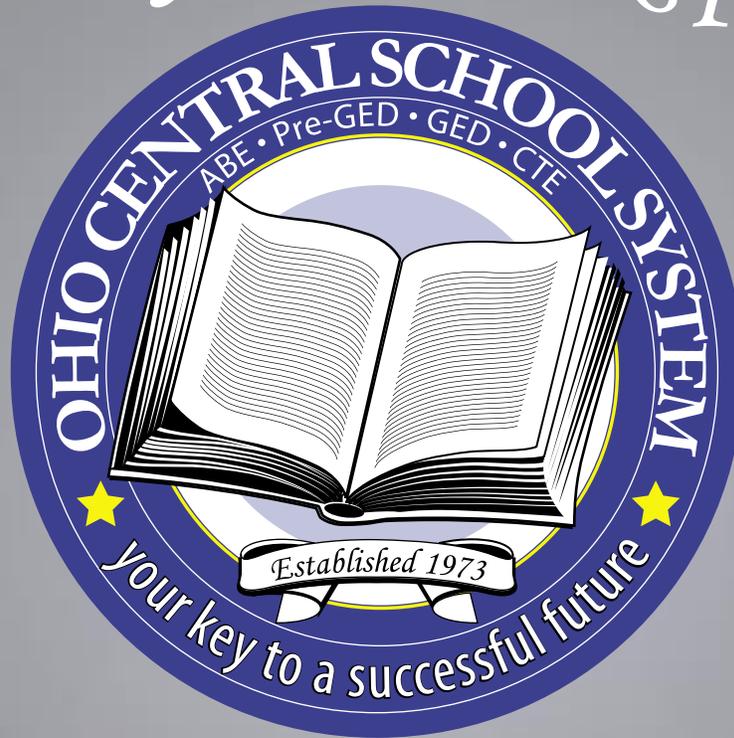


Ohio Central School System 2011 Annual Report



Ohio Department of
Rehabilitation & Correction



John R. Kasich
Governor

Denise L. Justice
Superintendent

Gary C. Mohr
Director

Superintendent's Message: Communication • Collaboration • Consensus

Welcome and I hope you enjoy reading the highlights listed in the Ohio Central School System (OCSS) 2011 Annual Report. On behalf of the Ohio Department of Rehabilitation and Correction (DRC), I am very proud to showcase the various program initiatives and success stories resulting from a busy and productive year.

I feel that our teachers, guidance counselors, education specialists, administrators, support and library staff exemplify our Communication and Collaboration bywords. We are a valuable asset to DRC by working together to provide quality educational experiences that put inmates on the right track to success both in and out of prison.

During the past year, OCSS has worked very diligently in cooperation with the State of Ohio to show that we continue to be good stewards of Ohio taxpayers' money. As a team we hold each other accountable, so as an advocate of correctional education I must once again emphasize that mandatory education remains the building block for a significant number of the offender population. We must continue to spread the word as it is proven over the years to help our agency reduce recidivism and ensure the safety and welfare of Ohio citizens.

I am thrilled that as correctional educators we have taken advantage of the resources and tools provided by our agency to improve **Communication**. By simply utilizing the DRC Microsoft Outlook public folders we have decreased email duplication. The OCSS intranet has made it easy to access resources that further standardize our efforts and improve productivity statewide. I am also proud of the following programs and educational opportunities we offer as a school system:

- Academic programming continues to experience graduate success stories, high test scores, literature clubs, and school newsletters.

- We have more prison staff interested in helping inmates train in vocational areas to enhance employability once they are released. The inmates are getting to take on job duties that offer opportunities to give back to the communities and set the foundation for a better future.

- Career-Technical programs now offer virtual welders and painting programs that help students advance in these professions.

- DRC Libraries have made a giant leap into the 21st Century, thanks to a Library Services & Technology Act grant supported by the State Library of Ohio (SLO) and the Institute of Museum and Library Services. The grant

made it possible for all DRC libraries to be fully automated to better locate materials of benefit to both inmate and staff patrons.

We have also been very active with the **Collaboration** portion of our philosophy by working closely with Ohio Department of Job and Family Services (ODJFS), Ohio Department of Education (ODE), Department of Youth Services (DYS) as well as the aforementioned SLO. A direct result is the expansion of our resources and educational programming which continues to offer opportunities for inmates to grow personally and to better prepare for life outside of prison.

We are also here to help our institutions in their efforts to curb incidents of inmate idleness and violence by helping them expand their horizons and assisting them in planning their futures. I believe that as professionals, we have the best interests of our students at heart; and so **Consensus** has and will continue to become part of our philosophy. I have a vision that all DRC inmates are provided available academic/job training/social & emotional skills required for successful reentry to society. We will continue to seek out and encourage our students to vigorously pursue opportunities to enhance their chances to be successful.

Director, Gary C. Mohr, reported this fiscal year, "As a result of evidence-based programming, the Ohio prison recidivism rate is at an 11%-year low, our rationale is to continue to improve services conducive to our rehabilitation approach and provide positive learning opportunities for those we serve." I reinforce this message by reminding everyone that we are "Here to Serve" as we embrace this message and look forward to the future, as our past has proven to be a key element in reducing recidivism.

I thank you for your interest in the Ohio Central School System. Please feel free to view additional educational information posted on the Ohio Department of Rehabilitation and Correction website <http://www.drc.ohio.gov>.



Denise L. Justice

A handwritten signature in blue ink that reads "Denise L. Justice". The signature is written in a cursive style and is positioned below the printed name.

The Eastern Horizons Center Has Heart

The Ohio Central School System (OCSS) classrooms continue to beat to the sound of their own heart as the teachers prepare the students for living life with a new skill set to employ beyond the prison walls. OCSS is delighted to highlight the Belmont Correctional Institution (BeCI) Eastern Horizons Center as they incorporate interactive learning into the classroom to prepare students for future education assessments and job interviews.

