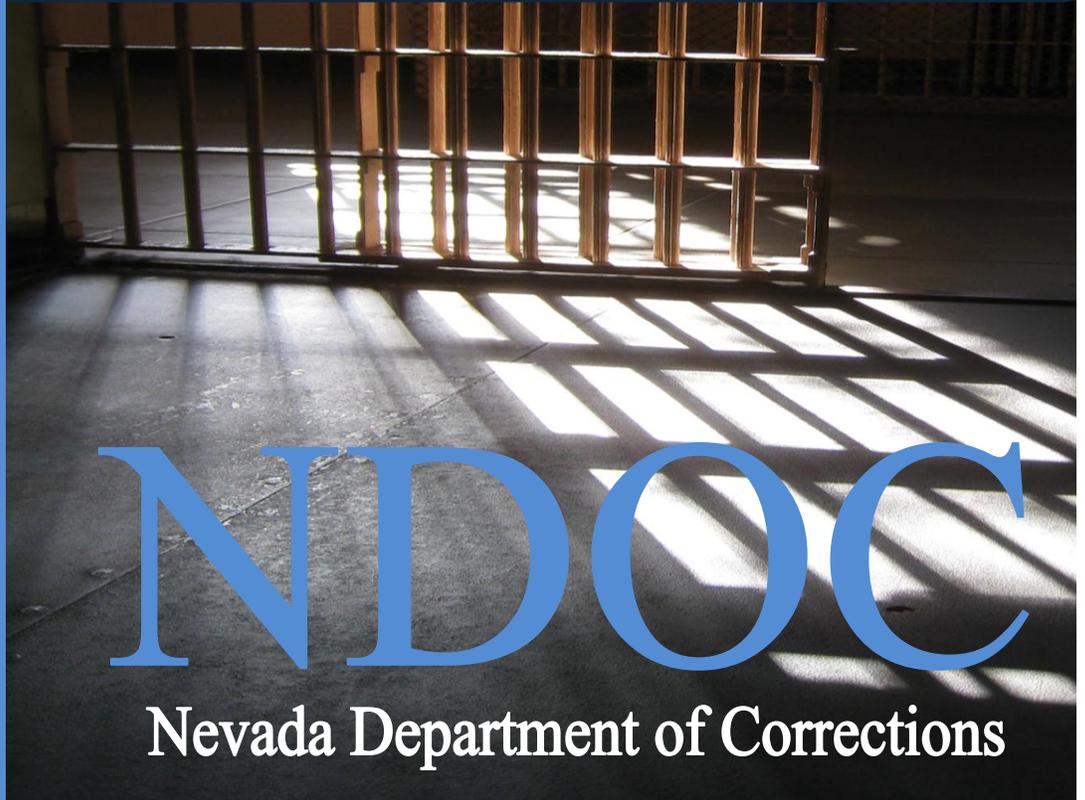


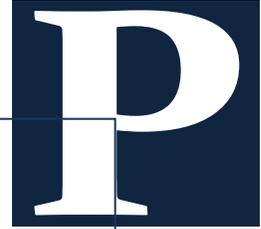
2014 Annual report card



submitted by NDOC EDUCATION SERVICES
October 17, 2014 "from cells to classrooms"

Nevada Department of Corrections

Preface



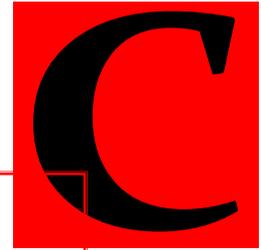
The State of Nevada Correctional Education Consortium (NCEC) was established in 2012, consisting of four local school districts and the State of Nevada Departments of Corrections (NDOC) and Education (NDE). During 2014, it expanded; its current membership includes: Carson City School District, Clark 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 2014 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 actually 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, reducing recidivism rates and lowering the state of Nevada's correctional costs.



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Executive Summary



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. 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 stakes are high, and not just for the inmates. 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. Nationwide, more than 650,000 people were released from state prisons in 2010. By cutting the reincarceration rate in half, \$2.7 billion per year could be saved. Former inmates with jobs also have less need for public assistance and contribute to society and the economic well-being of the state, in the form of higher taxes and purchasing power. The Missouri study also shows that inmates' chances of finding full-time employment are greatly enhanced if they complete an education in prison. A 2005 analysis of 15 other such studies found that, on average, reincarceration rates for participants in prison education programs were 46 percent lower than for non-participants (Erisman & Contardo, 2005).

