

2016 Annual Report Card



submitted by NDOC EDUCATION SERVICES
December 30, 2016 "from cells to classrooms"



Nevada Department of Corrections

Foreword



The inability to read and write well may not be a direct cause of criminal behavior, but low literacy and crime are related. Daily life is harder for people with low literacy, so they are more likely to feel frustrated and dissatisfied. People with low literacy skills usually have equally inadequate problem-solving skills. People who have low literacy skills tend to be less active citizens than other people. They are less likely to get involved in community activities like sports, school groups, church groups, and so on. As a result, they often feel isolated and vulnerable, and many of them feel like outcasts. This may partly explain why people who have low literacy are statistically more likely to be involved in crime – either as the offender or the victim. It may also help to explain why low literacy costs American businesses and taxpayers more than \$225 billion annually. (*Target Crime with Literacy, policeabc.ca*)

The average incarcerated adult in the U.S. scores so low in the ability to understand and work with numbers — numeracy skills, in research parlance — that they lag behind the unemployed, according to a report released November 15, 2016 by the National Center for Education Statistics. The report looked at the educational background and work history of prison inmates. It found that greater percentages of incarcerated adults scored at the lowest levels of proficiency in literacy and numeracy skills when compared to the overall U.S. population. The report also found that while roughly two-thirds of prisoners said they had a paid job in the year before they entered prison, about a quarter reported that their income came from “illegal sources.”

There long has been debate about the role prison-based education programs can play in preparing inmates to return to society and keeping them from returning to prison. According to a 2014 RAND Corporation, a *nonprofit research organization*, report, prison inmates who receive general education and vocational training are significantly less likely to return to prison after release and are more likely to find employment than peers who do not receive such opportunities. The findings, from the largest-ever meta-analysis of correctional educational studies, suggest that prison education programs are cost effective, with a \$1 investment in prison education reducing incarceration costs by \$4 to \$5 during the first three years post-release.

“We found strong evidence that correctional education plays a role in reducing recidivism,” said Lois Davis, the project’s lead researcher and a senior policy researcher at RAND. “Our findings are clear that providing inmates education programs and vocational training helps keep them from returning to prison and improves their future job prospects.”

Researchers found that inmates who participate in correctional education programs have 43 percent lower odds of returning to prison than those who do not. The estimate is based on studies that carefully account for motivation and other differences between correctional education recipients and non-recipients. Employment after release was 13 percent higher among prisoners who participated in either academic or vocational education programs than those who did not. Those who participated in vocational training were 28 percent more likely to be employed after release from prison than who did not receive such training. The findings also suggest that prison education programs are cost effective. The direct costs of providing education are estimated to be from \$1,400 to \$1,744 per inmate, with re-incarceration costs being \$8,700 to \$9,700 less for each inmate who received correctional education as compared to those who did not.

Recidivism remains high nationally, with four in 10 inmates returning to prison within three years of release. “Our findings suggest that we no longer need to debate whether correctional education works,” Davis said. “As corrections officials struggle to cope during a period of constrained government spending prison education is an approach that may help save money in even the short term,” Davis said. *-Excerpt from 2014 RAND Corporation Report: How Effective Is Correctional Education, and Where Do We Go from Here? ISBN:97-0-8330-8493-4*

Preface

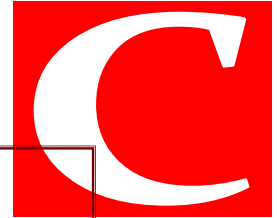


The State of Nevada Correctional Education Consortium (NCEC) was established in 2012, consisting of four local school districts and the State of Nevada Departments of Corrections (NDOC) and Education (NDE). During 2014, it expanded; its current membership includes: Carson City School District, Clark County School District, NDOC, NDE, Elko County School District, Humboldt County School District, Lincoln County School District, Nye County School District, Pershing County School District, and White Pine County School District.

The NCEC mission is to prepare NDOC inmates for successful community reintegration by engaging school districts and state departments in best practice models, thereby promoting secondary education excellence and innovation. Benefits of the consortium include:

- ⇒ **Improving the capacity and expertise of Nevada’s correctional educators by providing professional development programs for all staff**
- ⇒ **Encouraging the sharing of resources among partners**
- ⇒ **Creating opportunities for grant writing**
- ⇒ **Increasing effectiveness of advocacy for policy change**

The NCEC 2016 annual report card is vitally important in providing statistical data and information on the consortium’s delivery of correctional education. The report card is based on evidence instead of anecdote. The NCEC annual report will allow NDOC to document the efficacy of the consortium and based on the data collected, it will be a test of Nevada’s larger re-entry program. Changes resulting from this annual report are aimed at improving public safety and reducing recidivism rates among NDOC ex-offenders.



Contents

FOREWORD	i-ii
PREFACE	iii
EXECUTIVE SUMMARY	1-3
INTRODUCTION	4-5
DATA COMPILATION	6-12
FINDINGS	13
ACTION PLAN	14-16
FLOWCHART	17
CONCLUSION	18-20

Executive Summary



Prison literacy and education programs give inmates a second chance at an honest, healthy, and productive life. These programs give inmates the skills they need to get steady jobs when they are released, which reduces their chances of re-offending. With literacy and other training, ex-offenders return to their communities with a more positive self-image. They feel proud of what they have achieved, and their new skills and self-esteem help them avoid one of the main causes of criminal activity—unemployment.

Recognizing the workforce and public safety benefits of educating inmates and linking them with employment, NCEC has made it a top priority to optimize limited resources, by working smarter and more efficiently. There are more than 13,000 inmates in the Department of Corrections. Data show that upon entry:

- The majority were unemployed at the time of arrest and without a work history.
- 49.7% lack a high school diploma (self-declared on inmate's Presentence Investigation Report, actual percentage maybe higher).

All NDOC facilities offer educational services to inmates, including seven Prisons/Correctional Centers: Ely State Prison, Florence McClure Women's Correctional Center, High Desert State Prison, Lovelock Correctional Center, Northern Nevada Correctional Center, Southern Desert Correctional Center and Warm Springs Correctional Center; in addition to ten Conservation Camps and two Transitional Centers: Carlin Conservation Camp, Ely Conservation Camp, Humboldt Conservation Camp, Jean Conservation Camp, Pioche Conservation Camp, Stewart Conservation, Three Lakes Valley Conservation Camp, Three Lakes Valley Boot Camp, Tonopah Conservation Camp and Wells Conservation Camp and Casa Grande Transitional Center and Northern Nevada Transitional Housing.

The majority of vocational programs are offered at the seven Prisons/Correctional Centers. Vocational programs include: Advanced Computers, Air Conditioning and Heating, Auto Mechanics, Braille, Business, Certified Screen Printer, Collision Repair, Computers, Construction, Cosmetology, Culinary Arts, Entrepreneurship, Horticulture, ServSafe, Small Engine Repair, and Welding. All educational and above mentioned vocational programs are offered by the specific School District established in each of NDOC's facility jurisdictions. Districts include: Carson City School District, Clark County School District, Elko County School District, Humboldt County School District, Lincoln County School District, Nye County School District, Pershing County School District, and White Pine County School District.

The NCEC Report Card findings are drawn from non-experimental direct analysis and incorporate both quantitative and qualitative data collecting, organizing and analyzing. The Reporting time frame for NCEC's 2016 Report Card is July 1, 2015-June 30, 2016.

Quantitative data compilation concluded:

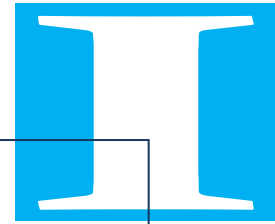
- ✓ 6,771 inmates eligible for secondary education services. Additional 6,862 inmates eligible for vocational certification. (Source: 2016 NDOC WEB Reports-Secondary Services Priority Report)
- ✓ 7,919 NDOC inmates enrolled in NDE educational/vocational programs throughout the State of Nevada. (Source-NDE Adult High School Programs (AHSP) 2015-16 Report)
- ✓ 275 High School Equivalency (HSE) Certificates awarded. (Source-NDE AHSP 2015-16 Report)
- ✓ 287 High School Diplomas (HSDs) awarded. (Source-NDE AHSP 2015-16 Report)
- ✓ 1,196 Vocational Certificates awarded. (Source-NDE AHSP 2015-16 Report)
- ✓ 4,017.54 total credits earned and waived. (Source-NDE AHSP 2015-16 Report)

Qualitative data compilation concluded:

- ✓ NDOC inmates who complete education programs are more successful after release than those who do not complete programs.

On-going challenges facing NCEC include creating systems to link different data streams together and universal access to data among members, state agencies/departments, local, county, city governments and community based organizations; thereby improving and increasing ex-offenders' access to the re-entry education continuum upon release.

Introduction



According to the U.S. Bureau of Justice Statistics (BJS), the United States has the largest prison population in the world, and the second-highest per-capita incarceration rate. In October 2013, the incarceration rate of the United States of America was the highest in the world, at 716 per 100,000 of the national population. While the United States represents about 4.4 percent of the world's population, it houses around 22 percent of the world's prisoners. Additionally, 4,751,400 adults in 2013 (1 in 51) were on probation or on parole. In total, 6,899,000 adults were under correctional supervision (probation, parole, jail, or prison) in 2013. Corrections (which includes prisons, jails, probation, and parole) cost the United States close to \$74 billion in 2007. The following summary represents the Bureau of Justice Statistics, National Prisoner Statistics, from 2013 to 2014.