Each year, Jack Rosenberry's Administrative Office Technology (AOT) and GED classes demonstrate individual presentations in front of a group. For example, after studying the Human Blood, the class transitions right into the Anatomy of the Human Heart. Both a written exam and oral test reviewing the heart are required for each class. To start, the students are assigned a random location in the human body and must track movement through the complete Cardiac Cycle orally. Along with the entire class, the Warden, Deputies, Captains, Teachers as well as many other interested participants are invited to add to the audience.

Mr. Rosenberry stated, "I have been teaching the Circulatory System as one of my Science Subjects for 16 years at BeCI. I have found that many of the inmates lack the



Mr. Rosenberry's Classroom at Eastern Horizons Center.

ability to present themselves well as public speakers and this is a great way to help them. I grade each presentation, and the response from the students has been overwhelming. It's one thing for our students to just talk in front of their peers; but, when you add a lot of staff, it truly puts them in an interview atmosphere."

Kudos to BeCI Eastern Horizons Center and thanks for sharing this important and motivating classroom activity! The OCSS administration looks forward to hearing and sharing more exciting things about the BeCI educational programming in the future.

Northern Sky Learning Center Animal Trainer Apprenticeship

The Ohio Central School System (OCSS) is pleased to report another Department success story. This time the good news comes from the Animal Trainer Apprenticeship program taking place on the grounds of the North Coast Correctional Treatment Facility (NCCTF) which continues to provide programs that both prepare and enhance the lives of the individuals it serves.

Inmate Harris accepted the challenge as a Pound Puppy Appren-



NCCTF Warden Santiago, Mr. Harris, Mrs. Hoak & Deputy Warden Serrano pictured in the Northern Sky Learning Center.

tice and has gone further into his individual learning experience related to Animal Training by successfully completing a 29 lesson Dog Obedience Program as presented by Penn Foster, a noted national home study educational program. This program deals with a wide variety of skills and techniques related to training dogs for a num-

Northern Sky continued on Page 3

Shawnee School Pilot Dog Program

The Pickaway Correctional Institution (PCI) Shawnee School is excited to highlight the Animal Trainer Apprenticeship: PCI Pilot Dog Program. The purpose of the PCI Pilot Dog Program is for the inmate to raise and train the best possible service dogs for Pilot Dogs, Inc, which provides guide dog training for the sightless. The inmates are responsible for training their dogs in basic commands such as sit, stay, come, heel, and down.

PCI receives the puppies when they are approximately 6 to 8 weeks old, and the inmates raise and train them until they are about 1 year old. The Pilot Dog Program uses 7 different breeds of dogs. Labrador Retriever, Golden Retriever, Vizsla, German Shepherd, Standard Poodle, Dober-

man Pinscher, and Boxer. The variety of breeds reflects the wide variety of different needs, preferences, and personalities of the dog's potential final master.



PCI Shawnee School Animal Trainer Apprenticeship Program.

Northern Sky Learning Center *continued from Page 2*

ber of different professional pathways (hunting, search & rescue, entertainment, health & wellness, competition, specific behaviors, recreation, and animal training). According to Mark Roberts, OCSS Principal, "Mr. Harris is a fine example of someone who has taken advantage of a constructive learning opportunity and run with it to its completion. This is a significant accomplishment."

The Penn Foster Advanced Career Program has been utilized in addition to the regular Ohio Central School System (OCSS) Pound Puppy instructional program. Penn Foster is a non-degree training organization which offers more than 80 different advanced career programs using an individualized home study format in conjunction with a specific accredited curriculum.

Matt Smith of the Ohio State apprenticeship Council completed an onsite review of the animal trainer program at NCCTF in April. The program received very high marks and has been used as an example for other institutions when implementing a new animal trainer program. Dave Newsome, OCSS Apprenticeship Director stated, "Mrs. Erin Hoak, the programs volunteer Apprenticeship Supervisor, goes above and beyond her duties to provide the offenders with the required related training hours and ensures that they meet the on the job experience." Mr. Newsome continued, "Mrs. Hoak does an outstanding job in preparing the offenders to continue working in the trade upon release and this is just one of many examples were the offender was released and continued working in the Trade."

DRC Libraries Automate in 2011

In fiscal year 2011 the Department's Ohio Central School System (OCSS) received a Library Services & Technology Act (LSTA) grant through the auspices of the State Library of Ohio. OCSS has been in the process of automating its libraries since 1985, beginning with Chillicothe Correctional Institution. There have been a variety of automation systems (designed to keep track of library materials and aid in lending same materials to institutional patrons). Beginning in 2007, a more determined effort was made to complete the automation project. The library folks staffing OCSS institutional libraries were asked for their opinions on the various systems already in place in the various institutions and were even invited to suggest systems. The committee took these suggestions and narrowed them down to three recommendations with a goal of having the ability to process interlibrary loans between institutional libraries to help everyone maintain



LorCI Black River Branch M3 Library Automation Training.

American Correctional Association (ACA) standards.

Once the Mandarin Library Automation, Inc., M3 system was selected, the remaining 18 institutions that didn't already have M3 would be served by switching over to Mandarin (or even receiving an automation system for the very first time since they opened their doors).

The LSTA grant proposal resulted in OCSS receiving \$177,553 to establish a standardized library network (to unify library services, support, training, and standardize report features) to improve resource sharing among Ohio prison libraries. Additionally, the project will "allow for training of inmates on library automation programs which will assist them as they re-enter society." (State Library Report, October 5, 2010)

DRC Libraries continued on Page 6

Western Reserve School Literature Club

The Western Reserve School is located on the grounds of the Trumbull Correctional Institution (TCI) serving over 1400 medium, close, and maximum security inmates with adult basic education, GED preparation, career-technical classes, apprenticeship programming, and advanced job training. The Western Reserve School is pleased to highlight the TCI Literature Club, dedicated to the enhancement of educational pursuits, furthering cultural literacy, and enabling participants to comprehend and cultivate an appreciation of the rich heritage afforded through the world's great literature.