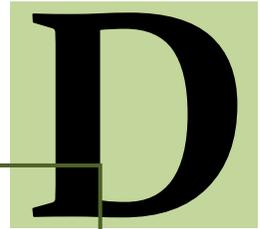
Not surprisingly, newly released inmates are far more likely than other job applicants to be high school dropouts — and a high school diploma may not be enough. A study from Georgetown University's Center on Education and the Workforce predicts that half of all jobs created this decade will require some postsecondary education. One of NCEC's 2015 goals is to expand its partnership with Nevada System of Higher Education institutions, including community colleges and universities; thereby allowing ex-offenders greatly expanded access to further their education upon release.

To achieve this goal, additional funding will be required as PELL grants were cut off to offenders in 1999 and in 2011 the federally-funded Incarcerated Individual Programs were eliminated. However, New York is currently providing postsecondary education to inmates through the Cornell Prison Education Program (CPEP). CPEP is a partnership between a local college and a private foundation. It offers for-credit college courses to nearly 100 men per year at Auburn and Cayuga Correctional Facilities. CPEP is supported by a \$180,000-a-year grant from the Sunshine Lady Foundation, which was founded by Doris Buffett, sister of investor and philanthropist Warren Buffett. Cornell waives tuition, provides office space, and makes a modest financial contribution.

“Given the relatively low cost—roughly \$1,800 per CPEP student—and manifold benefits, it’s hard to fathom why there isn’t a national, fully funded prison education program in every facility.”-David Skorton and Glenn Altschuler, Forbes Contributors 3/5/13

The NCEC is always researching national best practice models, and the CPEP is one model the consortium hopes to implement by 2016. The NCEC decision-making process relies on measuring progress based on actual data from school districts and NDOC’s Nevada Offender Tracking Information System (NOTIS). This research, together with national best practice models, directs NDOC’s correctional education policy and practice.

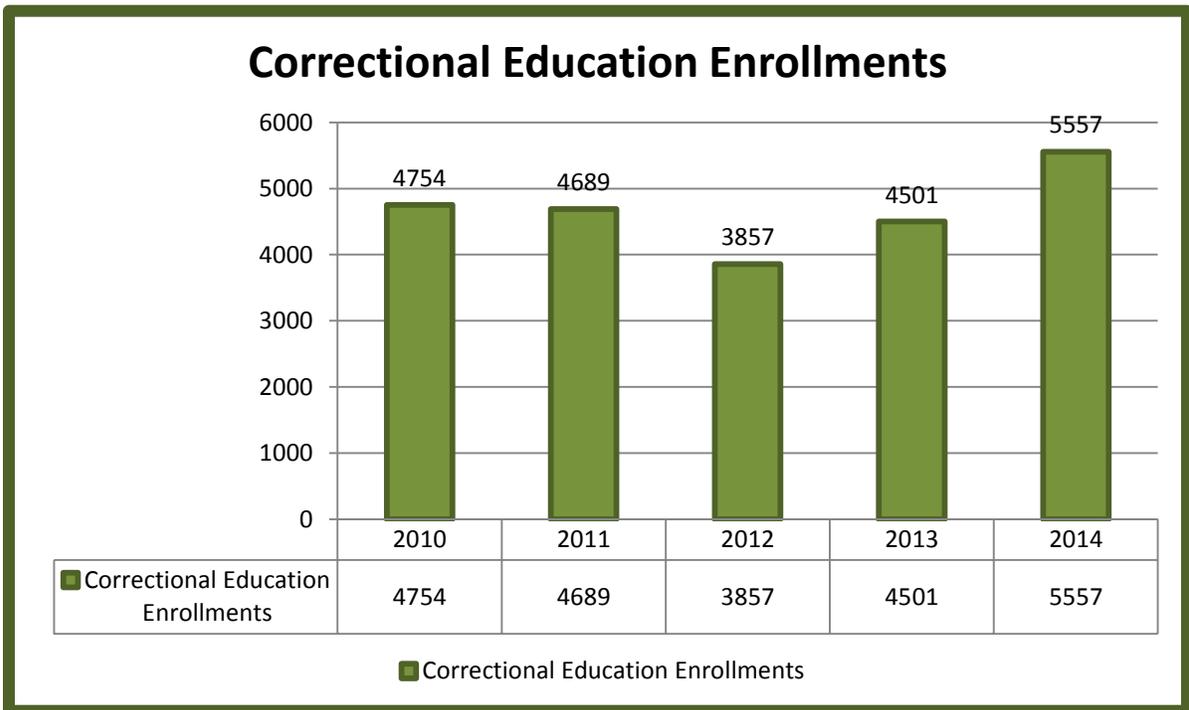
The following report presents timely, accurate and reliable data to guide policy and practice in the delivery of secondary correctional education throughout the State of Nevada. The consortium’s 2014 educational outcomes, comparisons to 2010, 2011, 2012, 2013 data, overview of NCEC’s 2013 goals and estimates of potential cost savings to the state of Nevada are examined in the following 2014 NCEC report card.