- The number of prisoners held by state and federal correctional authorities on December 31, 2014 (1,561,500) decreased by 15,400 (down 1%) from year-end 2013.
- The federal prison population decreased by 5,300 inmates (down 2.5%) from 2013 to 2014, the second consecutive year of decline.
- On December 31, 2014, state and federal correctional authorities held 1,508,600 individuals sentenced to more than 1 year in prison, 11,800 fewer inmates than at year-end 2013.
- The number of women in prison who were sentenced to more than 1 year increased by 1,900 offenders (up 2%) in 2014 from 104,300 in 2013 to 106,200 in 2014.
- In 2014, 6% of all black males ages 30 to 39 were in prison, compared to 2% of Hispanic and 1% of white males in the same age group.

- Violent offenders made up 54% of the state male prison population at year-end 2013, the most recent year for which data were available.
- The Board of Prisons (BOP) housed 40,000 prisoners in private secure and non-secure facilities at year-end 2014, which represents 19% of the total federal prison population.
- Half of males (50%) and more than half of females (59%) in federal prison were serving time for drug offenses on September 30, 2014.

Overall, the U.S. prison population decreased by 1% in 2014. However, the State of Nevada actually saw a 1% increase in its adult prison population from 2012 (12,564) to 2016 (13,633) with an increase of 1.3% female inmates (2012-975 to 2016-1224) and an increase of 1% male inmates (2012-11,551 to 2016-12,409). More than half of all inmates in the United States serve maximum sentences of less than eight years, and many are released well before their sentences are completed. Over 93% of NDOC inmates will be released. Not surprisingly, newly released inmates are far more likely than other job applicants to be high school dropouts — and a high school diploma may not be enough. A study from Georgetown University’s Center on Education and the Workforce predicts that half of all jobs created this decade will require some postsecondary education.

A University of Missouri study of state prisoners showed that reincarceration rates “were nearly cut in half for former inmates with a full-time job compared to similar inmates who are unemployed” (Cronin, 2011). The same study showed that every inmate who leaves the system saves that state an average of \$25,000 per year. By cutting the reincarceration rate in half, \$2.7 billion per year could be saved. An inmate’s ability to make it on the outside depends on whether he (or she) is returning to a stable family, whether or not there are any mental health or substance abuse issues, and is based upon the individual’s education and employability skills.

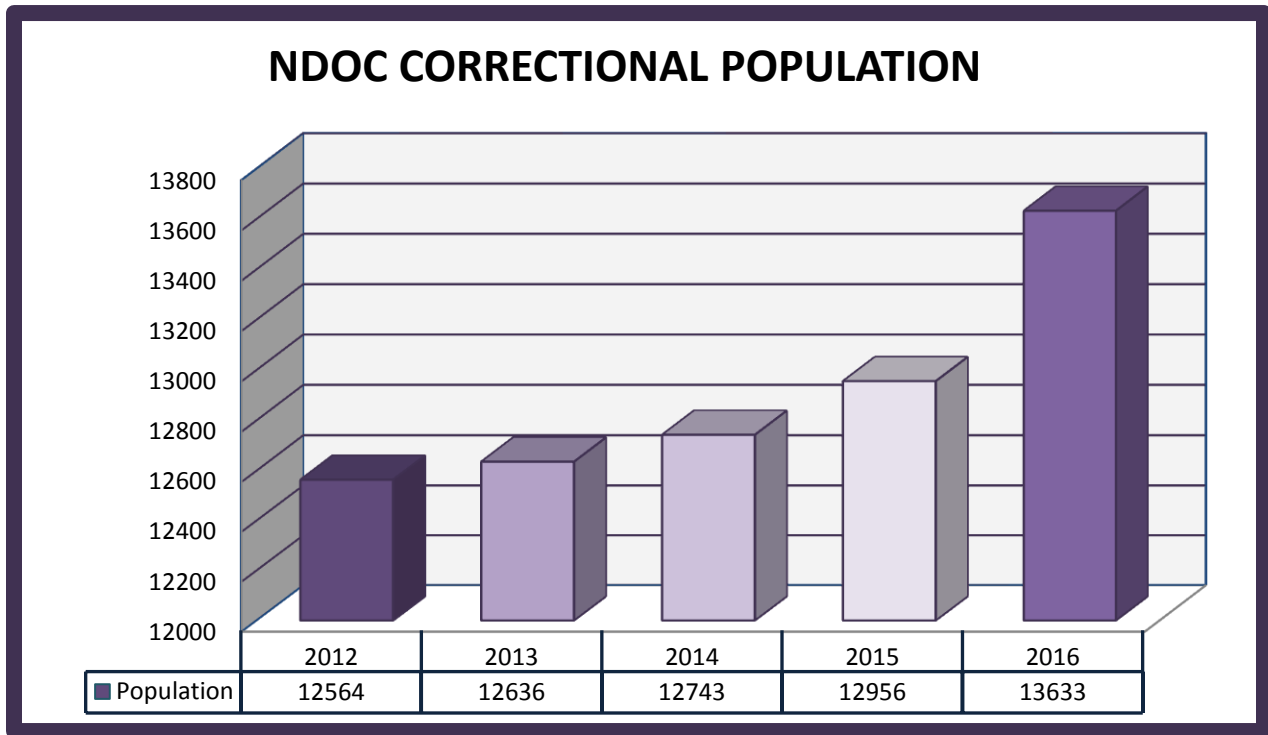
The following research, together with national best practice models, directs NDOC’s correctional education policy and practice. The following report presents timely, accurate and reliable data to guide policy and practice in the delivery of secondary correctional education throughout the State of Nevada. The consortium’s 2016 educational outcomes, comparisons to 2012, 2013, 2014, 2015 data, overview of NCEC’s 2016 goals and estimates of potential cost savings to the state of Nevada are examined in the following 2016 NCEC report card. The NCEC decision-making process relies on measuring progress based on actual data from school districts and NDOC’s Nevada Offender



Data Compilation

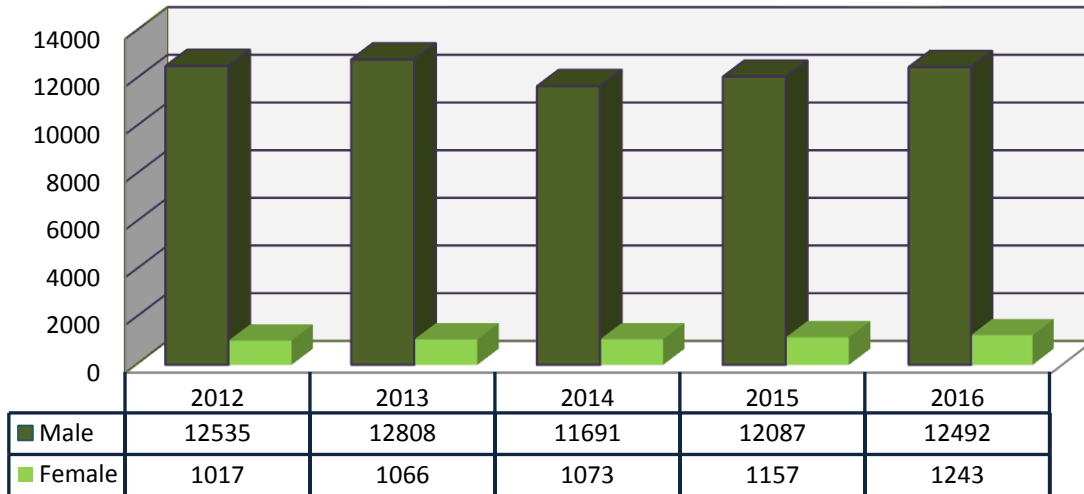
Annually, approximately, 5,660 NDOC offenders are released and 5,965 are confined-over 93% of NDOC inmates are released. (Source: NOTIS WEB Reports; Admissions and Releases, December, 2012/2016.) For purposes of this report, NDOC's 2016 inmate population was estimated at 13,633 an increase of one percent compared to same time in 2015 when the population was estimated at 12,956. (Source: NOTIS WEB Reports; Daily Count, Month Average, June 30, 2015/2016.) The following charts provide an overview of NDOC's statistics, NCEC's 2016 outcomes and compares data from 2012, 2013, 2014 and 2015.

