organizations as needed. Other partners may provide husbandry training and oversight, supply organisms, seeds or eggs, provide or facilitate connections with funding, or establish fruitful connections with conservation land managers. If you are not raising threatened or endangered organisms you may not be working directly with a state or federal wildlife agency and it may be more appropriate to focus efforts on partnerships with other conservation-related non-profit organizations such as zoos, fisheries enhancement groups, and habitat restoration organizations.

Finally, keep in mind that SPP-WA has the experience and commitment to help with initiating new conservation programs around the country. Please contact us for additional advice not found in this protocol, examples of planning spreadsheets and timelines, and assistance with identifying and contacting potential partners. The organization chart offered on p. 13 may also help to illustrate the model for partnering we have found successful.

SUCCESSFUL/MODEL PROGRAMS

From 2009-2012 nearly 50 inmates at Stafford Creek Correction Center (SCCC) in Washington state helped raise approximately 580,000 native plants. Inmates receive training and education; prepare and sow seed; and care for approximately 40 different species of rare, threatened, or endangered plant species. Due to the success of the program at SCCC and increased partner needs, a new program has been established at Washington Corrections Center for Women. Most of the plants raised at these two facilities are native to South Puget Lowland prairies and are a critical component of habitat restoration for several prairie-dependent animals such as the Taylor's checkerspot butterfly and the Mazama pocket gopher.

PROTOCOL

Planning a Conservation Program

Planning a new conservation program is a collaborative effort with each partner taking the lead on aspects most appropriate to their expertise. Efficient and clear communication among all partners during the planning phase is crucial. Develop a planning document to

help organize the program development process. Create the plan in a format (e.g. Excel spreadsheet or online equivalent) that can be easily shared and updated by all the partners and includes tabs for all relevant information. Include:

- a general list of all the major milestones required to complete the program and a general timeline for completion
- a specific list for each task that needs to be done before and during construction and the partner identified to complete the task
- a list of all anticipated purchases including estimated prices and sources
- a list of all partner roles and responsibilities with contact information
- any other relevant information

Program partners should be committed to helping with and communicating about this plan, as this will be the tool that helps ensure good communication and that nothing is overlooked.

Consult with corrections staff regarding any permitting or engineering requirements as early in the planning process as possible. Identify any permitting and engineering deadlines and include them on the planning document to be shared with all partners. If construction of a permanent structure is required, or if a temporary structure needs plumbing or electrical features to meet program needs, there are typically more permitting and/or engineering requirements. Permanency of a structure is typically determined by the type of foundation to be installed, as well as plumbing and electrical needs. A non-permanent structure often saves a great deal of time and money and often does not require the same level of building permits or certification. Work with corrections staff to develop a timeline for all permitting, engineering, and construction tasks. An engineer can provide information on any additional construction costs such as those for stamped engineered drawings, utility locates, electrical or plumbing upgrades, permits, etc. Consider any necessary support facilities or infrastructure which may be required as a result of the new program including but not limited to bathroom access for program technicians, storage, additional fencing, or surveillance equipment.

If the program involves rearing a threatened or endangered species the conservation partner is best suited to determine the specific functions the program facility must provide and inform the group of any special considerations to keep in mind (e.g. structure temperature requirements requiring an HVAC system).

During the planning phase the academic partners will identify a student to help coordinate the program, facilitate communication among all partners, gather background research, identify and develop outreach and education materials to educate partners on the conservation issue, arrange equipment and supply purchases, and coordinate grants to help fund the program.

Corrections staff will identify a suitable location for the program, coordinate facility construction or installation, and hire or assign inmates and staff to support program operation. Also ask them to identify any security concerns related to program operation, facility design, and/or location of the new program early in the planning process.

Training

Initial training for animal husbandry will likely be provided by the wildlife management partner and/or another rearing facility already engaged in the work, such as a local zoo or animal rehabilitation center. Training should include specific education for the student coordinating the program and several visits per season to the facility by zoo staff and/or wildlife biologists. Training materials such as manuals, protocols, and training videos should be developed for inmates and other students. Training schedules will vary depending on the nature of the program, but for many species multiple training phases will be necessary to cover different life stages of the organism.

In addition to support by other rearing institutions and/or conservation partners, there is generally a primary biologist who works for a state wildlife management agency and oversees the entire recovery effort for a given species. This partner is crucial to keeping the program functioning seamlessly within the framework of the larger recovery effort. This partner will often be the primary grant holder for state and federal funds, and generally sets goals, outlines reporting commitments, organizes range-wide meetings and interactions, facilitates releases, and broadly oversees the rearing institutions themselves.

Operation Support

As partially described above, husbandry support is provided through the student coordinating the program. The student acts as a liaison between the conservation partner, inmate technicians, and staff. In addition he or she provides supplies and materials, conducts research, collects data, trains inmates, oversees the program through weekly visits, provides regular updates to academic, corrections and conservation partners, provides education materials for corrections staff and inmates, and helps with other program reporting. The model in SPP-WA is based on graduating or outgoing students training incoming student staff. We typically allow at least one month of overlap between the two student positions to provide adequate training time. The student is also supported by the academic organization he/she works for, the wildlife management agency overseeing the program, and any partner rearing institutions or zoos involved with the recovery of the particular species in question.

The student is also supported within the organizational structure of the academic partner organization, such as SPP-WA. This structure provides leadership at two levels. First, the program director, who is typically a faculty member at a college or university, facilitates research objectives, networks with other academic collaborators, mentors student employees, and provides broad guidance for the organization. This person may also be able to apply for and receive grant funding through channels not available to the state agency partner. There are many critical elements that only a faculty-director can provide, but their involvement will be in addition to regular teaching and research activities so they can't be

expected to manage every aspect of the organization. Therefore a program manager is also necessary. This person oversees the organization and provides day to day support for the programs and the students. She/he manages each program in collaboration with the student coordinator, and is involved in every aspect of the work including purchasing decisions, planning, new program establishment, building partnerships, applying for and managing grant funds, developing contracts with partners, program reporting, and attending partner meetings.

The corrections facility provides custody and administrative support. This should involve one primary contact who works with the student to manage the day to day operations of the program. Interviewing and hiring inmates, inmate supervision, facilitating visits, and dealing with grievances or custody concerns will typically be handled by this individual. The duties of the primary corrections contact are supported by other facility staff and administrators, and they often take on this work above and beyond the regular duties of their position. Consider offering some form of incentive, award, or recognition for the people who fill these roles.

Inmate technicians handle the daily tasks associated with operating the conservation program. They are considered partners in this work and the other SPP partners look to them for input regarding program improvements, protocol development and research assistance. Technicians are responsible for recording accurate data, daily care and feeding for animals and plants, requesting supplies, assisting with research, and providing the student coordinator and primary staff contact with regular updates. The student coordinator provides relevant books, articles and other learning materials to help ensure a quality learning experience for inmate technicians. See the protocol on *Working with Inmate Employees*, p. 30, for more guidance on managing inmate technicians.