Western Reserve School Literature Club.

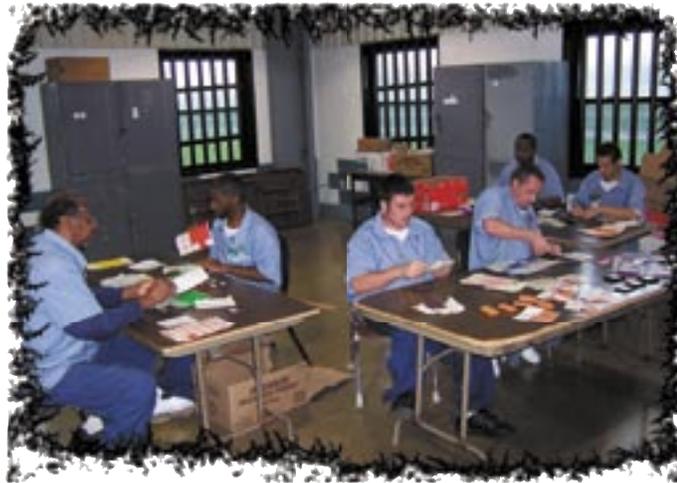
Members enjoy pre-approved educational literature from many cultures and disciplines. The monthly theme is selected from members' favorite titles, subjects, and authors. Members are required to read and then write or give a verbal report outlining discussion points.

Classes take place in the Western Reserve School, providing a welcoming environment promoting literacy and education.

Harding Memorial Branch Crafts with Conviction-Community Service Project

Currently, North Central Correctional Institution (NCCI) has approximately ninety inmates out of their total inmate population who live in a single living area and are participants of the Education Intensive Program Prison (EIPP). Inmates who are eligible for this program are put through rigorous educational programming for ninety days.

Those who do not have a high school diploma or GED upon entering the program, spend days working to accomplish these goals. During the evening hours, they spend their time giving back to the community by participating in the Craft with Conviction (CwC) program which was created through the collaboration between the Department of Rehabilitation and Correction and Crayons to Computers organization.



NCCI Crafts with Conviction Community Service Program.

Inmates use donated materials to create hands-on educational tools and incentive items such as flash cards, educational puppets, cut-outs, journals, maps, and more. Teachers can use these tools in classrooms and are made available free of charge for those who work in low income school districts. The outcome for inmates participating in this community project is not only spending their time constructively but also assisting teachers and their students in their community by creating tools to supplement and enhance their education.

Between July 1, 2010 and July 1, 2011, NCCI EIPP produced educational materials valued at \$129,732.

Ridgeview School Virtual Welding

The Ohio Central School System (OCSS) classrooms now offer virtual learning tools to enhance instruction. One such Career-Technical Program is provided by the Southeastern Correction Institution (SCI) Ridgeview School welding program. A Youthful Offender Grant helped OCSS purchase the VRSiM, Inc., SimWelder™ for this secondary program that now incorporates virtual interactive learning into the classroom.

SimWelder™ are a virtual and augmented reality welding training simulation process which gives real-time view of the weld bead, using either shielded metal arc welding or gas metal arc welding. Students are afforded the opportunity to perform proper set-up of the equipment



SCI Ridgeview School Career-Technical SimWelder™.

and develop muscle memory and stamina. Visual cues such as travel speed, work angles, travel angles, etc., can be used individually or simultaneously as the student progresses. The SimWelder™ is not only a great starter tool but is also cost-effective since it saves on material use, such as steel and electrodes. The students are not only being exposed to top-of-the-line equipment, but are also enjoying their time doing so!

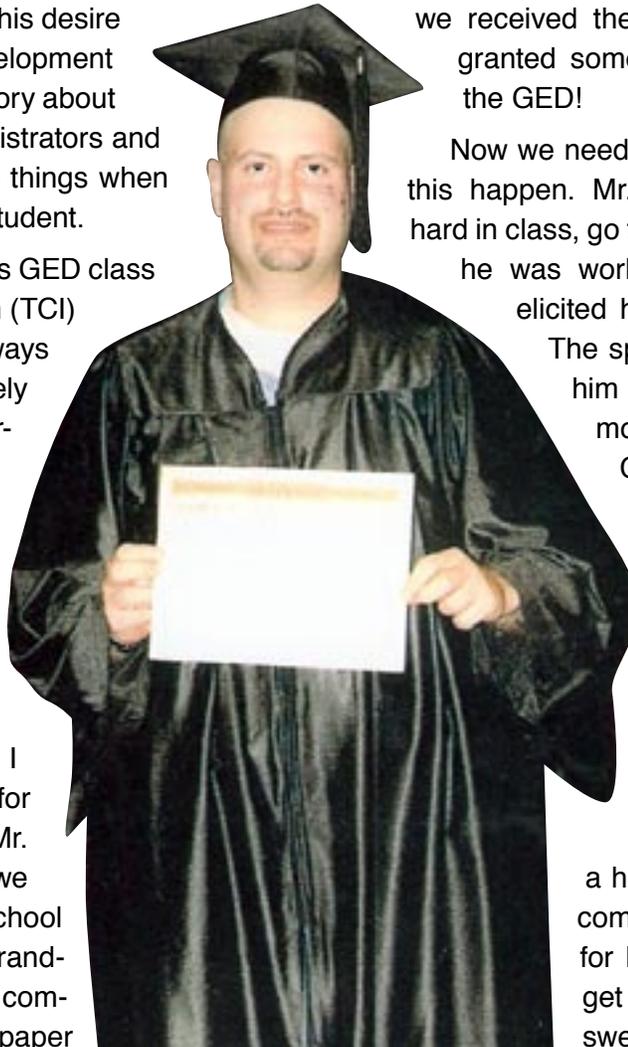
Because the program has been successful for SCI, the Youthful Offender Grant helped OCSS purchase the VRSiM, Inc., SimWelder™ for additional programs now offered on location at the Chillicothe Correctional Institution (CCI), Grafton Correctional Institution (GCI), and the Marion Correctional Institution (MCI).