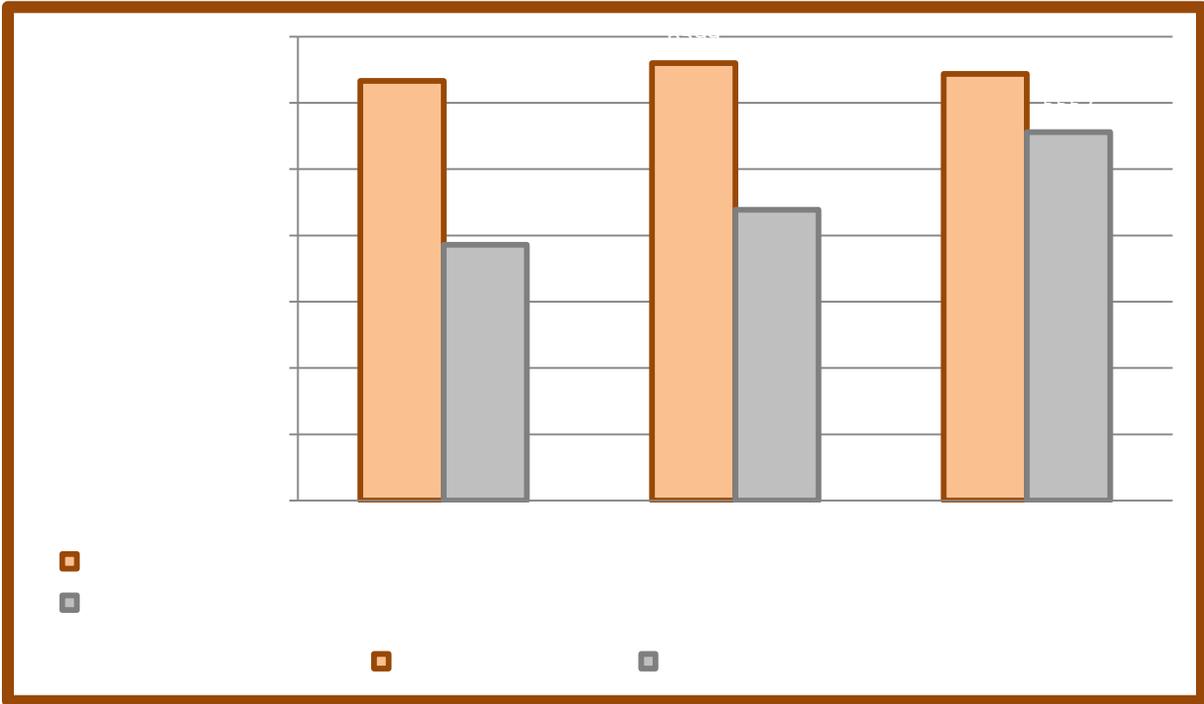
Data Compilation

Annually, approximately, 5,500 NDOC offenders are released and 5,500 are confined. The following charts provide an overview of NCEC’s 2014 outcomes and compares data from 2010, 2011, 2012 and 2013. For purposes of this report, NDOC’s 2014 inmate population was estimated at 12,778.