2012-2016 NDOC TOTAL POPULATION COMPARISON



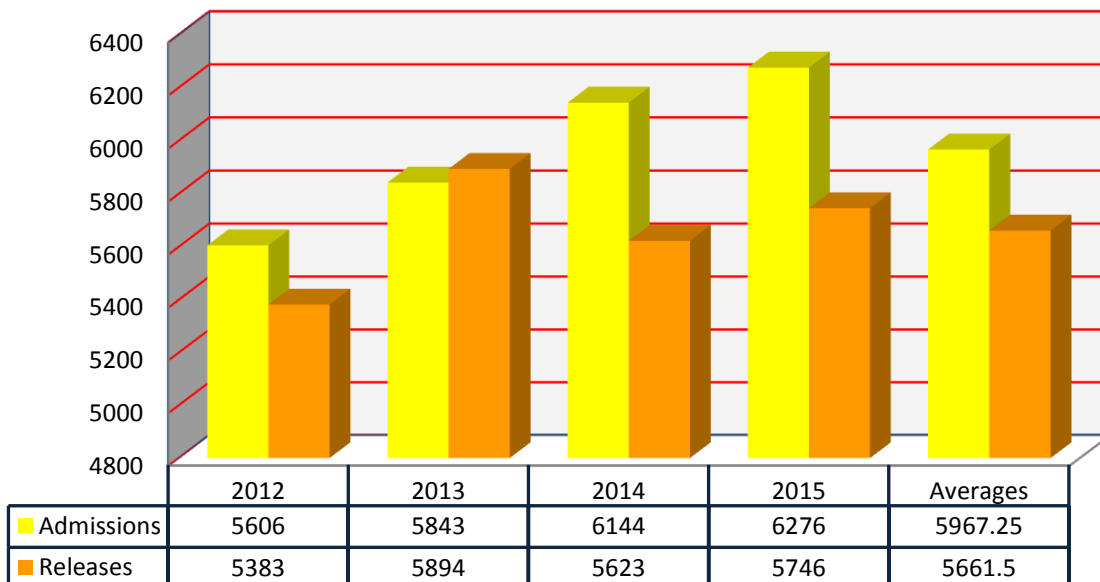
2012-2016 NDOC TOTAL POPULATION FEMALE/MALE COMPARISON

NDOC CORRECTIONAL POPULATION MALE/FEMALE COMPARISON MONTH AVERAGE (NOVEMBER)



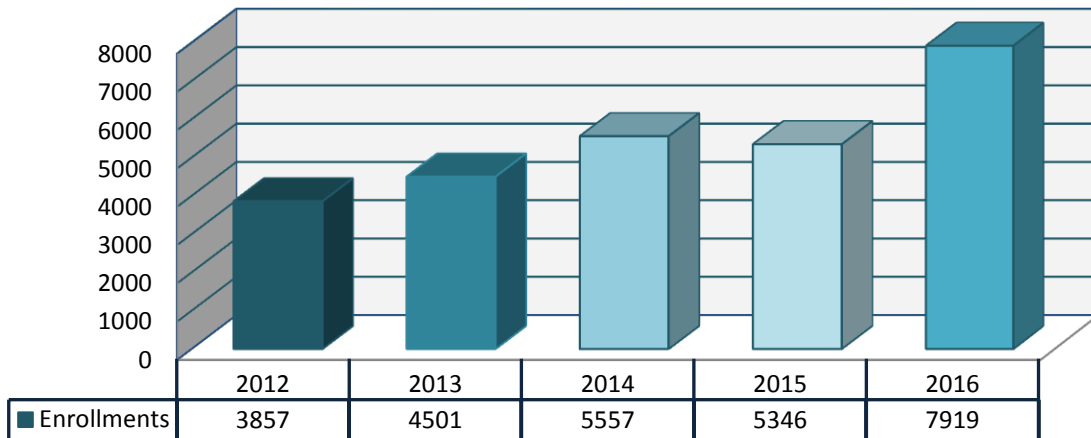
2012-2015 NDOC ADMISSIONS AND RELEASES COMPARISON