Ohio Central School System Perseverance by Leda Farrell

Mr. Nuckols' story is one of perseverance. He is one young man who would not give up on his desire to attain his General Educational Development (GED) diploma. It is also a success story about how teachers, students, family, administrators and even clergy can accomplish amazing things when they work together for the good of a student.

Mr. Nuckols was a student in Ms. Hite's GED class at the Trumbull Correctional Institution (TCI) Western Reserve School. He was always a good student and worked extremely hard. He even attended extra tutoring sessions offered in addition to his regular classroom time. However, like many students, Mr. Nuckols had difficulty passing the GED, specifically math.

Ms. Hite approached me and asked if there was anything we could do for Mr. Nuckols to help him pass the test. I suggested seeing if he would qualify for an accommodation on the GED test. Mr. Nuckols was willing to try for that, so we began the process by getting his school records with the help of Mr. Nuckols' grandmother. Then we did some testing, completed yards of paper work, sent the paper



Ohio Central School System Graduate.

work, and waited. After what seemed like forever, we received the reply that Mr. Nuckols was granted some accommodations for taking the GED!

Now we needed all hands on deck to make this happen. Mr. Nuckols continued to work hard in class, go to tutoring sessions, and when he was working at the chapel, he even elicited help from the Pastor in math.

The special education teacher gave him the Pre-GED with the accommodations. He passed! Ms. McCullough, the school administrator, began the GED test complying with the accommodations. And then, Mr. Nuckols got transferred to another institution.

But the story doesn't end here. I called the special education teacher at his new institution and gave him a heads up that Mr. Nuckols was coming his way, so keep a look out for him and his records and let's get this kid his GED! The rest is sweet success. Mr. Nuckols took

Perseverance continued on Page 7

DRC Libraries *continued from Page 4*

By June 30, 2011, all of the institutions had available the equipment and software for the M3 system. Mandarin M3 Training was conducted for the OCSS library employees and the Infrastructure Specialists at various locations throughout the state.

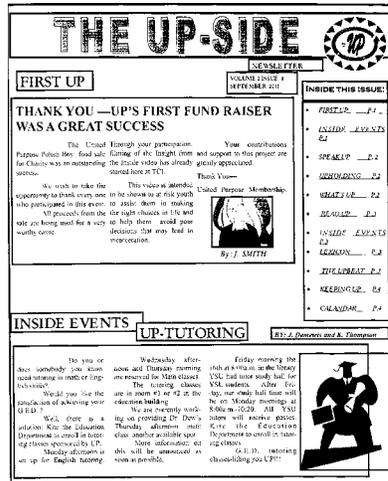
As of September 27, 2011, all of the libraries in OCSS (private institutions as well) are now automated with the

Mandarin M3 system. In addition, a brochure was prepared for inmate patron use and a training manual was developed for the inmate library workers.

OCSS would like to take this opportunity to thank everyone who helped keep this project on task and ahead of schedule. Your contribution to the success of the DRC Library Automation project is greatly appreciated.

Western Reserve School highlights "THE UP-SIDE" Newsletter

This fiscal year the Trumbull Correctional Institution (TCI) Western Reserve School is happy to showcase "THE UP-SIDE" institution newsletter. "THE UP-SIDE" newsletter was created by students for the TCI prisoner population and has become a valuable resource used to inform, encourage, and expand the personal and institutional knowledge of the reader. Each newsletter provides current events, math and vocabulary practice, institution education program information, dates of upcoming events,



including details of the school speaker series, and much more.

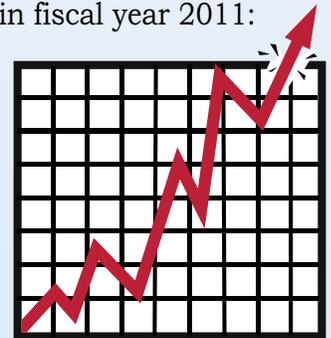
The TCI Library circulates "THE UP-SIDE" newsletter. To ensure TCI doesn't waste paper, the inmates request the school newsletter via the kite process. Approximately 70 copies are distributed through the institutional mail each

month. Jacalyn McCullough, TCI School Administrator, states, "I am happy to report that "THE UP-SIDE" newsletter has become very well received by the institution and the inmates look forward to each and every issue."

The Richland Correctional Institution (RiCI) Hope Valley School is located in Mansfield, Ohio and serves over 2500 minimum, medium security inmates with adult basic education, Pre-GED, GED, transitional educational programming, career-technical programs and advance job training.

The Hope Valley School is excited to announce the scores of a student who obtained the highest test average for the institution in fiscal year 2011:

- Writing 800
- Social Studies 640
- Science 700
- Reading 800
- Math 800
- Average 748



A score of 800 represents a perfect score on the subtest.

In fiscal year 2011 the Warren Correctional Institution (WCI) Turtle Creek Branch horticulture program instructed by Alex Pearl contributed to the Krohn Conservatory Butterfly Show 2010.

Perseverance *continued from Page 6*

his test at his new institution with the allowed accommodations and finally attained his goal....a GED certificate. As for the crew at Trumbull, we always wondered what happened with Mr. Nuckols. How did the story end?

A few months later, we received a package from Mr. Nuckols' grandmother. She sent us a beautiful thank-you card and pictures of Mr. Nuckols holding his GED certificate. For all of us, the most beautiful part of the picture was his smile.