Interviewing and Hiring Inmates for Conservation Program Positions

Dennis Aubrey and Andrea Martin

TASK DESCRIPTION AND OBJECTIVES

Finding quality technicians who are committed to the program's success is a key piece of building a successful conservation program in a corrections facility. These technicians must be willing to work long hours, possess self-motivation, and give meticulous attention to detail. Inmates are often unsupervised for the majority of their work day, and overall success of a conservation program relies heavily upon their dedication. Finding and selecting the best inmates for these positions involves five distinct processes: 1. creating interest in the opportunity, 2. the application phase, 3. selecting candidates for interview, 4. the interview and 5. deciding on the technician to hire.

PARTNERSHIPS, REFERENCES, AND RESOURCES

A conservation program requires commitment from multiple partners. To successfully recruit and interview applicants, the input of corrections staff, scientists, and graduate research assistants should be considered in all phases of the process.

Each correctional facility will have its own requirements for who is allowed to work on sustainability programs. If a conservation program requires work outside the facility's fence (as it does for the frog rearing program at Cedar Creek Corrections Center), inmates must meet all requirements to work off-site. The graduate research assistant, scientist, or SPP staff member who is assisting with creating recruitment materials should make him- or herself aware of these limitations. Communication with facility administrators should be maintained in all steps of the hiring process, even if they are not directly involved in a stage. The corrections agency field supervisor and the graduate research assistant or scientist should work together to make sure communication is clear within the prison, and communicate all developments back to the SPP office facilitating the program.

The field supervisor for each conservation program should be the main point of contact for the program applicants. The field supervisor should also be present for every interview, and will have valuable insight on staff's recommendations for the candidates. Also include the graduate research assistants in all stages of the hiring process. The student will have access to SPP photos and other outreach materials, and can craft recruitment fliers. The opportunity will give them important experience recruiting and hiring employees, and thus will add to the benefits of their participation in SPP. Most important, the graduate students often do more training and regular supervision of the conservation program than the scientists leading the program; thus it is especially important that the graduate students feel comfortable with all inmate technicians, especially if they are of opposite gender.

Involve the program's lead scientist in the interview if they wish to participate. However, the scientist partners are often very busy and will work with the inmates fairly infrequently. Thus their presence is welcome, but not required.

SUCCESSFUL/MODEL PROGRAMS

This protocol is informed by the Taylor's checkerspot butterfly rearing program at Mission Creek Corrections Center for Women. Throughout the year, up to four inmate technicians do meticulous, detail-oriented work to raise butterfly larva into butterflies. The technicians are trained by the graduate research assistant lead for the program, and by one another. While the program requires regular supervision, the inmates also must work independently and solve problems as they arise. For a position in the program, inmates must apply and go through an in-person interview with their corrections supervisor and the graduate research assistant.

The program has frequent turnover, requiring routine recruitment, but has been able to maintain several extremely capable inmate technicians who have been just as successful as their zoo partners in raising the delicate species. In 2012, over 700 checkerspots were released onto south Puget Sound prairies, a 96.6% egg-to-diapause survivorship was achieved, and breeding was successfully accomplished resulting in over 3600 new caterpillars for release in 2013.

MATERIALS NEEDED

- Job posting/description and, interview note sheets (see examples in *Appendices*)
- Corrections agency access to applicant files and infraction history (optional)

PROTOCOL

As you generate interest and review applications, glean as much information as you can about individual inmates. The interview itself may not play to the strengths of a worthy candidate who is nervous, shy, or less charismatic than others. Before the interview, notice inmates who ask great questions, put care and thought into their application, and generally demonstrate interest. These additional assessments may help downplay consideration of individuals who interview well but are, in fact, only casually interested.

1. Creating interest

The primary tool used by the Sustainability in Prisons Project to create interest in a conservation program has been providing lecture series to inmates on a wide range of science and conservation topics (also see the protocol on *Planning & Scheduling a Lecture*, p. 129). In particular, guest lecturers such as local college professors, professional biologists from state agencies, and local conservation leaders are very helpful in creating and cultivating an interest in general ecology and conservation within a subset of the corrections community. Certain inmates will repeatedly attend lectures, use information gleaned to initiate further study at the facility's library, ask increasingly insightful and well-articulated

questions, and thereby show that they are motivated, curious, passionate individuals. Recognize and encourage these inmates in the interview process.

In addition to general lectures, give one or more presentations specific to the conservation program; at this event announce the opportunity and address questions. Involve the lead program biologist and student interns in the event as well. If there are more than one of these events, note follow up questions and repeat attendance as indicators of an individual inmate's commitment and interest. Keep and refer to records of attendance for these events and all lectures so that you compare these records to the names of final candidates.

2. Application

Create a job posting that stresses the expectations and benefits of a position working on a conservation program. The posting should include information for the inmates on how to apply for the position and what minimum requirements they must meet to be eligible. Each corrections facility will have its own criteria for inmate job classification. Make sure that your job posting does not deter individuals without a background in science. Previous experience in captive rearing or plant propagation is not necessary. An example posting is included at the end of this protocol, on p. 186.

The application itself should be simple, but it may be advisable to ask for a one page essay or cover letter detailing why the applicant sees her/himself as well-suited for the position. This is another tool to help identify those inmates who are sincerely interested: those who are willing to go the extra mile to polish an essay or to do some background research at the facility library.

3. Selecting candidates

Corrections staff play the most crucial role in this step, since they are much more familiar with inmates and have access to detailed personal histories, infraction records, psychiatric evaluations, as well as personal communications with work crew bosses, counselors, and other corrections staff. Another key variable to examine is Expected Release Date; conservation programs require a significant training/teaching investment, and ideally long-term inmate technicians will be able to train the next generation as they near the end of their sentences. We typically look for inmates with at least two more years before release. In the event that you have one or more inmates on your conservation program, it is best practice to make sure that the release dates of current inmates and applicants overlap significantly to ensure you don't lose too many experienced technicians at any one time.

It has also been shown a good practice to interview all candidates who submitted the correct application materials. This makes everyone aware that no favoritism played into the selection process, and gives all applicants practice with job interviews. It can be a great opportunity for the inmates to practice interviewing, even if they do not get the job.

Interviewing 8-10 candidates in order to hire 2-4 technicians is ideal. If you feel that you have too few candidates to have a viable hiring process, revisit your plan for generating

interest, your job posting, and the pay scale for this position. If possible, make adjustments to any of those elements and open the hiring process again.

4. Interviews

The interviews should be conducted by 2-3 persons, including the SPP intern or graduate research assistant, the main corrections program lead, and possibly an officer. When interviewing female inmates, at least one interviewer **MUST** be female.

Agree on approximately six to ten interview questions ahead of time, and print out question sheets with space for taking notes between each question. Print enough of these sheets so that each interviewer has one per interview. Also print a question sheet for each applicant so they can refer to it during the interview if they want.

Choose your questions carefully; avoid questions that are too personal, or may frustrate the applicants if they don't know an answer. Ask no questions that delve into the applicant's past, familial relations, or crime. Additionally, intersperse any critical thinking-style questions with easier ones. In most cases, straight forward descriptive questions tend to give better results than those requiring critical thinking. For example, the question "Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?" may illicit useful responses in the outside world, but that question has consistently not worked well with inmates. Better questions have been "What interests you most about this opportunity?," "Use five words to describe yourself," and "If you are given a task or assignment and you are unclear about what is expected, what do you do?" For additional examples, please see a list of successful inmate interview questions used by SPP-WA at the end of this protocol (p. 185).