NDOC ADMISSIONS AND RELEASES



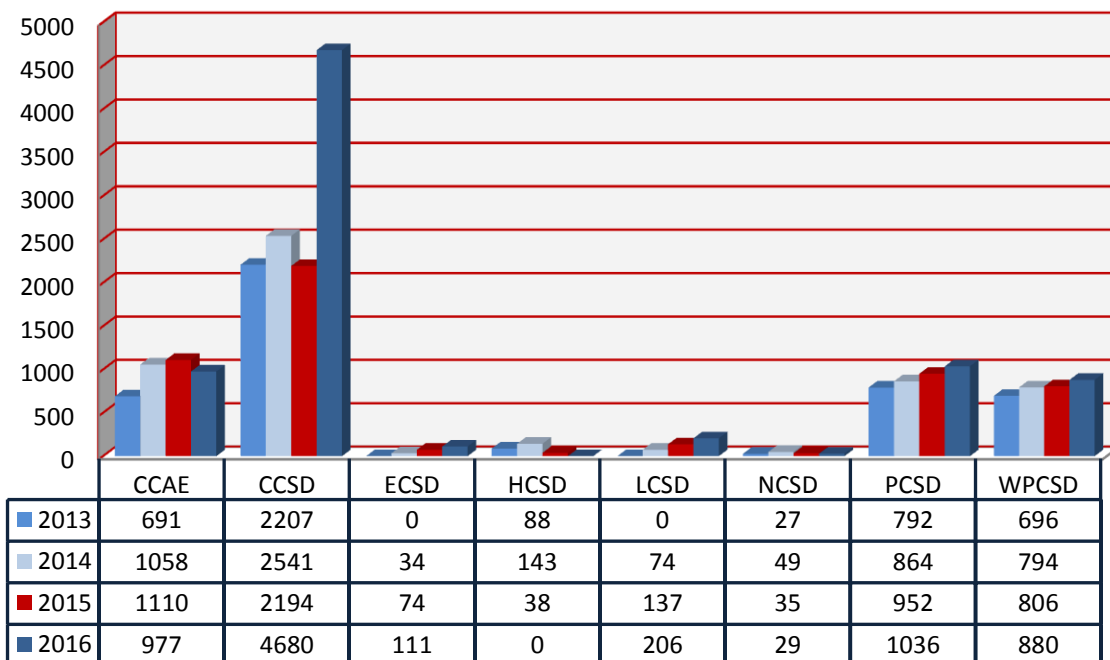
2012-2016 CORRECTIONAL EDUCATION ENROLLMENTS COMPARISON

CORRECTIONAL EDUCATION ENROLLMENTS



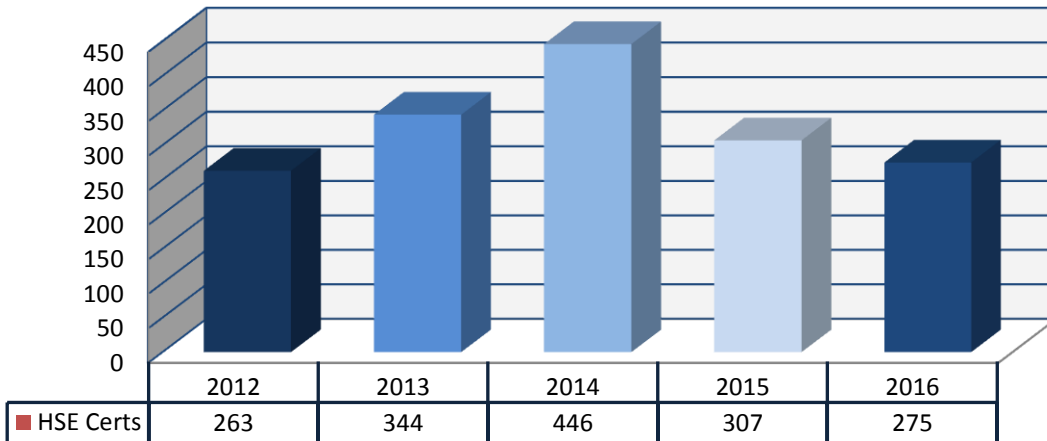
2013-2015 CORRECTIONAL EDUCATION ENROLLMENTS COMPARISON BY DISTRICT

2013-2015 CORRECTIONAL EDUCATION ENROLLMENT COMPARISON

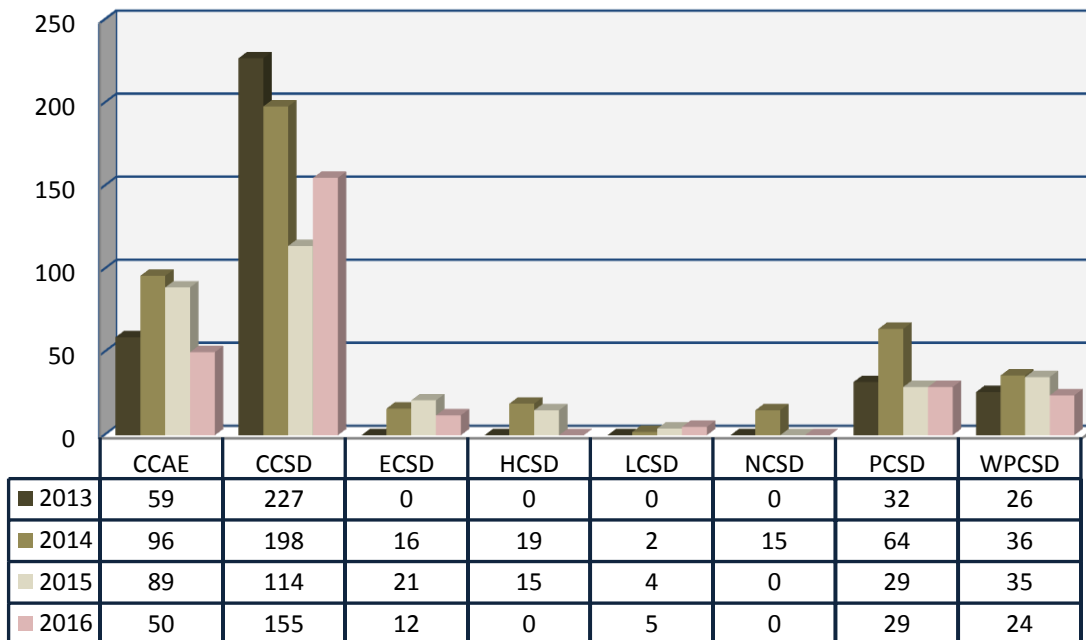


2012-2016 CORRECTIONAL EDUCATION HSE CERTIFICATES EARNED COMPARISON

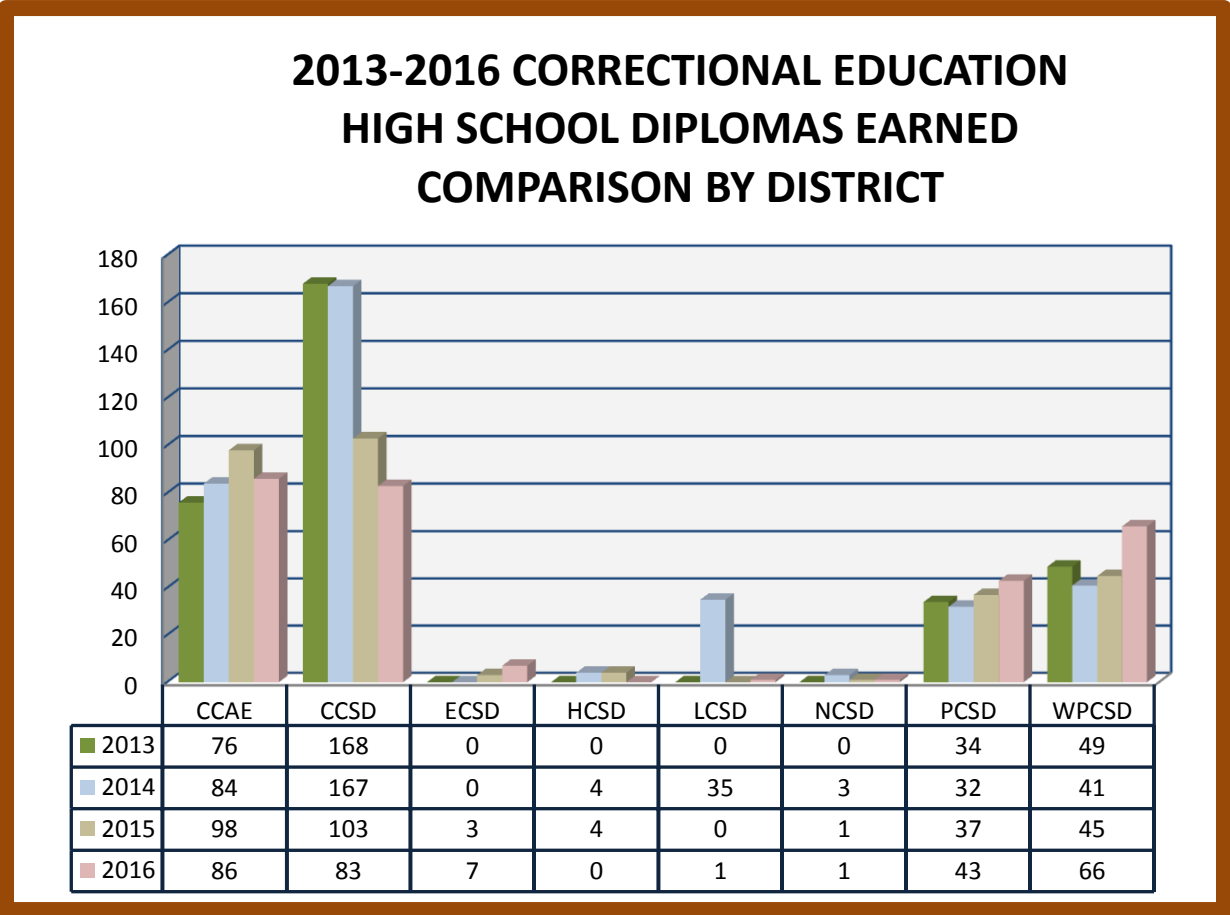
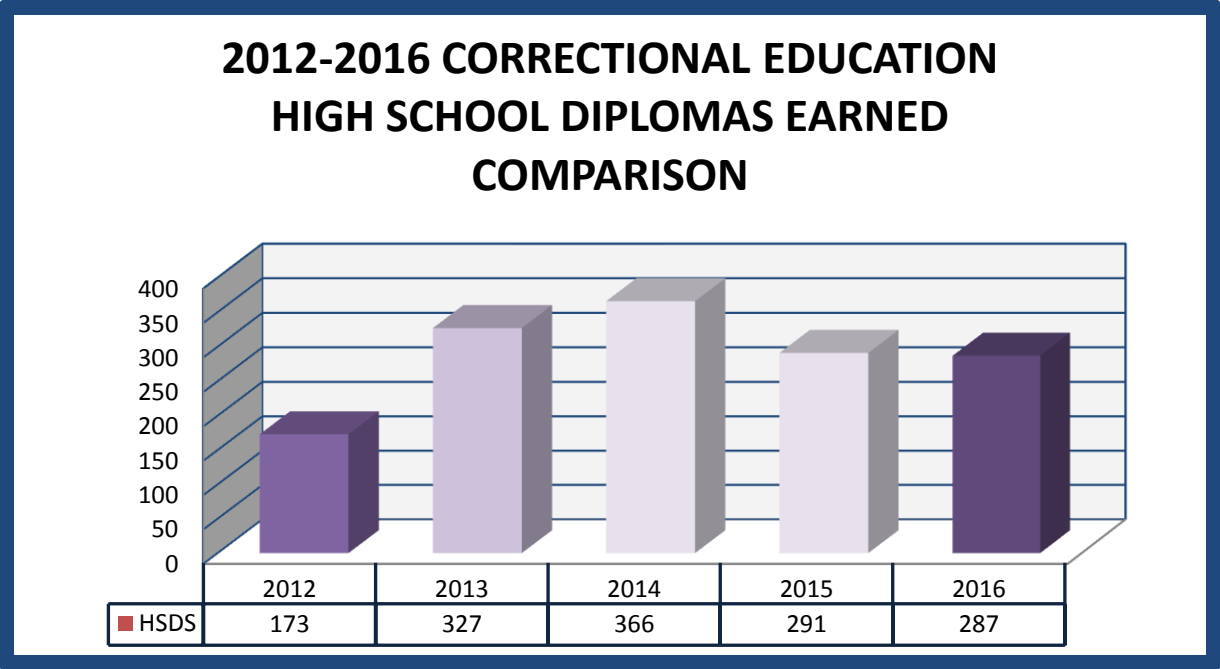
CORRECTIONAL EDUCATION HSE CERTIFICATES EARNED