A success story presented by Marissa Powers

The writer of this speech, Marisa Powers, was asked to take the opportunity to tell her experience with the Youthful Offenders Apprenticeship Program (YOAP) and how it helped her turn her life around.

I'm Marisa Powers, 24 years old and really excited to share my experience in and with the Greater Cincinnati Urban League with you all today. Three years ago, bad decisions that I had made as a young adult caught up with me in November 2008. I was sentenced to 23 months in the Ohio Reformatory for Women (ORW) resulting in a 4th degree felony conviction. I thought my life was cut short and I would never be able to accomplish anything with a felony on my record.

It didn't take long for me to adjust to my surroundings at ORW; I found out that it was just easier to try and stay invisible and do what I was told to do. Things went on that way for about a year. I worked at first in the dining hall, eventually getting promoted to warehouse staff, until January 2010. I was approached by an ORW teacher, who asked me if I was interested in participating in the Youthful Offenders Apprenticeship Program (YOAP). I said yes.

The apprenticeship program that I was in was a construction course where I was able to learn hands-on as well as in a classroom setting about how to build and maintain any structure imaginable. First, I got started by going through a 30-hour OSHA training class and obtaining my

30-hour OSHA Certification. I learned everything to do with the building process, including reading blueprints, and doing concrete, masonry, framing, plumbing, electricity, and drywall work. Not only was I learning where I could fit in the construction industry, but an added perk was Dr. Everett Gregory ("Doc") from the Greater Cincinnati Urban League. He came and spoke to us every Friday during class, his purpose being to come and prepare us for re-entry not only in the work place as well as re-entry in the outside world after our releases.

The first day I met Doc, I really felt at ease...He started off by asking each one of us what we wanted to accomplish and where we wanted to be after we were released. When he got to me, I told him that I wanted to go into the Electricians' apprenticeship when I got released and eventually end up in the union. Doc was more than ready to answer any questions that I had, but he took the time to come up with a task list of things that were to be accomplished before I reached my goal. No matter how much time it took he would go through every step with me to make sure that I knew what I had to do and to tell me what he could do to help. That kind of attention to detail, and just knowing that someone believed in me was enough for me to take a step back, look at myself, and ultimately know that I was worth something.

Throughout his visits he enlightened us with all of his

Success Story continued on Page 10

The Ohio Reformatory for Women (ORW) Clearview School would like to share with OCSS that in February 2011 an uplifting letter was received from a past student who wanted to thank the teachers for helping her prepare to take the GED. In the letter, the student reported that she completed GED testing, passed the test (she even included the results).

"As a result of my test scores, I qualified for an academic scholarship at Edison State. I appreciate the encouragement and help that each of my teachers gave me and I am thrilled to have achieved this at age 67. It's never too late to learn. I have wanted this all my life and am so pleased to have my GED, thanks to Clearview and their teachers".

Teachers Recognized for Exemplary Teaching!

The Correctional Education Association of Ohio (CEAO) sponsors a Teacher of the Year Award contest annually. The winner of the contest is announced at the Fall Training Event. Individuals eligible to win the award must be CEAO members and must spend at least 51% of their time teaching in a correctional setting. Nominations are received from the Ohio Department of Youth Services and the Ohio Department of Rehabilitation and Correction. During the selection process, five finalists are chosen. From the five finalists, a winner is selected.

This year Denise L. Justice, DRC Ohio Central School System Superintendent, and Jerry McGlone, DYS Buckeye United Schools Superintendent honored the five finalists: Dana Berry, Southeastern Correctional Institution; Amanda Crist, Indian River Juvenile Correctional Facility; Bill Lewis, Ohio Reformatory for Women; Donna Marshalko, Scioto Juvenile Correctional Facility; and Tammy White, Noble Correctional Institution.

This year's CEAO Teacher of the Year winner was Amanda Crist from Indian River Juvenile Correctional Facility. Amanda will represent CEAO at the Region III Conference competition to be held in spring 2012. The runner-up for the 2011 Teacher of the Year was Tammy White from the Noble Correctional Institution. Both of these teachers represent the best that correctional education has to offer!



CEAO 2011 Teacher of the Year finalist.

Tecumseh Branch Accomplishments

The Southern Ohio Correctional Facility (SOCF) Tecumseh Branch has experienced many exciting accomplishments recently. For example, the Tecumseh Branch was very excited to graduate their first High School Graduate after he passed the Ohio Graduation Test. This was quite an accomplishment for this student. Both he and his family were quite proud. This is the first of SOCF's students to reach this level of achievement in at least the last 16 years.

The SOCF Tecumseh Branch teachers typically have a high amount of General Educational Development (GED) graduates, in part due to the fact that they frequently review the extensive waiting list of inmates waiting to get into school. By reviewing this list, they

are able to identify inmates who are already at an academic level that qualifies them for the opportunity to take the GED test. They have had 29 inmates pass the GED from that waiting list alone. Also, they keep a list of inmates who have requested to be tested. These are typically inmates who are non-mandatory status and will not likely get into school while at SOCF. Towards the end of each quarter, the staff will contact these inmates to begin CASAS and pre-GED testing. Any inmate who passes the Pre-GED is then eligible to take the GED. This has not only allowed SOCF Tecumseh Branch to shorten their waiting list, but has also allowed for higher-level inmates to test without being enrolled as a student. SOCF has had a total of 83

Tecumseh continued on Page 12

Success Story *continued from Page 8*

knowledge and connections. He gave us information about different colleges, in case we wanted to further our education. He taught us about all the different apprenticeship programs offered in the Cincinnati area.

During the time that Doc was going over our interviewing skills, he brought in Brian Harris to help. Brian is the Workforce Development Specialist at the Urban League. He was assigned along with Doc to help us find employment upon our release. They set up mock interviews for us where they would be the employer who would interview us for a job. Through constructive criticism and confidence in us, we were definitely ready for any question an employer might have.