Begin the interview with introductions, and then rotate question-asking by each interviewer in turn. At the conclusion, offer to answer any questions the applicant may have. If an officer is present, welcome them to ask their own questions such as, "When I go look at your infraction record, what am I going to find there?"

5. Hiring

Following the interviews, the program lead can do further background research in infraction records and criminal history while the student intern may be able to verify claims via the internet. Following these results, gather the various sources of data and make your decision. As you narrow your choices, it is always important to "go with your gut": if an inmate makes you uncomfortable at all, even if you can't explain why, it is best to not hire him/her. There have been several times in SPP-WA's conservation programs when inmates who showed the most interest and expertise in the program were hired despite hesitations about their ability to work with others, and the results were not positive. People with personalities that will compliment the team as a whole will almost always be best to work with and train, even if they don't know anything (yet!) about science.

More generally, it may be better to hire fewer inmates than necessary on the first round if there aren't enough candidates in which you have confidence; once training materials start

floating around and talk about the work circulates, interest may increase and you can take a second round of applications. In one case, only four applicants were found for a position rearing endangered frogs, but in the ensuing weeks over twenty more inquired about applying!

APPENDICES

Sample Recruitment and Interview Materials

Sample Interview Questions for SPP-WA's Frog Rearing Program

- What interests you about this job?
- Please tell us a bit about your work experience.
- The frog program requires a lot of independent work and self-motivation, in addition to organization and detailed data entry. Please tell us how you would do with those expectations.
- Working with the frogs requires technicians to work every day. Sometimes you will be expected to work long hours, and in the evening. How do you think you would do with that schedule?
- In the event that you are given an assignment or instructions that you do not understand, what would you do?
- Please use five words to describe yourself.
- One of the expectations of this position is to talk with visitors and the media about the frog program. Do you think you could do that well? Would you be willing to participate in a public speaking class/group if asked?
- Are you comfortable having your picture taken and/or being interviewed for media pieces and outreach materials for the corrections agency and SPP?

JOB OPENING ON FROG PROJECT



There are multiple benefits to working on the Frog Project here at CCCC:

- Go off-site on field trips to attend meetings and look for frog egg masses
- Work with students from The Evergreen State College and scientists from the Washington Department of Fish and Wildlife
- Gain experiences that could earn you college credit
- Interact with the public on tours
- Host visiting media crews—**CCCC hosted the Associated Press, the Salt Lake Tribune, and the New York Times** last summer and fall.

To apply to work on CCCC's Frog Project:

- Please submit a kite to Counselor Briggs in Olympic Unit.
- Please write a short essay on why you would be good for the position, and what you would have to offer this position.
- Please be sure to check that you meet criteria for Sustainability jobs:
 - ✦ High School Diploma/GED
 - ✦ 1 Year Major Infraction Free
 - ✦ Medical Clearance
 - ✦ 4 months residency at CCCC
 - ✦ Outside gate card status

Applications should be submitted by February 5th. Interviews will be February 12th.



Starting and Maintaining a Beekeeping Program at a Correctional Facility

Vicki Briggs

TASK DESCRIPTION AND OBJECTIVES

Beekeeping programs have several benefits. Cultivating a healthy bee population means increased availability of pollinators for corrections center gardens and orchards and for any nearby farms in the community. Inmates often regard the work as therapeutic, an opportunity for hands-on problem solving and for nurturing a living system. Beekeeping requires quiet body language and patience, and thus compels what some inmates call “best behavior.” Inmates also acquire skills they may draw on post-release, either for commercial beekeeping or hives at home. Finally, successful programs can make a valuable contribution to rebuilding populations of honey bees, and also provide potential for partnerships with university agricultural extension services to examine how to prevent further collapse of honey bee populations.

PARTNERSHIPS, REFERENCES, AND RESOURCES

The material lists and protocol offered here are intended as a general guide; it is essential to make contact with experts on beekeeping in your geographic area and climate. Ask local beekeepers for advice on the variety of bees to purchase, the best sources for equipment and supplies, and special considerations for beekeeping in your area. Cultivate a positive relationship that may develop into a longer-term partnership with those experts who are most responsive and helpful.

Many useful resources and references are linked to the Washington State Beekeeper Association website: <http://wasba.org/>. Your local agricultural extension office may also help adapt the protocol to your location: <http://www.csrees.usda.gov/Extension/>.

Other references that may be useful:

- Beekeeping how-to PowerPoints: <https://agdev.anr.udel.edu/maarec/educational-resources/powerpoints/>
- Honey Bee Winter Loss Survey: <http://www.extension.org/pages/58013/honey-bee-winter-loss-survey>
- Bee Disease Diagnosis Service: <http://www.ars.usda.gov/Services/docs.htm?docid=7473>
- Free Beekeeping E-Course: <http://www.bestbeekeeping.com/>
- Backyard Beekeeping: <http://outdoorplace.org/beekeeping/citybees.htm>
- Beginning Beekeeping: <http://beginningbeekeeping.com/>
- Lots of beekeeping resources: <http://www.badbeekeeping.com/contents.htm>
- Basic Beekeeping – supplies are sold here: <http://basicbeekeeping.blogspot.com/>

- Beekeeping starter kits – supplies are sold here:
<http://www.beekeepingstarterkit.com/>

Within a facility, a beekeeping program may be successfully overseen by one staff member and an inmate crew of two or three. However, it is always a good idea to share your ideas for a new program with other staff members, hear their feedback, and address any concerns.

SUCCESSFUL/MODEL PROGRAMS

Successful beekeeping programs are in place at Stafford Creek Corrections Center and Cedar Creek Corrections Center in Washington.

MATERIALS NEEDED

- Honey bees: It is critical to start out with the honey bees that are best suited to your geographic area and climate.
- Hive box with frames and additional bodies and honey supers sufficient to accommodate hive growth (honey supers are used to collect honey)
- Tools: brushes, smokers, pry bars, and honey extractor
- Sugar and water (warm water is best)
- Low wattage bulbs or thermostatically controlled reptile heaters
- Yellow jacket/hornet trap
- Sugar syrup feeders
- Candy thermometer
- Protective bee suits, gloves, hat, and face netting for technicians
- Current epi-pen and liquid or chewable antihistamine (diphenhydramine HCl)

PROTOCOL

Set up and general considerations

After gaining permission and establishing a place on or near facility grounds for the apiary, your first task is to acquire the bees. This can be done through a local apiary club or a local beekeeper who is willing to sell some bees, but bees can also be ordered online. Consult with a local beekeeper for the best source and the best time of year to receive your bees.

Prepare the hives in advance of the bees' arrival; again, consult with both local beekeepers and apiary clubs for pointers on setting up and managing the hives at your location.

Generally, in cool-moist climates, locate the apiary in full sun. In a relatively warm area, protect the apiary from wind (build a windbreak if necessary). The apiary should also be near a source of fresh water for the bees to access, but not immediately adjacent to cooling moisture. If a naturally occurring water source is not available within a half mile or so, maintain an artificial source nearby. In hot-dry climates, provide shade for the heat of the

day, but with some full morning sun. Place and bait hornet traps around the apiary whenever you see yellow jackets or other wasps in the area.