2013-2015 CORRECTIONAL EDUCATION HSE CERTIFICATES EARNED COMPARISON BY DISTRICT

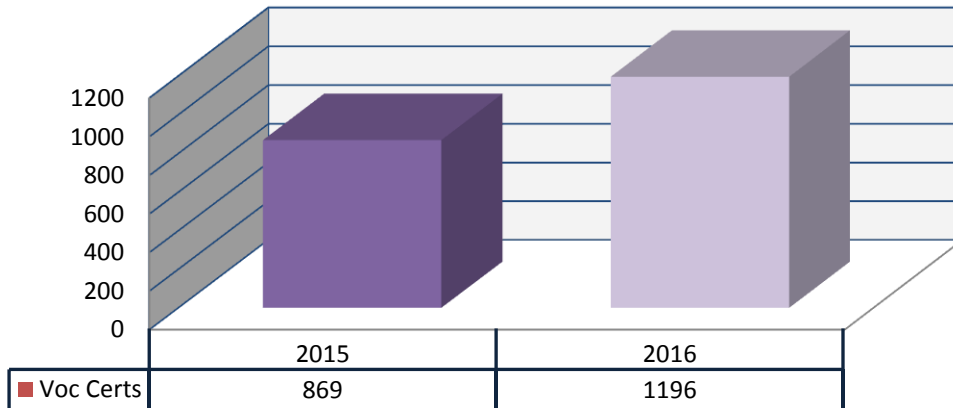


2012-2016 CORRECTIONAL EDUCATION HIGH SCHOOL DIPLOMAS EARNED COMPARISON

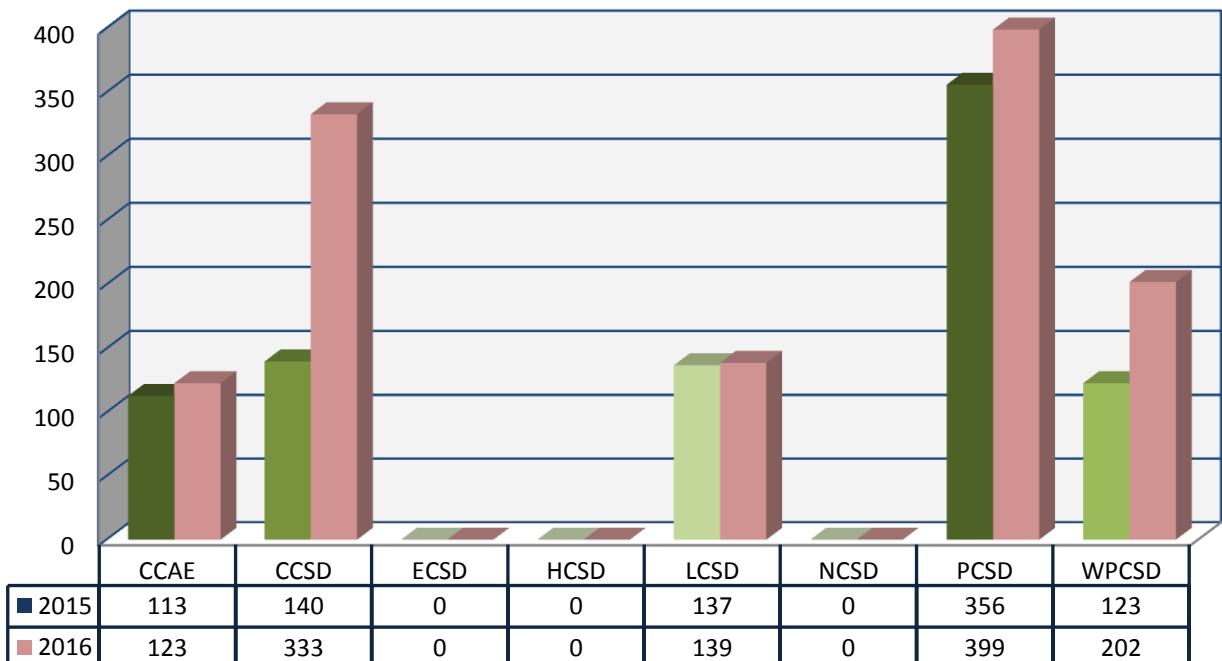


2015-2016 CORRECTIONAL EDUCATION VOCATIONAL CERTIFICATES EARNED

2015-2016 CORRECTIONAL EDUCATION VOCATIONAL CERTIFICATES EARNED COMPARISON

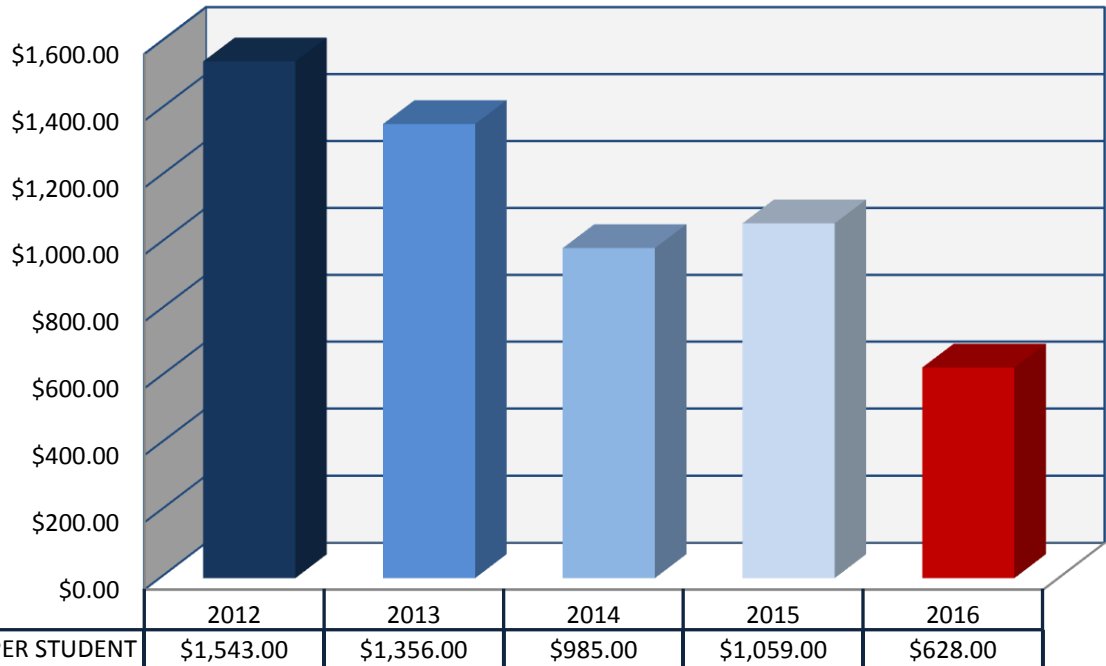


2015-2016 CORRECTIONAL EDUCATION VOCATIONAL CERTIFICATES EARNED COMPARISON BY DISTRICT

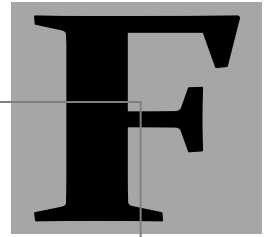


2012-2016 CORRECTIONAL EDUCATION EXPENDITURE PER STUDENT COMPARISON

CORRECTIONAL EDUCATION EXPENDITURE PER STUDENT



Findings



NCEC 2016 STATISTICS

- ⇒ NDOC Total population: 13,633.
- ⇒ 6,771 inmates eligible for secondary education services. Additional 6,862 inmates eligible for vocational certification. (Source: 2016 NDOC WEB Reports-Secondary Services Priority Report)
- ⇒ 7,919 NDOC inmates enrolled in NDE educational/vocational programs throughout the State of Nevada an increase of 32.5% compared to 5346 in 2015. (Source-NDE Adult High School Programs (AHSP) 2015-16 Report)
- ⇒ 275 HSE Certificates awarded a decrease of 11.6% compared to 307 in 2015. (Source-NDE AHSP 2015-16 Report)
- ⇒ 287 HSDPs awarded a decrease of 1.4% compared to 291 in 2015. . (Source-NDE AHSP 2015-16 Report)
- ⇒ 1,196 Vocational Certificates awarded an increase of 37.6% compared to 869 in 2015. (Source-NDE AHSP 2015-16 Report)
- ⇒ 4,017.54 total credits earned and waived an increase of 5.3% compared to 3,814.84 in 2015. (Source-NDE AHSP 2015-16 Report)
- ⇒ \$628.00 expenditure per student a decrease of 40.7% compared to \$1,059.00 in 2015.
- ⇒ NDOC inmates who complete education programs are more successful after release than those who do not complete programs
- ⇒ Education completion increases success even among offender groups that normally have higher recidivism rates.
- ⇒ For every \$1.00 spent on adult correctional education, it yields a benefit of \$6.00 to the State of Nevada.