I was in Doc's program for ten months before I was released in October 2010. During that time Doc, Brian, and the Urban League instilled a newfound confidence in me. Before leaving ORW, I was more ready than ever before to go out there with my head held high and face the world of opportunities that were lying before me.

The Monday after I returned home I set up a meeting with Brian at the Urban League offices to work towards obtaining employment as soon as possible. Brian and Doc had me in the Urban League by that Friday. With all their connections with different companies in the Greater Cincinnati area, Brian was able to construct a list of possible places in and around my neighborhood that I could find employment. After making the list, he helped me build a new resume that was relevant to the jobs for which I wanted to apply. Brian called many different employers and personally

talked to the managers of all these places. That same day he had an interview set up with the General Manager of Pappadeaux Seafood Kitchen for that next Wednesday. Feeling like a million bucks, I left the offices with all the gratitude in the world that Doc, Brian, and the Urban League believed in me at my lowest point in life and helped to lift me up and help me succeed.

At my interview at Pappadeaux that next Wednesday, I arrived 15 minutes early as instructed by Doc and Brian, and waited to talk to the manager. When he came to get me for my interview, he escorted me to a booth in the back of the restaurant. The whole way, I was going over my interviewing skills that I had learned. My interview lasted only five minutes and when it was over I had a job. I started that same day by attending orientation. I walked out of there and immediately sent e-mails to Doc and Brian telling them the great news.

I am planning on going back to school very soon to pursue my interests in Blueprint Design and hopefully enter the Electricians' Apprenticeship program in September.

Getting a job so quickly was only one of the ways that the Urban League has helped me. I plan to continue my journey with the Urban League until all of my goals are accomplished. I am certain that I couldn't have come out of such a negative situation any more positive if it wasn't for the mentoring of Doc and Brian. They are definitely only two of many people who work for the Urban League who have given their lives to help those who are less fortunate or just in a bad place in life regain the drive and charisma to go as far as they want to go to succeed.

I know now that the bad decisions that I have made will always follow me, but they will never define me. I am excited to continue working with the Urban League as long as I need, and to show them how grateful I am that they gave me a second chance at life.

Thank you Doc and Brian for all you have done, and thank you all for listening to my success story with the Greater Cincinnati Urban League.

In March 2011, a past apprenticeship completer was laid off by the Wisconsin Department of Agriculture, but because he completed his Animal Trainer Journeyman apprenticeship with OCSS he was able to obtain a job as a Companion Animal Inspector.



Ridgeview School supports SCI Green Initiatives

The Southeastern Correctional Institution (SCI) is proudly going green, and the SCI Ridgeview School is just one of many program areas to embrace these new initiatives. As the prison population benefits from new institutional programming such as environmental literacy courses and eco-friendly improvement projects, which provide them with new skills and training, Ridgeview has added new apprenticeships to complement the work and help prepare students for the growing green job market.

One example of an eco-friendly and cost-saving improvement project is the recycling and composting initiative. SCI partnered with the local Community Action Recycling Center to obtain a compactor, allowing SCI to bale recyclable materials such as cardboard, paper, plastic, and metals. They worked with the Fairfield County Health Department and the Ohio Environmental Protection Agency to become a Class II Composting Site, to divert food waste from the landfill and convert it into fertilizer for their fields and garden. The compost alone is expected to result in savings from reduced fertilizer expenses and has already diverted over 60,000 pounds of food waste in the first five months; the com-



Recovery Operator Apprentice mixing the compost.

plete program is saving the institution over \$90,000 in annual waste removal costs.

To enhance the benefits of this green initiative, the SCI Ridgeview School now offers a 2,000-hour Recovery Op-

erator (Recycling) Apprenticeship. The program teaches students about Federal, State, and Local environmental regulations and laws for recycling, composting, waste disposal, and provide them hands on experience in waste collection logistics, identifying and sorting various in-organic waste materials for recycling, and managing the entire composting process for organic waste materials.

A second, newer example centers on plans for a Community Garden that will produce fruits and vegetables for local food pantries and will be managed by inmates. Through a partnership with the Ohio Beekeeping Association, this garden will also have four honey-producing beehives. A long-range goal would be to become the first prison chapter of the Ohio Beekeeping Association.

In addition to these apprenticeships, students enrolled in SCI's Advanced Job Training Landscaping Management program—offered by Hocking College—learn about native plant species, basic composting, and organic fertilizers. A few students who completed the Career Tech Horticulture program when it was offered at SCI are now using their expertise to help with plans for the new Community Garden.

These programs at SCI are just one part of a department-wide cost-savings plan to turn the correctional environment “green” by recycling, reusing, and reducing waste; with the help of the Ridgeview School, these cost-saving measures become educational experiences that benefit both the prison population and eventually the communities where they will return.



SCI inmates using the institution compactor.

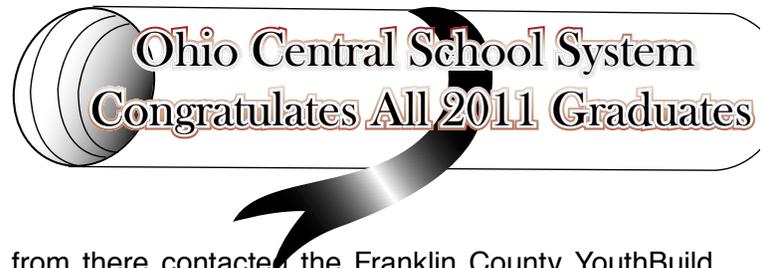
Tecumseh Branch *continued from page 9*

GED graduates since their last graduation ceremony.