Consult with a local expert on the best way to transfer and facilitate the bees' acclimation to the new hive. Once you have bees in your hives, know that it is extremely important that the hive body stays closed in temperatures less than 60 degrees. Usually, if you can see bees flying outside the hive, it is warm enough to check on the inside of the hive; if you don't see any activity, it is probably because it is too cold outside the hive to risk opening it up.

When preparing to open the hive, wear a bee suit, gloves, and hat, and make sure your face is covered with netting. There will be times after you become more comfortable with the bees that you will be able to work in the hive with no equipment on, but that transition should be made cautiously and at your own peril; some bee stings are inevitable. You will likely need a pry bar to unstick the lid, as the bees make a dark sticky substance to seal up the cracks in the hive. Use a soft bee brush when you want to remove bees from a frame.

Provide sugar water at different strengths through the year to feed the bees, and replenish the supply often when the weather is not warm or dry enough for the bees to forage for nectar. Dry feed may also be beneficial early and late in the growing season. Consult a local expert on recipes, amounts, and dispensers for bee food.

Spring

In the spring, depending on the growth of the hive, hive bodies may need to be increased by two or more. Be prepared to place additional honey supers on the top of each hive body as a place for the bees to put pollen and ferment the honey. The weather will play a very important role on how much pollen is collected, and ultimately how much honey is produced. The weather will also determine how much sugar water the bees will need—if flowering is late or limited because of cold weather, then the bees will require more. Provide the richest sugar water in the spring to get the bees started laying eggs and building up the hive for honey production. Also make dry feed available until nectar sources are fully available.

Summer

During the summer, check the hive bodies weekly for extra queen cells. This indicates they are possibly getting ready to swarm. Look for large cells either on the side of the frame or underneath the frame and remove any that you find; these may be used to start another hive or destroyed. Failure to remove extra queen cells could cause you to lose half or more of your hive.

Regularly check the brood for signs that eggs are being laid. This will indicate a healthy, active queen. No new brood and extremely irritated bees may indicate a new queen is needed. If it is late in the season, then the best solution may be transferring the bees to another hive.

When the local nectar flow is in, add honey supers to the top of the hive bodies; this is the most accessible place for the bees to store honey. Check the honey supers often to see if they

are full and need to be replaced with another honey super or additional frames. While these weekly checks are essential, do not open the hives more than once a week, as each visit to the hive is disruptive and stressful for the hive. Do a visual/external check of the hives more often to make sure that the hives are intact and the bee enclosure gate is secured, and to note any bee activity.

Every two weeks throughout the summer, dust the bees with powdered sugar; this will cause them to preen and help rid them of mites, avoiding chemical solutions to that problem.

A hive may grow from 10,000 to as many as 90,000 bees. When a hive is running out of room, add more boxes and populate them with extra queen cells and/or frames of eggs that have been laid within the last three days. In the new hive, install several more frames including a frame of worker bees to support the brood. Be sure not to take the donor hive's established queen away. Check the new hive weekly to make sure a new queen has hatched. A month to a month and a half after the queen hatches, you should see that she has started laying eggs.

Fall

The worker bees will be evicting the drones in the fall, as they do not want to feed them throughout the winter. Continue weekly checks of the hive until the nectar supply starts drying up and the weather becomes colder. Prepare the apiary for winter by ensuring enough food to feed the hive throughout the fall and winter months and by collecting existing honey. Be sure to wear protective bee gear at all times during the fall as bees become more aggressive as their food sources dry up - they won't be too happy with anyone helping themselves to their food (honey).

Yellow jackets and other wasps/hornets also become more aggressive at this time of year, and they will kill bees and invade the hive to eat the honey; large hornet populations are potentially devastating to the hive. Place additional hornet traps around the hive to catch as many as possible.

Later in the fall, as the weather becomes cold, the bees will quit taking sugar water, and this is the time to place bee candy on the frames. Talk with your local beekeepers' association to learn how to make this simple winter bee food. To prevent starvation, it is better to provide too much bee candy than too little, and to place this supply in the hive before the weather is too cold to prevent helpful access to the hive.

Winter

In damp climates, place thermostatically controlled reptile heaters at the bottom of the hive to emit heat and reduce moisture in the hive. Any time that hive temperatures are above 60 degrees and there is also adequate bee activity outside the hive, open the hive to check and replenish bee candy supplies.



Participants in the SPP National Conference visit with an offender-trainer and her dog at Mission Creek Corrections Center for Women. Joslyn Rose Trivett photo.

CHAPTER 8

Community Contributions

Community contribution programs are typically based on the ***relationship between a single facility and a nearby community organization***, often a non-profit. The community organization is usually already engaged in work that benefits the community, and partnering with a correctional facility allows it to leverage resources and therefore have a greater positive impact on the community. Establishing partnerships with community organizations allows correctional facilities to provide offenders with opportunities to contribute outside the secure perimeter and make positive connections with the community.

Protocols on offender dog and cat training and rehabilitation programs, bicycle restoration, and durable medical equipment (e.g. wheelchair) restoration are presented as examples here.

Other Community Contribution programs that have been successful include:

- Salvaging fabrics from worn clothing and sheets for sewing into quilts for donation to community shelters

- Assisting State Parks with prescribed tree thinning for forest health, processing the downed tree material for firewood, and delivering the wood to low-income families in the community for home heating
- Starting seeds and growing plants for a local non-profit
- Salvaging used shoes either for shipping to those in need of shoes or for recycling (ground up for new materials)
- Mattress recycling programs
- Inmate-created coloring books for children and inmate families

Offender Dog and Cat Programs

Barb Davenport and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Dog and cat programs are intended to provide both offenders and pets with the education and training they need for their successful return to the outside community. For correctional institutions, the focus is in on benefits to offenders: the therapeutic and rehabilitative benefits they receive as pet trainers. For community partners and the community at large, joining forces with a correctional institution means increased capacity to care for and rehabilitate rescue animals and train animals for service. On both sides, these programs result in an increased appreciation for an offender's ability to make positive contributions to a community. Offender dog and cat programs provide a unique way to bring nature into correctional facilities, giving inmates contact with non-human animals and a chance to nurture living things.

This protocol is written mainly for corrections and SPP staff audiences.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Pet programs in corrections facilities are not possible without community partners. The community organization must be on board to teach offenders how to be pet trainers, provide suitable dogs and cats, offer veterinary care as needed, and place the pets with homes or agencies when training is complete. For their part, Corrections may be a highly valuable partner for organizations wishing to increase their capacity to rescue and train cats and dogs.

It is therefore essential to develop a strong, mutually beneficial relationship with your partner organization, clearly outlining expectations and responsibilities for both sides. Types of community organizations to search for include non-profit shelters, humane societies, and service animal groups.