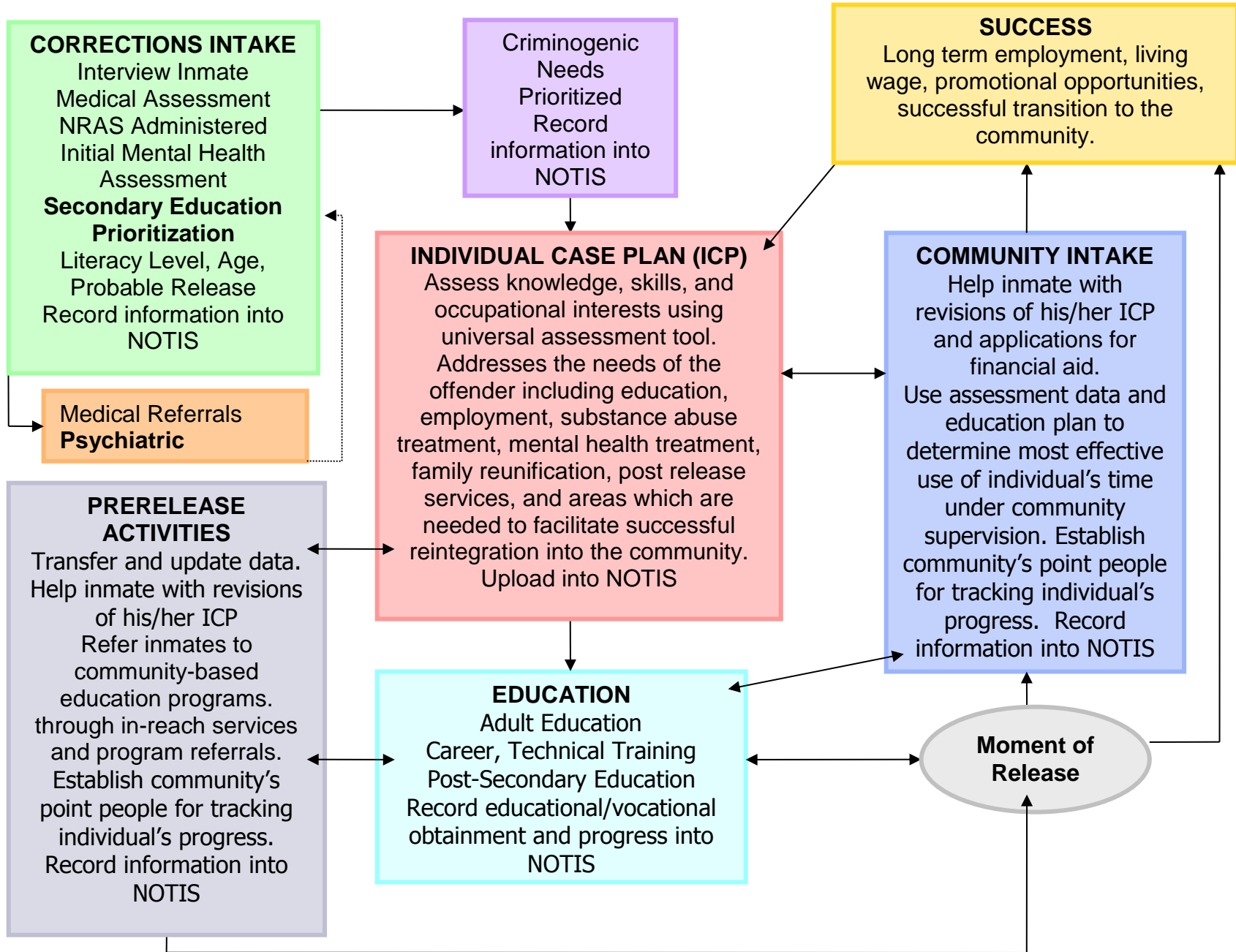
NDOC/NCEC ACTION PLAN 2015-2016

#	GOAL	ACTIVITY	RESULTS	MEASUREMENT	TIMELINE	MET/NOT MET
# 1.	Review NDOC's current Education Referral Policy and Process to ensure accuracy of the inmate's Presentencing Sentencing Interview (PSI).	Draft new Policy (modify existing Education AR) for NDOC's Programs Division.	More inmates needing Education Services will be served.	Monthly enrollment numbers by School Districts.	January 2016	Met-NDOC Referrals to Education Increasing, however PSI information needs to be verified prior to referral.
2.	Implement an Offender Case Management System that will provide a mechanism to better track inmates' educational and occupational programming needs.	<p>At intake, NDOC staff will begin planning for the inmate's successful transition back to the community. All inmates entering NDOC will have an electronic, comprehensible and interactive Individual Case Plan (ICP) developed employing evidence-based practices and principles.</p> <p>The ICP will identify specific activities to be performed and skills to be learned by the inmate. The inmate will be held accountable for carrying out the activities identified during the intake process.</p> <p>The ICP will "travel" with the inmate during his/her entire incarceration and out into the community while on supervision.</p>	80% of incoming inmates will have an ICP developed and loaded into the NOTIS's case management module.	Intake/classification -number of ICPs loaded into NOTIS.	September 2016	Not Met-Currently under review with NOTIS Management

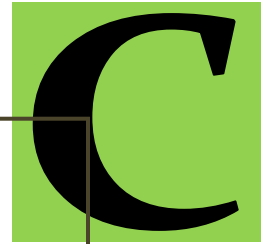
#	GOAL	ACTIVITY	RESULTS	MEASUREMENT	TIMELINE	MET/NOT MET
3.	Execute a Universal Student Information System between NCEC members whereby members can share "real time" data, including transcripts.	Individual School Districts purchase Infinite Campus.	CCSD pilots Infinite Campus.	Confer with School Districts on a monthly basis to evaluate implementation progress and program's overall effectiveness.	December 2016	Not met-Infinite Campus currently in operation for general adult high school programs-Due to the NDE reporting requirements correctional school districts will be on board 2018.
4.	Add additional members to NCEC: Washoe County School District (WCSD) Western Nevada College (WNC) College of Southern Nevada (CSN) Great Basin College (GBC)	Offer onsite WCSD secondary education services and vocational programming to NNTHC inmates. Pilot Veteran's Program between WNC and WSCC. Assist WNC, CSN and GBC with applications for Pell Grant Pilot sites.	New members officially added to NCEC partnership.	Attendance at monthly meetings.	January 2016 WCSD September 2016 WNC, CSN, GBC	Not met-Additional members have been encouraged to attend NCEC monthly meetings, to date do not have assigned representative from each institution.
5.	Increase inmate participation rates in education and industry certified vocational programs, specifically inmates requiring minimal credits for HSD and/or HSE and those nearing release, by 5% in academic year 2016.	Coordinate monthly conversations with HDSP Warden/AW and CCSD Executive Director and Principal.	Fill each seat in each class on a daily basis.	Enrollment numbers.	On-going 2015-2016	Met, 2016 enrollments increased
6.	Increase the number of vocational certificates, HSEs and HSDs awarded to NDOC inmates by 5% in academic year 2016.	Refer 10-12 grade level inmates to education services at time of intake.	Make changes in delivery when deemed necessary, record strategies and progress.	Number of certificates and HSEs and HSDs awarded.	On-going 2015-2016	Met, 2016 vocational certificates increased Not met HSEs and HSDs enrollments decreased.

#	GOAL	ACTIVITY	RESULTS	MEASUREMENT	TIMELINE	MET/NOT MET
7.	Maintain statistical analysis on NCEC performance, including state cost saving measurements.	Create NCEC Taskforce to prepare for legislative sessions.	Reports prepared for Legislature.	NCEC members' endorsement.	On-going	Met-Legislative subcommittee established.
8.	Strengthen Post-Release and Reintegration Services. Create a continuum of care/education by connecting offenders to services in the community prior to their release.	Continue to develop essential partnerships with government agencies, one stop centers and community and faith-based organizations to provide assistance with housing, education employment, treatment, health (physical and mental). Follow Best Practice model-Re-Entry Framework	Improve Post-Release success.	Decrease recidivism rates.	On-going	Met/Not met-Reintegration services have improved however services and systems need to coordinate efforts.
9.	Standardize and improve data collection.	Compare recidivism rates to like populations, i.e., age, time of release.	Accurate quantitative data collection.	Increased report accountability.	On-going	Met
10.	Create partnerships to link different data streams	Continue to develop essential partnerships specifically for purposes of data sharing with government agencies, one stop centers and community and faith-based organizations.	Provide monthly data reports to members and stakeholders.	Feedback from stakeholders.	On-going	Not met-Process has begun need to continue to add partnerships to link relative data.

PROPOSED 2016 NDOC FLOWCHART



Conclusion



The evidence is in: raising literacy rates in the community contributes to reducing crime and lowering recidivism. Since 2008, the financial crisis has had a profound social and economic impact on the US's most vulnerable communities. Literacy influences individual capability in all spheres of life. In times of economic instability, low literacy makes individuals and communities more vulnerable to inequality, increasing the risk of social exclusion and undermining social mobility.

Criminal offenders have lower average literacy levels than the general population. Neighborhoods with lower literacy levels have higher crime rates. Literacy programs in prisons have resulted in positive outcomes (such as being able to maintain employment) and reduced rates of re-offending. Unfortunately, inmates who have low literacy are less likely to use the services available to them. They are also less able to benefit from the life skills and rehabilitative programs offered, or that a judge ordered them to take at sentencing. Anger management training and drug rehabilitation programs usually involve reading, so these programs may not be as beneficial to an offender who has low literacy.

On November 16, 2016, U.S. Secretary of Education John B. King Jr. called for more high-quality education programs within correctional facilities – especially, since nearly all of America's 1.5 million incarcerated individuals will eventually reenter society.

In a dear colleague letter that coincides with a report showing low-literacy skills among the incarcerated, King urged states to make use of expanded resources under the Workforce Innovation and Opportunity Act. With help from the Workforce Innovation and Opportunity Act, states can shrink achievement gaps, equip prisoners with skills and credentials to find sustainable employment. “In order to reduce recidivism, it is important for these individuals to become productive and contributing members of our society,” King wrote. “Providing these individuals with opportunity, advancement, and rehabilitation is not only the right thing to do, it also positions our country to remain economically competitive in a global economy. To foster this reintegration and reduce recidivism, we as a nation must continue to expand and develop correctional education and reentry support programs.”

The economic and social returns far outweigh the cost of providing literacy training to prisoners. NCEC’s data and statistical analysis support this conclusion. Correctional Education is fundamental to all other correctional goals. It serves as a prerequisite to the success of many of the other kinds of programming. The more literate the inmate, the more he or she may benefit from all other forms of programming and training. With that said, the quality of education delivery is crucial. NCEC educators face a classroom full of students with varied learning styles, educational needs, and school and work experiences, and learning for these students is often difficult, frustrating, challenging-but necessary.

The aim of the consortium is to implement correctional education best practices with consistency and effectiveness throughout the state of Nevada. Research from the National Center for Literacy Education (NCLE) shows that educators in every subject area and role are eager to work together to deepen literacy learning: Across fields, 77% of educators, principals, and librarians agreed that developing student literacy is one of the most important responsibilities they have. It also showed that educators are committed to common-sense changes to improve teaching and learning practices: they most value time to co-plan with colleagues to create new lessons or instructional strategies and to analyze how their students are developing and what they can do together to advance progress. The consortium is committed to an annual in-service day. Correctional educators throughout the State of Nevada will come together and share their strengths and resources, different ways of achieving goals and different

In summary, the NCEC Report card was developed to assess the effectiveness of correctional education throughout the State of Nevada. The report card helps inform management actions, budget requests, and legislative proposals directed at achieving results. It examines various factors that contribute to the effectiveness of a program and requires that conclusions be explained and substantiated with evidence.