Kimberly Taylor and Blair Copen, teachers at SOCF, worked diligently during planning time for several weeks to create a 10-week math unit, complete with classroom work as well as homework assignments tailored to each lesson. The focus of this instruction is to assure that students and testers are well-prepared for this challenging part of the GED Test. Summer quarter served as the trial run of the new program. Overall, the success was positive for most students. There are still a few tweaks and changes that might be made along the way, as it is a work in progress. The teachers plan to continue to use this program and will monitor the results, as well as obtain opinions from students about the program and how it may be improved. During this year's CEA-O Conference, Kimberly Taylor was awarded the Beverly Jo Taylor Scholarship. She was unable to attend this year's annual conference due to health issues, but was very excited about the award!

In addition, the Learning Center at SOCF employs two inmates as Janitors in the Tecumseh Branch appren-

ticeship program. In order for an inmate to be considered for this program, they must be SOCF Tecumseh Branch GED graduates. This has not only given incentive for the inmates to work harder to graduate, but has also allowed the Learning Center to employ inmates with whom they are familiar. Currently, the two janitors in the Learning Center work as "motivators" for the other students. Countless times the teachers have "caught" these janitors in conversation with students about how important it is to obtain a GED and they consistently push students to work harder and take the challenge seriously. Recently, the Learning Center janitors painted very large letters on the wall spelling out "GED GRAD." Now graduates can have their individual picture taken wearing a cap and gown, in front of this mural



Apprenticeship Success

Over the years OCSS has experienced a number of success stories. One in particular to mention this fiscal year involves Misty Stonerock and the Franklin County YouthBuild. Ms. Stonerock was introduced to the Franklin County YouthBuild while she was incarcerated at the Ohio Reformatory for Women (ORW). The YouthBuild staff was working with women such as Misty as part of their contract to conduct job readiness and do follow-up case management services for those who will return back to Franklin County. Misty was learning the construction trade as part of the Youthful Offender Apprenticeship Program. While in the apprenticeship program, she obtained a construction certification along with her Occupational Safety and Health Administration (OSHA) card.

Upon her release she returned to Chillicothe, Ohio and

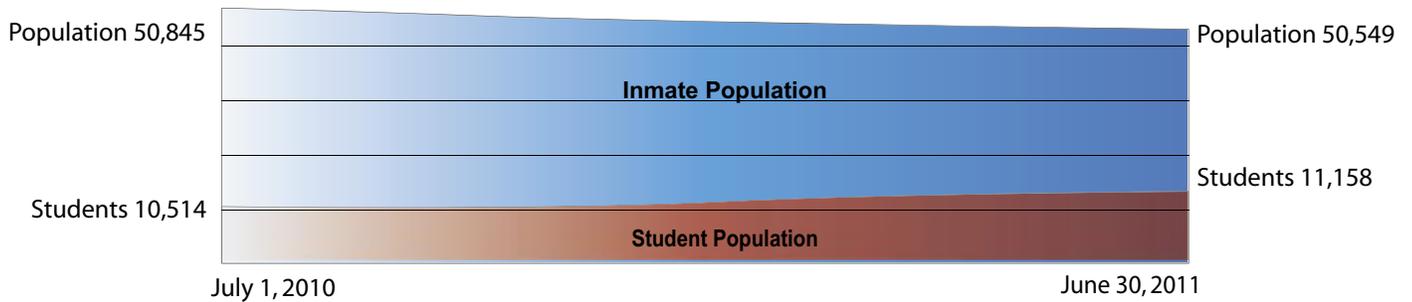
from there contacted the Franklin County YouthBuild to see if they would still work with her even though she did not reside in Franklin County. Arrangements were made for her to stay in their supportive housing program at no cost.

Because of Misty's construction and OSHA background received at ORW, she was able to obtain a construction job in Chillicothe, Ohio, where she earns \$29.85 an hour. She moved back to Chillicothe, obtained her own apartment, and is proud to have paid her court costs. She is expecting a raise soon where she will be earning close to \$38.00 per hour. Ms. Stonerock has stated that having a support system and belief in her success has made all the difference. Now Misty can center her attention on other more important goals focusing on her children. As needed, the Franklin County YouthBuild will continue to work with Ms. Stonerock.

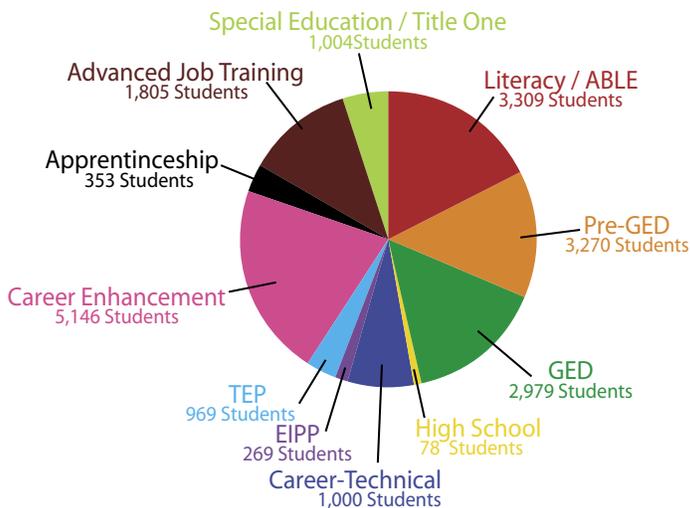
OCSS Fiscal Year 2011 Statistics

The Ohio Central School System served 11,158 of the inmate population between July 1, 2010 and June 30, 2011. The cumulative enrollment figures for Fiscal Year (FY) 2011 totaled 20,182 students.

In addition, OCSS is pleased to report that a total of 16,295 certificates were earned by Ohio Central School System students in FY 2011. OCSS reported serving 2,900 children in the Reading Rooms located in the DRC visiting areas.