SUCCESSFUL/MODEL PROGRAMS

Every prison in the state of Washington has at least one animal training program, providing socialization and obedience training to increase the adoptability of cats and/or dogs. Four Washington prisons also train dogs for service work. Facility staff have been impressed by the reduction in violence and infractions in the units where the dogs are housed—the programs' benefits to offenders are not isolated to the trainers, but seem to extend to the entire living unit. Strong community partnerships have kept costs down, and in some facilities the pet rescue programs have resulted in no cost at all to the state. Overview document are available online:

<http://www.doc.wa.gov/sustainability/docs/HowToDogTraining.pdf>

[http://www.doc.wa.gov/news/stories/2011/041211prisondogprogramexpandsstatewide.a
sp](http://www.doc.wa.gov/news/stories/2011/041211prisondogprogramexpandsstatewide.asp)

The Prison Pet Partnership Program, housed at the Washington Corrections Center for Women, was the site of the very first dog program in a correctional facility! (see <http://www.prisonpetpartnership.org/>). This highly successful program has served as a national model for the benefits to both offenders and pets. It has placed more than 700 service and therapy dogs in the Pacific Northwest. The program is also unusual in that it offers grooming and boarding services to the outside community.

MATERIALS NEEDED

- Dog/cat crates, food, collars, leashes, grooming supplies, etc. (may be supplied by the community partner)
- Outdoor yard area for dogs/cats to play, run, and engage in obedience training activities
- Color-coded bandanas or collars to indicate level of training
- Database

PROTOCOL

Find a partner organization in a nearby community with expertise that matches your program goals—if you aim to eventually provide therapy and service trainings, then it is essential to find a partner with that focus. As you negotiate the partnership, be explicit about what you have to offer as well as your limitations. Determine if the community organization has the expertise, resources, and availability that will be required for a mutually beneficial partnership.

Ask the community organization if it will be able to donate any of the supplies for housing, feeding, training, and grooming the animals. Determine processes for selecting animals for the program, receiving animals at the facility, and returning them to the community organization; pet transportation, communications, and ownership; and responsibility for the cats and dogs during their stay at the facility.

Selecting Dogs/Cats

By necessity, a corrections facility must be picky about the dogs and cats it admits into a program. Animals with a history of biting, unstable temperament, parasites, or disease are unsuitable for rescue in a corrections setting. Programs that provide service and therapy training must have further requirements for selecting candidates—look to your partner organization for direction on what attributes are most important.

Housing and caring for Dogs/Cats

While in the offender program, house the pets with the participating inmate in his or her cell. The cell should contain an approved dog/cat crate and necessary supplies including sufficient food. Create an outside yard within the facility for dogs/cats to play and run, and for joint obedience training by their offender-trainers. Direct the offenders to feed, water, groom, and exercise the animals daily, and to provide periodic bathing.

At the same time that this arrangement provides housing and care for pets, it also gives maximum contact between trainers and their charges, with benefits for both. Inmate-trainers often really enjoy the companionship. Some inmates have never before had the chance to practice nurturing; contact with and responsibility for an animal may provide a transformative experience. DOC staff have seen trainers improve their overall behavior in an effort to stay in the program. Offenders also gain practice caring for something short-term and then being able to let it go; these are social-emotional skills that may serve well in life beyond incarceration.

Continuous contact benefits the pet as it provides maximum socialization and training opportunities. The dog or cat's suitability for adoption will increase as a result.

Training

New dog and cat programs offer basic obedience and socialization training only. These are usually eight-to ten- (sometimes twelve-) week trainings, and will be described further below. Service training is more involved, and requires advanced trainers offering multiple levels and stages of training. Trainers require years of experience and developed expertise before they will have the skills necessary to offer service training.

A volunteer from the partner community organization must train the participating offenders in training techniques for basic commands such as sit, sit/stay, down, down/stay, stand, stand/stay, heel, come, return to heel, and leave it. They also provide guidance on handling, grooming, feeding, and general care and socialization.

When a dog or cat enters the program, assign the animal to an available offender-trainer. Provide the animal with a color-coded bandana, collar, or harness. Red indicates that the animal has received no training and may be unsafe to approach. Yellow signals that with permission of the trainer, the animal may be approachable. Green shows that the animal is well-trained and safe to approach. Allow animals wearing yellow or green to accompany the offender-trainer to programs, work, or recreation. Determine if there are areas of the facility—such as dining halls, workshops, and officer stations—where the pets are not permitted regardless of their training status, and make the restrictions clear to the offender-trainers.

Staff and the volunteer trainers observe how each dog progresses with the training instructions, and give new tasks to those animals that are progressing well. Direct the offender-trainers to keep a log of their work and the responses of their assigned animal. These logs are a valuable opportunity for offenders to develop their writing and self-expression skills. The records also provide useful information for advertising the animal for adoption, and for the future owner. Encourage offender-trainers to research and read about training methods, various approaches, and specializations.

Track all offenders involved in the program with a database. Once you have an accumulation of data, review the program results and outcomes for:

- Dogs and/or cats entering the program

- Dogs and/or cats successfully trained by the program
- Behavior issues and other program participation for offender-trainers
- Incidence of violence/infraction rate for housing units where offender-trainers live
- Rates of recidivism and post-release employment

Potential Program Expansions

For dog and cat programs with an established pool of experienced offender-trainers, a strong partnership with a community organization, and demonstrated success with existing training activities, consider expanding the scope of the program. If the community partner has service and/or therapy training expertise, ask for new offender training toward the goal of offering this more involved training in the correctional facility. If there is demand in the nearby community for pet lodging and grooming, consider building facilities and training offenders to provide these services. Program expansions and enhancements may enrich the experience for participating offenders, and will add to their marketable job skills to use post-release.

Bicycle Restoration

Wayne George, Jaal Mann, and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Bicycle restoration programs provide offenders with an opportunity to experience the positive benefits of helping others. Engagement with bicycle programs may create a sense of ownership and foster pride in making contributions to underprivileged adults and children outside the facility perimeter. At the same time, inmates learn the marketable skills of bicycle repair and refurbishment and practice hands-on problem solving and project management. This protocol is based primarily on the bicycle restoration program established at Monroe Correctional Complex. Other programs may differ in scope, scale, and staffing.

PARTNERSHIPS, REFERENCES, AND RESOURCES

These programs strive to create partnerships and reciprocity with the local community. The incarcerated population garners a sense of community involvement, and the outside community may develop more positive attitudes about folks who are or have been incarcerated. Seek out organizations that may be a source of bikes in need of repair, such as a Sheriff's Department that confiscates stolen bikes, and others that can distribute the restored bikes, usually a human services organization. In both cases, consider the success of these relationships as the avenue for success of the program. Provide clear communication about your needs, limitations, and what you hope to offer. Do not over-commit; err on the side of under-promising in order to avoid uncomfortable disappointments. Frequently show your appreciation for any partner's essential participation in the program.

WDOC staff members often volunteer to help run a program as part of their regular job duties. Acknowledge the staff involved in running the program and the inmate employee technicians who do the day-to-day work as contributing partners. All may offer valuable skills or insights to the workings of the program, and will be more invested in its success if their input is appreciated and respected.

SUCCESSFUL/MODEL PROGRAMS

Monroe Correctional Complex (MCC) has a thriving bicycle program (see http://seattletimes.com/html/localnews/2019765232_prisonbikes26m.html). The program was initiated ten years ago when an offender who previously worked in the program at Stafford Creek Corrections Center moved to MCC.