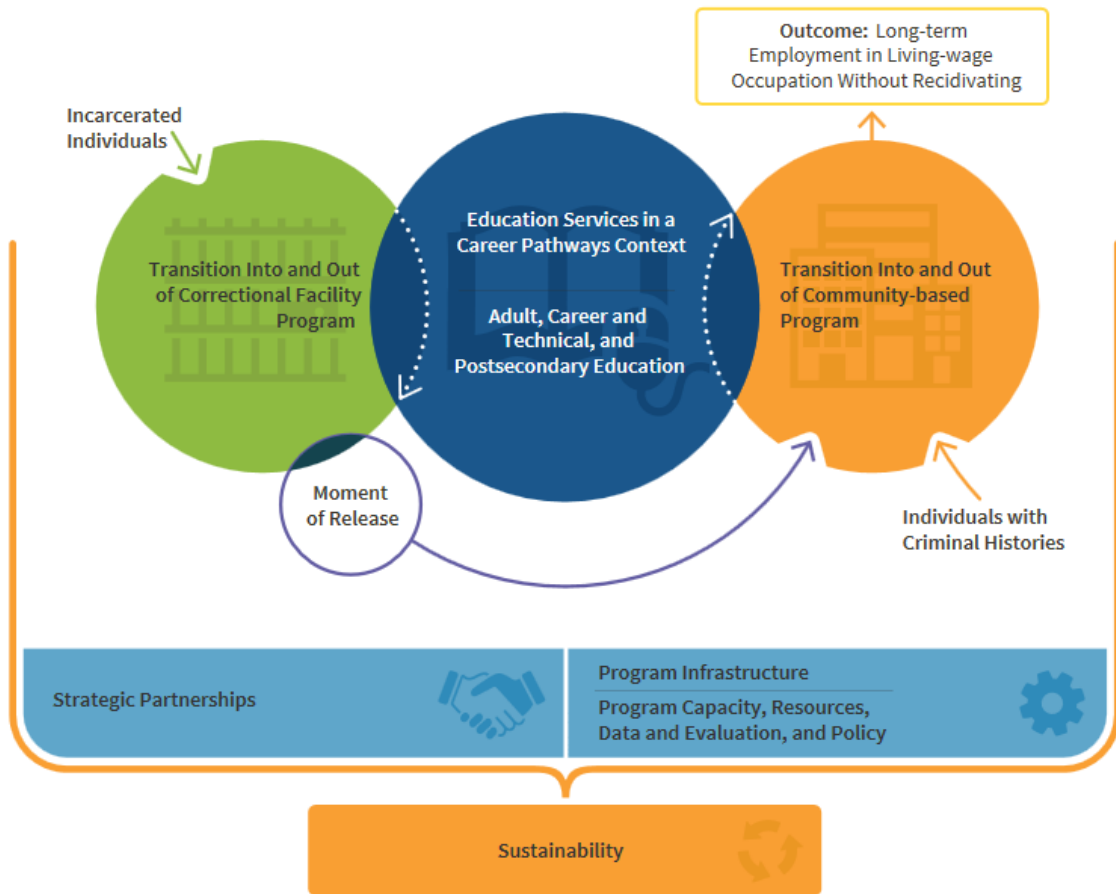


The coordinated efforts of many can accomplish more than the efforts of one or a few separately.

ATTACHMENT A

Reentry Education Framework

Reentry Education Framework



Reentry Education Framework

Table of Content

	Page Number
About Us	1
Transition Process	2
Reentry Education Student Flow Chart	3
Education Services	4
Checklist for Connecting Reentry Education Programs to Career Pathways	5
Education Services Tool	6
Strategic Partnerships	7
Reentry Resource Mapping Tip Sheet	8
Infrastructure	9
Sustainability	10

Reentry Education Framework

About Us

The Reentry Education Tool Kit was created by RTI International with support from the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), to help education providers and their partners create a reentry education continuum in their communities. The tool kit and corresponding report, *The Reentry Education Framework: Guidelines for Providing High-Quality Education for Adults Involved in the Criminal Justice System*, are based on a demonstration of the Reentry Education Model.

- The Reentry Education Model

Developed in 2012 by RTI International with support from OCTAE, the Reentry Education Model addressed the disconnects among facility- and community-based education services, including a lack of alignment between curriculum and instructional practices, an inability to share student data and track long-term outcomes, and inadequate staff capacity and training.

- Promoting Reentry Success Through the Continuity of Education Opportunities (PRSCO) Initiative

In 2013, the U.S. Department of Justice provided OCTAE with Second Chance Act funds to award grants to three demonstration sites to implement the Reentry Education Model. The sites were Barton Community College in Great Bend, Kansas; Lancaster Lebanon Intermediate Unit 13 in Lancaster, Pennsylvania; and Western Technical College in La Crosse, Wisconsin. An implementation study was conducted by Strix Research LLC to document the grantees' experiences and lessons learned implementing the Model.

- Improved Reentry Education (IRE) Initiative [View the Fact Sheet](#)

In 2015, OCTAE awarded grants to the following nine demonstration sites that are developing reentry education continuums in their communities: Washburn University of Topeka, Topeka, Kansas; Barton County Community College, Great Bend, Kansas; Essex County College, Newark, New Jersey; Miami-Dade County, Florida; Lorain County Community College, Elyria, Ohio; Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pennsylvania; Western Technical College, La Cross, Wisconsin; Pennsylvania Department of Corrections, Pennsylvania; and United Teen Equality Center, Inc., Lowell, Massachusetts.

Reentry Education Framework

Transition Processes

Reentry education providers should work closely with their partners to assess students' needs and risks, identify services and support needed, and develop a service delivery schedule that takes into account various transition points. Specific approaches to easing transitions may depend on whether a provider is working with a prison, jail, or in the community.

- Transitions into and out of prisons

Prison-based providers should create a structured intake and prerelease process that includes:

- Assessing students' knowledge, skills, and occupational interests.
- Engaging students in creating an education and career plan.
- Determining students' eligibility for and the timing of education services.
- Referring students to community-based programs.
- Sharing data with community partners to prepare for a student's release.

- Transitions into and out of jails

With little time or notice to help students prepare for release, jail-based providers should focus on making program referrals and strengthening partnerships with community services to facilitate students' transition into the community.

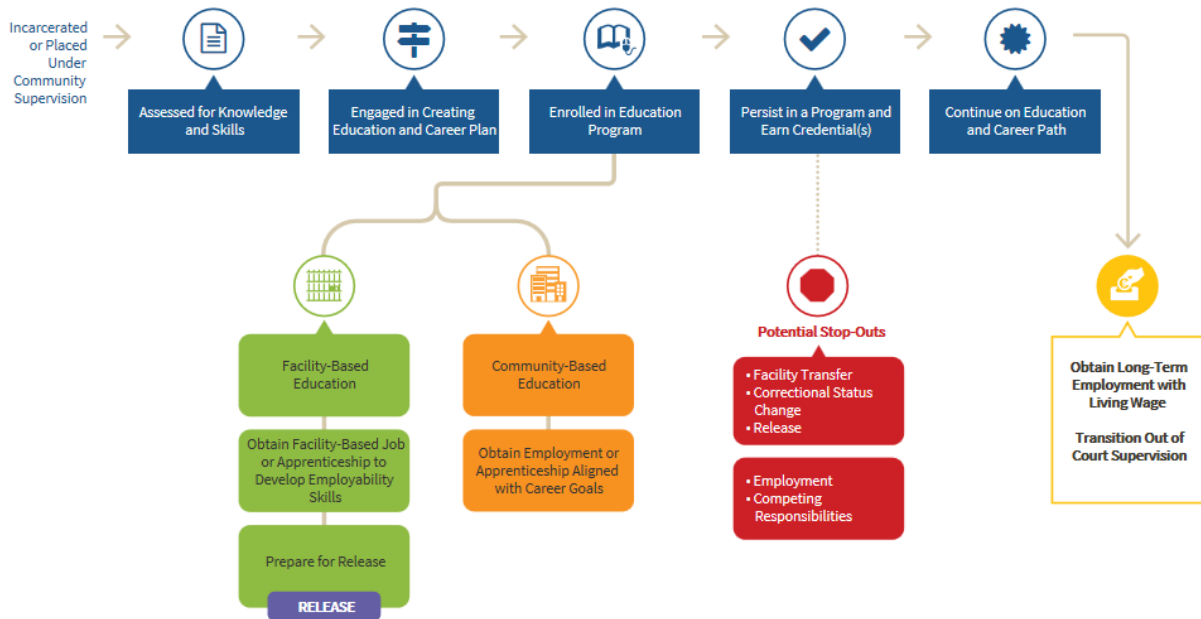
- Transitions in the community

Community-based providers may serve students who have had varied experiences with the criminal justice system. Providers therefore should create a flexible approach to verify students' education record, administer assessments, create an education and career plan, and direct students to appropriate services.

Reentry Education Framework

Reentry Education Student Flow Chart

This flow chart is designed to help reentry education providers implement the transitions component of the Reentry Education Framework. It illustrates critical steps on the education path of students in the corrections system, including having their knowledge and skills assessed; developing an education and career plan; enrolling in an education program; persisting and earning a credential; obtaining long-term employment; and transitioning out of court supervision. Along the path, students also should develop appropriate workforce skills and solicit support as they navigate potential stop-outs.