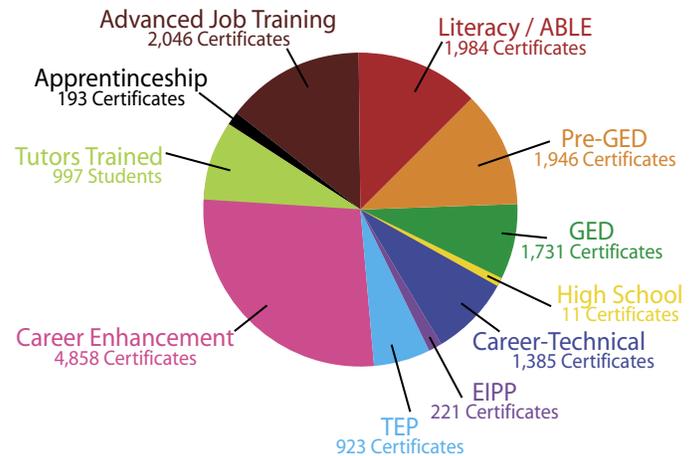


Students Served By Ohio Central School System

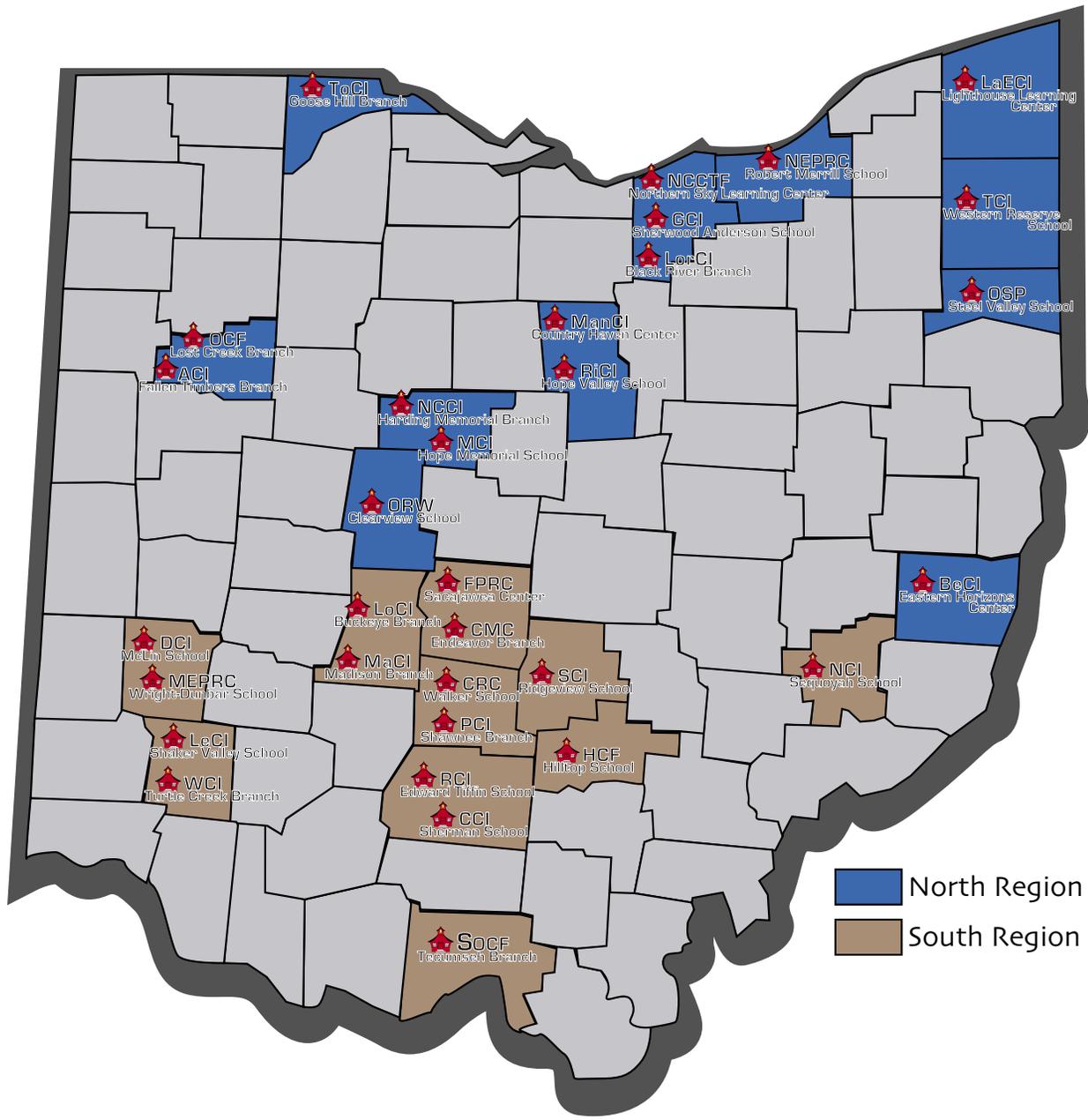


Students Served in FY 2011 = 20,182

Students Certified By Ohio Central School System



Students Certified in FY 2011 = 16,295



North Region
 South Region

The Ohio Central School System (OCSS), the school system of the Ohio Department of Rehabilitation and Correction, was chartered through the Ohio State Board Education on April 9, 1973 as designated through Ohio Revised Code 5145.06. The purpose of the school system, as described in Revised Code 5145.06 is to “provide educational programs for prisoners to allow them to complete adult education courses, earn Ohio certificates of high school equivalence, or pursue vocational training.” Ohio Central School System currently provides comprehensive education programs in 30 adult prisons. OCSS also provides quality assurance for 19 Community Based Correctional Facilities and 2 private prisons in Ohio.

WE'RE ON THE WEB!
[HTTP://WWW.DRC.OHIO.GOV](http://www.drc.ohio.gov)

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