One repair shop at MCC has restored more than 200 bikes in the last three years. Other correctional facilities across the country also have successful programs: Lansing Correctional Facility in Kansas has trained inmates to restore bicycles and donate them since 1999, donating more than 4,700 bicycles. (<http://www2.ljworld.com/news/2012/jan/24/program-gives-jobs-lansing-inmates-and-thousands-b/>). The Indiana Department of Corrections has a "Shifting Gears" program, where donated bikes are refurbished, renovated, and repaired and then donated to children and others who are in need. They have

refurbished 2,600 bicycles since their inception in 2006 (<http://bgindy.com/articles/shifting-gears-bike-donations-pg950.htm>).

MATERIALS NEEDED

Two Work Areas

- Storage area for bikes waiting to be refurbished: Ideally this space is also large enough to accommodate bikes incoming at a higher rate than outgoing.
- Work space: The work area should be large enough to accommodate approximately 10 offenders (2 per bike) and two volunteer staff, plus space for securing tools and bike parts.

Tools

We recommend that a tool room be secured and that it is managed in accordance with existing policies and operational memorandums. At least one staff member and one officer must account for all tools at the beginning and conclusion of the work day. Tools should include:

- Commonly used bike repair tools: a recommended toolkit and some repair tips can be found at <http://wvcycling.wordpress.com/2010/03/01/essential-list-for-your-bike-repair-tool-kit/>
- Replacement bike parts: some of these will originate from parting-out bikes too broken to repair; others will require ordering based on the needs of incoming bikes. Keep a clear record of all parts that are donated, purchased and used for repair.
- Work benches and vices
- A stand-alone computer for tracking inventory (bicycles and parts) within the shop and to final destination
- Several fans for paint drying and ventilation
- White board or chalk board

PROTOCOL

Note: The following protocol is based on the program established at Monroe Correctional Complex in Washington; other programs may differ.

Consider co-locating the bicycle restoration program with the facilities maintenance area to best utilize staff experts in tool control, maintenance, and equipment repair.

Approximately every 60 days a staff-volunteer contacts the local county sheriff's department or other supplier for delivery of new bicycles in need of refurbishment or repair. An officer typically helps facilitate delivery (often during break time). When assessing bikes for the program, reject those that are beyond repair or come from a low-quality brand (often referred to as "department store" or "supermarket brand" bikes).

Once a week, with an officer serving as an escort, volunteer-staff retrieve bicycles from the corrections facility work area for repair and refurbishment. An offender enters inventory information into the computer and onto a paper form documenting each bike. Twice a month volunteers arrange for pickup of the refurbished bikes through an officer.

Aside from these basic organizational strategies, each bike refurbishing program functions a little differently depending on the goals and resources of the institution.

Durable Medical Equipment Program

Sherry Pendergrass and Joslyn Rose Trivett

TASK DESCRIPTION AND OBJECTIVES

Durable Medical Equipment (DME) programs provide a cost-effective method of repairing, reusing and recycling wheelchairs, hospital beds, walkers, and other DME. In this way, the programs assist people with injuries or disabilities to achieve their goals and gain independence. Corrections staff and offenders inspect reclaimed medical equipment for mechanical deficiencies, then repair and distribute the items to those in need. In the process, offenders learn basic mechanical skills, solve complex problems, and develop a strong work ethic. Programs may be geared toward repairing state-owned corrections equipment, and a single program may have the capacity to serve many corrections facilities statewide. Other programs focus on reclaiming DME to send overseas to developing countries.

PARTNERSHIPS, REFERENCES, AND RESOURCES

Initiate your program by reaching out to an existing program within your community. They may offer guidance on how to implement the program and/or share specific repair protocols. An existing program may even have startup materials and ongoing support to share. Some such programs that may provide a link to one in your area include:

<http://www.fodac.org/programs/star-network/>

<http://www.homecares.org/promo1.pdf>

<http://www.sentara.com/News/NewsArchives/2011%20Archive/Pages/FREE-Foundation-Durable-Medical-Equipment.aspx>

If you are not able to locate a local organization, connect with an existing DME program within corrections through the SPP Network or other avenue. This broadens support for your program. In addition, it is important to seek out corrections contacts for materials warehouseing and transportation. Contact the medical departments from which you intend to reclaim equipment or wish to serve with the end product and ask them to describe what DME repair they need and anticipate. In general, share your ideas and goals for the program widely and ask for input and further contacts.

SUCCESSFUL/MODEL PROGRAMS

The Durable Equipment Program at the minimum security complex of the Monroe Correctional Complex (MCC) accepts and repairs wheelchairs, beds, and walkers serving offenders in all corrections facilities in Washington. MCC initiated the program by reaching out to Bridge Ministries, a nearby non-profit organization. Bridge Ministries supplied startup materials and continued support by providing staff and offender training as needed. Correctional Industries (CI) provides equipment transportation to the MCC warehouse. The MCC delivers items to the repair shop as storage space and schedules allow. For more

information on MCC's program, see
<http://www.doc.wa.gov/news/stories/2012/101212DurableMedicalEquipmentRepairProgram.asp>.

MATERIALS NEEDED

- Job posting/description for inmate repair technicians
- interview note sheets
- work bench
- tool cart
- water source for washing equipment (such as a garden hose)
- parts inventory
- forms
- transportation for repaired equipment and equipment in need of repair
- parts supplier
- operation and maintenance manuals
- computer
- phone
- printer
- Maintenance tools, including: steel wool, twisting ratchets, wrenches, screwdrivers, pliers, lubricating bearings, etc.

PROTOCOL

Security

Consult with custody staff to determine which security level is needed to supervise inmates working in the program. Minimum security facilities which would allow inmates to work unsupervised for much of the workday may be the best fit.

Establish a Repair Shop

For your repair shop, find a secure indoor location with heat, water, and electricity available. The space must be large enough to accommodate equipment repair, maintain stock, and to store completed DME equipment.

Arrange Transportation

Coordinate with Correctional Industries or another transport team to pick up reclaimed DME and deliver items once they have been restored. Arrange transportation to and from an intermediate warehouse as well, if needed. Accommodate both the program storage space limitations and existing transportation schedules.

Contact Medical Staff

If you will be supplying your correctional agency with repaired medical equipment, contact those medical departments with information about the program. Detail what kinds of repairs will be offered and provide contact information for the person to email or call when a repair is needed. Request that chief medical staff meet with their nursing supervisors to inform them of the program.

Program Manager

The program manager is usually a volunteer correctional staff member who oversees program operations and ensures that the inmates have sufficient supervision. The program manager may work with with other custody staff, department staff, or maintenance staff to complete offender supervision tasks such as walk-throughs. The program manager also is responsible for maintaining a thorough inventory of shop tools (see example attached in the *Appendices*) and accounting of shop activities and production.

Hiring Inmates for the Program

Word-of-mouth may be sufficient to generate interest in inmate technician positions among offenders; if not, make personal contacts or create informational fliers about the program. When creating the job posting, stress that mechanical aptitude is necessary.

Offenders who approach the program director or staff with questions about the position may be good candidates to work in the program; encourage them to apply. Before selecting candidates for interview, consult with staff who are familiar with the applicants and have access to detailed personal histories, infraction records, psychiatric evaluations, and Expected Release Date. DME programs require significant training before inmates can begin technical work, and programs function best if experienced technicians train the next generation of incoming technicians. Ideally, look for candidates who have two years to offer the position.