Reentry Education Framework

Education Services

Reentry education includes adult education, career and technical education, postsecondary education, and such other evidence-based approaches as cognitive-based instruction. Providers also should consider adopting the career pathways approach; integrating employability skills into the curriculum; developing student recruitment and retention strategies; and using advanced technologies to enhance instruction and improve students' digital literacy skills.

- Career Pathways

Reentry education providers should identify existing career pathways or develop new pathways for their students. Career pathways include many of the same components as the Reentry Education Framework—partnerships, service alignment, and multiple entry and exit points.

- Employability Skills

Reentry education providers should seek to integrate employability skills—the general skills necessary for success in all jobs—into their instruction, or to develop a program focused specifically on these skills.

- Recruitment and Retention Strategies

Reentry education providers should develop a plan for:

- Recruitment in prisons: Identify students most likely to benefit from educational programming.
- Recruitment in jails: Raise awareness of community programs and offer accelerated training opportunities.
- Recruitment in community-based programs: Refer students to community partners and regularly follow up with students.
- Student retention: Provide wrap-around services and engage former students as mentors.

- Educational technology

Providers should consider one of the following secure approaches to give students and staff access to online resources:

- Disconnected Internet: Providing access to offline files identified by facility staff.
- Point-to-Point: Operating a secure line between the facility and a vendor.
- Restricted Access: Allowing only permitted content to be viewed.

Reentry Education Framework

Checklist for Connecting Reentry Education Programs to Career Pathways

The Reentry Education Framework is intended to connect education services offered within correctional facilities seamlessly to those offered in the community. This requires the support of many partners, a strong program infrastructure, and aligned education and training services. Career pathways operate on many of the same principles, offering a network of partnerships and services to help individuals improve their knowledge and skills so that they can pursue further education and employment opportunities within an industry sector. Reentry education can prepare individuals to enter a career pathway, which can help them improve their employability and secure better jobs when they reenter the workforce.

The below checklist outlines steps for aligning reentry education programs with local career pathways. These steps assume that career pathways already exist in your communities, as they are different from the steps a state or region would take to design a pathway. Use the checklist to guide your research on local pathways and explore other community resources.

This checklist is designed to support reentry education providers implementing the education services component of the Reentry Education Framework.

- Understand how the Reentry Education Framework aligns with the U.S. Department of Labor Career Pathways Toolkit.
- Research local industries offering viable career opportunities for individuals with criminal backgrounds.
 - Credit Reports and Employment Background Checks, Federal Trade Commission
 - Federal Bonding Program, U.S. Department of Labor and the McLaughlin Company.
 - EEOC Enforcement Guidance, U.S. Equal Employment Opportunity Commission
 - National Inventory of the Collateral Consequences of Conviction, ABA Criminal Justice Section
 - Reentry Mythbusters, Council of State Governments – see employment topics related to federal bonding, tax benefits for employers, and federal hiring policies
 - Work Opportunity Tax Credit, U.S. Department of Labor and Internal Revenue Service
- Contact reentry education partners who also may be part of a career pathway, including, for example, community colleges, adult education providers, one-stop centers, and workforce boards. For more information, see if your partners participate in any national or state career pathways initiatives, such as:
 - Advancing CTE in State and Local Career Pathways
 - Accelerating Opportunity
 - Alliance for Quality Career Pathways
 - Moving Pathways Forward
 - Pathways to Prosperity
- Help reentry education participants understand the benefits of career pathways. For example, create a free customized career pathways map: <http://oregon.ctepathways.org/>.

Reentry Education Framework

Education Services Tool

Use the following handout to help inform your partners about existing and emerging approaches to providing incarcerated students and their instructors with access to advanced technologies. Adopting educational technology is recommended as part of the education services component of the Reentry Education Framework.

- Educational Technology in Corrections Handout

Corrections agencies and their education partners increasingly are exploring ways to use educational technology to help prepare students to join our globally networked society; support an education continuum for incarcerated individuals; expand the professional development resources available to instructors; expand the reach of correctional education services; and ease the reentry process by allowing incarcerated individuals to prepare for release. They are using one of the following three approaches to provide secure access:

- Isolated Local Server

An isolated local server approach moves Internet content to a facility's LAN so that the documents can be made available to anyone — administrators, teachers, and students — with access to the offline collection. This approach provides the most security, outside of barring access to any Internet content. However, it requires frequent uploading of Internet content to stay current, and it does not provide real-time access to the Internet or student outcome data to support instruction.

- Point-to-Point Secure Line

A point-to-point or dedicated line operates via a virtual circuit setup between the facility and a vendor. Internet content is streamed through the vendor's server. This approach provides real-time access to the Internet and data to support instruction. It also provides a high level of security but can be expensive because of vendor fees.

- Restricted Internet Connection

A restricted Internet connection has routers and firewalls on each end that permits only certain Internet content to come through the system. This requires (1) all nonessential software programs and utilities from the computer to be removed, often referred to as "hardening" equipment; and (2) content to be preapproved, commonly referred to as "white listing." It also can be expensive because of monthly vendor fees. However, it provides real-time access to the Internet and data to support instruction. It also provides a high level of security but is not as secure as the isolated local server and point-to-point approaches.

Reentry Education Framework

Strategic Partnerships

Partnerships are essential to the success of an education continuum. Reentry education providers must collaborate with correctional facilities, parole and probation officers, social and employment services, and employers. Effective partnership practices include mapping resources to identify potential partners and establishing a formal partnership agreement.

- Mapping Partnership Resources

Reentry education providers should conduct an assessment of potential partner organizations that could support the reentry process. Providers also should create a resource map to connect students to support and employment services.

- Establishing a Partnership Agreement

Providers should establish a formal partnership agreement or join an existing group to ensure that partners develop:

- Common goals and objectives
- A plan for regular communication
- A process for measuring success

Reentry Education Framework

Reentry Resource Mapping Tip Sheet

Because funds for education programs serving the corrections population are limited, partnerships are essential for program success. Partners can provide additional services, such as employment services (e.g., career counseling and job readiness training) and social support (e.g., counseling, mentoring, and addiction treatment). A Resource Map can help link incarcerated students—pre- and post-release—to partners offering these needed services.

This tool is designed to support reentry education providers implementing the strategic partnerships component of the Reentry Education Framework.

- Target Users

Reentry education providers will populate and manage the resource map, which will be used to identify new partners, community resources, and support for their students.

- When to Use

Reentry education providers adopting the Reentry Education Framework should start by conducting a needs assessment, which includes identifying existing partners. The resource map should be populated with the partners identified during that process and then managed and updated regularly.

- How to Use

In its most basic form, a resource map can be as simple as a comprehensive list of partners, managed in a spreadsheet or database. Resource maps also can be created with more advanced software, including features such as geographical information system maps, text messages, and interactivity. Reentry education providers should determine if their community has an existing reentry resource mapping tool (e.g., developed by a local reentry council) and, if so, request access to the tool. Otherwise, providers needing to develop their own re-source mapping tool should use available open source tools, such as Resource Map and Story Map Shortlist.

Regardless of the level of sophistication of the resource map, the tool should include the following fields:

- Agency name
- Program name
- Services provided
- Contact person
- Address
- City, state, zip code
- County or geographical zone
- Phone number, email address, and fax
- Days and hours
- Appointment required?
- Referral required?
- Language(s) spoken
- Eligibility requirements
- Program exclusions
- Space availability
- Documents required
- Fee structure
- Website address
- Weekend days and hours
- Comments

Reentry Education Framework

Infrastructure

To build or strengthen a reentry education continuum, providers need a solid program infrastructure that includes adequate programmatic resources and program capacity, data collection and evaluation procedures, and policies supportive of reentry education.

- Programmatic Resources

Reentry education providers should:

- Have a diverse and steady funding base leveraging public and private resources.
- Solicit in-kind materials (e.g., equipment) and human resources, such as peer tutors, to keep costs manageable.
- Leverage partner resources to avoid duplication and maximize available support.
- Secure student support, including inmate wages and financial aid, to encourage program participation and persistence.

- Program Capacity

Reentry education providers should:

- Have sufficient space in the jail or prison to offer classes.
- Secure adequate equipment to support classroom instruction (e.g., computer hardware and software).
- Train staff in techniques tailored to the corrections population, such as motivational interviewing.

- Data Collection and Evaluation

Reentry education providers should:

- Keep accurate, complete, and timely data on program participation and outcomes through a centralized electronic data system.
- Evaluate program success, including areas needing improvement, modifications made, and student outcomes.

- Policies

Reentry education providers should:

- Collaborate with partners to advocate for changes in federal and state policies that create barriers to successful reentry.
- Strengthen program and partners' administrative policies that support education and training programs for students in the corrections population.

Reentry Education Framework

Sustainability

Sustainability is an ongoing process enabling providers to ensure that their reentry education continuum persists through changes in resources, staff, and other components. A sustainability strategy involves not only identifying new resources, but also maintaining program goals, principles, and activities.

- Sustainability Strategy

The following activities can help reentry education providers develop a short-term sustainability strategy:

- Assess organizational readiness and capacity for sustainability.
- Maximize resources such as staff, volunteers, and internal and external partnerships.
- Engage partners and key stakeholders and develop communication strategies to ensure widespread support of the program.
- Develop a sustainability plan, including funding strategies.