See the protocol on *Interviewing and Hiring Inmates*, p. 181, for other pointers.

Handling DME

Ask DOC medical staff to send an email whenever they have DME in need of repair, reuse, or recycling. Reply with a pickup order, and copy both the unit in charge of transportation and any intermediate warehouse that may be involved.

When receiving equipment in the repair shop, assess the condition of each piece using a safety inspection checklist for the assessment (see *Appendices*). This will help you complete a work request form (see *Appendices*). Disassemble each product and inspect for any damage according to the service manual specifications. Inspect for loose/missing/broken hardware, ripped/sagging seats and flat/worn tires. Replace worn-out or broken parts from stock; if a part is not available in stock then create a parts order and give it to the program manager.

As needed, adjust front casters/forks of the bearing systems, tighten screws, and ensure wheel bearings are clean and repacked. At a minimum, complete general maintenance and cleaning for each repairable product. Record all repair and cleaning tasks on the work request form. If the item is not repairable, salvage its component parts for future use in the program.

Once the needed repairs are complete, staff should notify the program manager and submit the completed work request form. The program manager enters the information into a report spreadsheet or database and fills out a pickup order (see appendix p. 207). Email the form to transportation, the intermediate warehouse, and the receiving party. If items are going into a warehouse, palletize the items for storage in advance of pickup.

APPENDICES



State of Washington
Department of Corrections

Monroe Corrections Center
TOOL CONTROL INVENTORY

Department	MSU	Tool Count			Date of Inventory
Shop	Wheelchair Program MSU	Class A	Class B	Total	6/6/2012
Shop Supervisor	S. Pendergrass	14	38	52	

Class	Serial Number	Container		
		Description	Size	Brand
A	D1 WP-00155	Screwdriver with bits	12 pc.	
B	D1 WP-00156	Pliers, needle nose	4.5"	
B	D1 WP-0108	Wrench set, Combination	12 pc	standard
B	D1 WP-0109	Wrench set, Combination	8 pc	metric
B	D2 WP-0125	Pliers, Needle Nose	5"	
A	D2 WP-0126	Screwdriver, Phillips	4"	
A	D2 WP-0127	Screwdriver, Phillips	7"	
A	D2 WP-0128	Screwdriver, Phillips	14"	
B	D2 WP-0129	Screwdriver, flat tip	7"	
B	D2 WP-0130	Screwdriver, flat tip	8"	
B	D2 WP-0131	Screwdriver, flat tip	8"	
B	D2 WP-0132	Screwdriver, flat tip	14"	
B	D2 WP-0133	Screwdriver, flat tip	8"	
B	D2 WP-0134	Screwdriver, flat tip	8"	
A	D2 WP-0135	Screwdriver, Phillips	8"	
A	D2 WP-0136	Screwdriver, Phillips	8"	
B	D2 WP-0137	Hex Key Set	SAE	
B	D2 WP-0138	Hex Key Set	metric	
A	D2 WP-0139	Tape Measure	16'	
A	D2 WP-0140	Wrench, Adjustable	6"	
B	D2 WP-0141	Punch Set	3 pc	
A	D3 WP-0114	Wrench, Adjustable	10"	
A	D3 WP-0115	Wrench, Adjustable	10"	
A	D3 WP-0116	Wrench, Adjustable	10"	
B	D3 WP-0117	Pliers, Adjustable, CHANNELLOCKS	13"	
B	D3 WP-0118	Pliers, Adjustable, CHANNELLOCKS	13"	
B	D3 WP-0119	Pliers, Adjustable, CHANNELLOCKS	10"	
B	D3 WP-0120	Allen Driver, Set	8 pc, metric	
B	D3 WP-0121	Allen Driver, Set	11 pc, SAE	
B	D3 WP-0122	Allen Wrench, Folding	SAE	
B	D3 WP-0123	Allen Wrench, Folding	SAE	
B	D3 WP-0124	Allen Wrench, Folding		
B	D4 WP-0110	Mallet, Plastic		
B	D4 WP-0111	Hammer, Claw	15"	
B	D4 WP-0112	Wire, Brush		
B	D4 WP-0113	Wire, Brush		
B	D5 WP-0142	Nozzle, Air	5 pc	
B	D5 WP-0143	Vise Grips	10 WR	
B	D5 WP-0144	Pick and Hook Set	4 pc	
B	D5 WP-0145	Drill Bit Set	14 pc	Hitachi
B	D5 WP-0146	Nut Driver, Set	6 pc	Kobalt
A	D6 WP-0147	Hacksaw	16"	
B	D6 WP-0148	Hose, Garden	50'	
B	D6 WP-0149	Nozzle, Hose		
B	D6 WP-0150	Screwdriver, Phillips	3"	
B	D6 WP-0151	Screwdriver, flat tip	3"	

6/6/201 9:12 AM

Wheelchair Program MSU - Page 1 of 2

B	D6 WP-0152	Socket Set	24 pc.	
B	D6 WP-0153	Screwdriver, Combination	8"	
B	D6 WP-0154	Socket Set	9 pc	12 point, 3/8" drive
A	WP 00157	Grinder, Sander		In Box
A	WP 00158	File, Set	5 pc	RED POUCH
B	WP 00159	Drill, corded		DeWalt

CERTIFIED CORRECT

I certify that the above listed inventory, consisting of 2 Pages, is a complete and accurate accounting of all tools under my control

Shop Supervisor or Department Officer Signature _____ Date _____ CTR Officer (previous Inventory Comp) _____ Date _____

The contents of this document may be eligible for public disclosure. Social Security numbers are considered confidential information and will be redacted in the event of such a request. This form is governed by Executive Order 00-03, RCW 42.56, and RCW 40.14.

DISTRIBUTION: ORIGINAL - TOOL CONTROL OFFICE
DOC 21-515 (REV. 10/24/07)

COPY - CONTROL ROOM, SHOP CONCERNED
DOC 420.500, DOC 420.512

Safety Inspection Checklist

Thereafter follow these maintenance procedures:

- ☐ ☐ Inspect for loose/missing/broken hardware, rough/sharp edges and wear in **all locations**.
- ☐ ☐ Inspect for bent **frame** or cross braces and loose or missing hardware
- ☐ ☒ Check that the **wheel locks** do not interfere with tires when rolling.
- ☐ ☒ Check that the **wheel lock** pivot points are free of wear and looseness.
- ☐ ☒ Check that the **wheel locks** are easy to engage.
- ☐ ☒ Ensure that the **wheel locks** prevent the wheelchair from moving when engaged.
- ☐ ☐ Inspect the **seat** and back for rips and sagging.
- ☐ ☐ Inspect the **seat** and back for loose or broken hardware.
- ☐ ☐ Inspect **seat** positioning strap for any signs of wear. Ensure buckle latches.
- ☐ Verify hardware that attaches strap to frame is secure and undamaged.
- ☐ ☐ Inspect **tires** for flat spots and wear.
- ☐ ☒ Check pneumatic **tires** for proper inflation.
- ☐ ☒ Check that there is no excessive side movement or binding in the **rear wheels** when lifted and spun.
- ☐ ☐ Inspect **rear wheels** for cracks and wear (hub and rim).
- ☐ ☐ Inspect **rear wheels** for cracked, bent or broken spokes.
- ☐ ☒ Ensure all **spokes** are uniformly tight.
- ☐ ☐ Inspect **handrims** for signs of rough edges or peeling.
- ☐ ☐ Inspect **axle** assembly for proper tension by spinning caster. Caster should come to a gradual stop.
- ☐ ☒ Adjust front **casters/forks** bearing system if wheel wobbles noticeably or binds to a stop.
- ☐ ☒ Ensure **wheel bearings** are clean and free of moisture.
- ☐ ☒ Check **headtube locknuts** for tightness.


- ☐ ☐ Ensure that **front casters** are free of debris.
- ☐ ☐ Inspect **front casters** for cracks, bent or broken spokes and wear (hub and rim).
- ☐ ☐ Clean **upholstery** and armrests.
- ☐ ☐ Ensure that the wheelchair rolls straight (no excessive drag or pull to one side).

DME Report spreadsheet (1st page only)

Vehicle	Property	Description	Account	Model Number	Serial Number	Control Number	Replacement cost	Repair cost	AssetID
Wheelchair 2 from WCCW	MCCMSU	from WCCW for repair, general maintenance	Medical Equipment Repair Program				487.00	00.00	15127
Wheelchair from Mission Ridge	MCCMSU	from MRCC for repair Medline, general maintenance	Medical Equipment Repair Program				487.00	00.00	15128
DME-Wheelchair 1 from WCCW	MCCMSU	from WCCW for repair Medline chair, general maintenance	Medical Equipment Repair Program				487.00	00.0	15129
Wheelchair 3 from WCCW	MCCMSU	from WCCW for repair, general maintenance	Medical Equipment Repair Program				487.00	00.00	15133
Wheelchair 4 from WCCW	MCCMSU	from WCCW for repair Medline, general maintenance	Medical Equipment Repair Program				487.00	00.00	15134
Wheelchair 5 from WCCW	MCCMSU	from WCCW for repair Medline, general maintenance	Medical Equipment Repair Program				487.00	00.00	15135
DME-Standard Walker from WCCW	MCCMSU	for repair	Medical Equipment Repair Program				39.00	00.00	15136
Wheelchairs from WCC	MCCMSU	wheelchair for repair from WCC, general maintenance	Medical Equipment Repair Program				487.00	00.00	15137
DME-Refrigerator 1 from WSR/medical	MCCMSU	small medical Refrigerator for repair, general maintenance	Medical Equipment Repair Program				100.00	00.00	15138
DME-Refrigerator 2 from WSR/medical	MCCMSU	small medical Refrigerator for repair, general maintenance	Medical Equipment Repair Program				120.00	00.00	15139
DME- Wheelchair loaner chair	MCCMSU	medline wheelchair excel 2000-	Medical Equipment Repair Program				487.00	00.00	15160
DME-Crutches 1 (pair) from Bridge Ministries	MCCMSU		Medical Equipment Repair Program				45.99	00.00	15161
DME-Crutches 2 miss match from Bridge Ministries	MCCMSU	miss match	Medical Equipment Repair Program				45.99	00.00	15162
DME-Standard walker from Bridge Ministries	MCCMSU	Standard walker from Bridge Ministries	Medical Equipment Repair Program				39.00	00.00	15163
WSR mighty Mack walker	MCCMSU	work order # 1rotator walker - replaced 2 new wheels, adjust brakes, general maintenance	Medical Equipment Repair Program			FR1063604	355.00	44.50	15164
WSR 2 mighty Mack walker	MCCMSU	work order #2 general maint, 2 brake leavers & cables, 1 brake cable cover, 2 new wheels SR0000060, general maintenance	Medical Equipment Repair Program			.FR1063604	355.00	94.80	15166
WSR mighty Mack walker SR0000063	MCCMSU	work order #3 2 new wheels, 1 new brake lever with cable, general maintenance	Medical Equipment Repair Program		0000063	.FR1063604	355.00	64.40	15167
WCC Medline wheelchair SR: B71001499	MCCMSU	work order # 4 Model 18" Medline Excel 2000 MDS B06300 blk - 2 new rear wheel assembly, 1 right side adjustable calf rest, general maintenance	Medical Equipment Repair Program	B06300	B71001499		487.00	338.42	15168
WCC Medline wheelchair SR: A20610986	MCCMSU	work order #5 Model Excel 2000 blue - 1 arm rest frame, 2 arm rests, 2 front wheel bearings, general maintenance	Medical Equipment Repair Program		A20610986	FR1071117	487.00	69.30	15169
WCC Medline Wheelchair SR: B70301036	MCCMSU	work order # 6 18" Medline excel 2000 blk - replaced seat, 2 arm rests, 2 front caster bearings, 1 axle bolt/nut, general maintenance	Medical Equipment Repair Program		B70301036		487.00	112.25	15170
WCC Medline wheelchair SR: BT0100742	MCCMSU	work order # 7 18"medline excel 2000 blk- 2 front caster wheel bearings, 2 arm rest pads, general maintenance	Medical Equipment Repair Program		BT0100742		487.00	21.85	15171
DME-SQL Medline SR: A50606728- loaner	MCCMSU	work order #8 medline excel 1000 MDS B06200 light blue- 2 front wheels, 4 bearings, 2 arm rests,	Medical Equipment Repair Program	B06200	A50606728		191.89	103.50	15172

PICKUP ORDER

DME Program

 WASHINGTON STATE CONNECTIONAL INDUSTRIES		Tracking # 2	
		SITE DOC	
PICKUP LOCATION: Airway Heights Corrections Center 11919 W. Sprague Avenue PO Box 1899 Airway Heights, WA 99001-1899		DELIVER TO: Monroe Correctional Complex 16500 177 th Avenue SE Monroe, WA 98272	
CONTACT PERSON Rutzer, Nell A. Warehouse Operator		PHONE # (509) 543-5806	
CUSTOMER ORDER # N/A	CL ORD # N/A	MRP # N/A	WARRANTY # N/A
BILL TO: N/A		REQUIRED ACTION <input type="checkbox"/> WARRANTY REPAIR <input type="checkbox"/> RETURN TO STOCK <input checked="" type="checkbox"/> OTHER (REFER TO COMMENTS) REQUESTED BY: Sherry Pendergrass- DME Program Manager	
COMMENTS: Repair wheelchair Transportation is space available and in support of DOC sustainability efforts. Questions should be directed to Sherry Pendergrass (360) 794-2277			PICKUP DATE
TRUCK #: ACCNT. ACTION:		AUTHORIZED BY: Stephen Judy, Service/Delivery Manager	

LINE	CATALOG/ COM. CODE #	DESCRIPTION	QUANTITY
1	N/A	Wheelchair, for repair to MCC/DME program	3

CUSTOMER RELEASE	AUTHORIZED BY (SIGNATURE):	TITLE	DATE
CARRIER RECEIPT	PICKUP DRIVER (SIGNATURE):	DATE	ITEM COUNT
RECEIVING LOCATION	RECEIVED BY (SIGNATURE):	DATE	ITEM COUNT

1 COPY FOR EACH ITEM OR PACKAGE 1 COPY FOR TRUCK SHIPPING LOG 1 COPY FOR SHIPPING FILE 1 COPY FOR CUSTOMER P.O. FILE