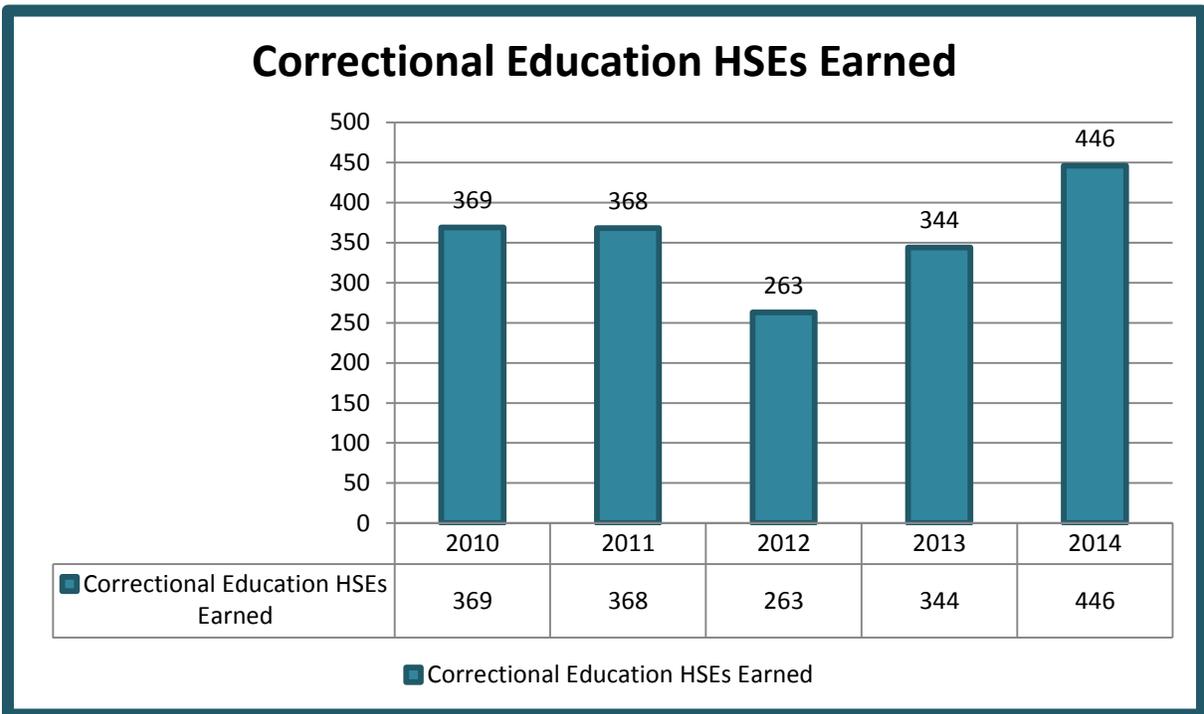
Education Enrollments/Academic Years 2010-2014



Eligible/Enrolled/Academic Years 2012-2014

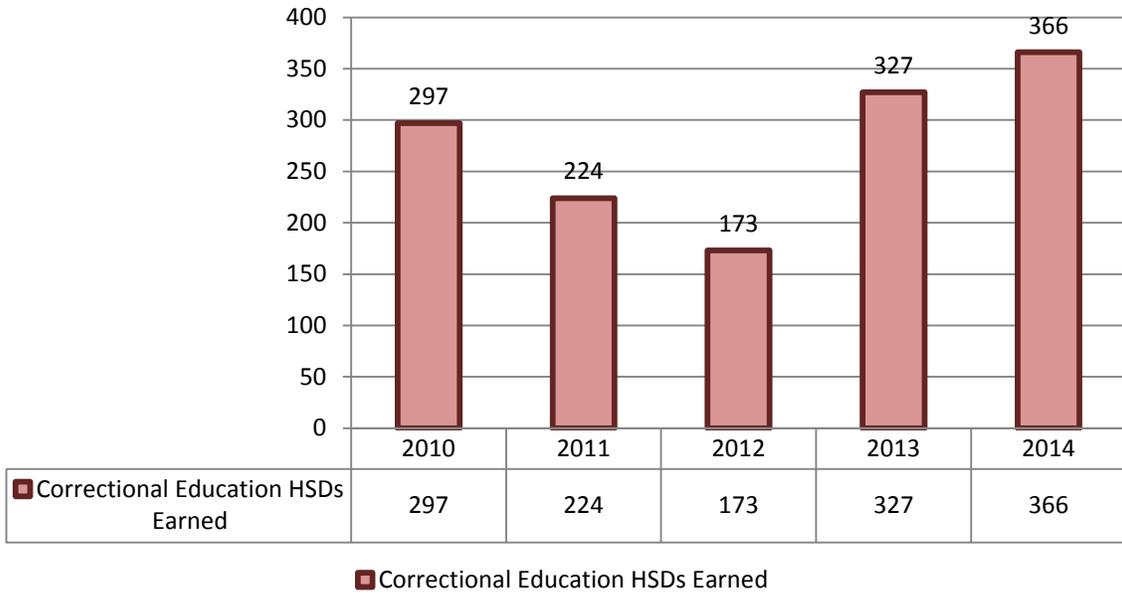


High School Equivalency Certificates (aka GEDs) Earned/Academic Years 2010-2014



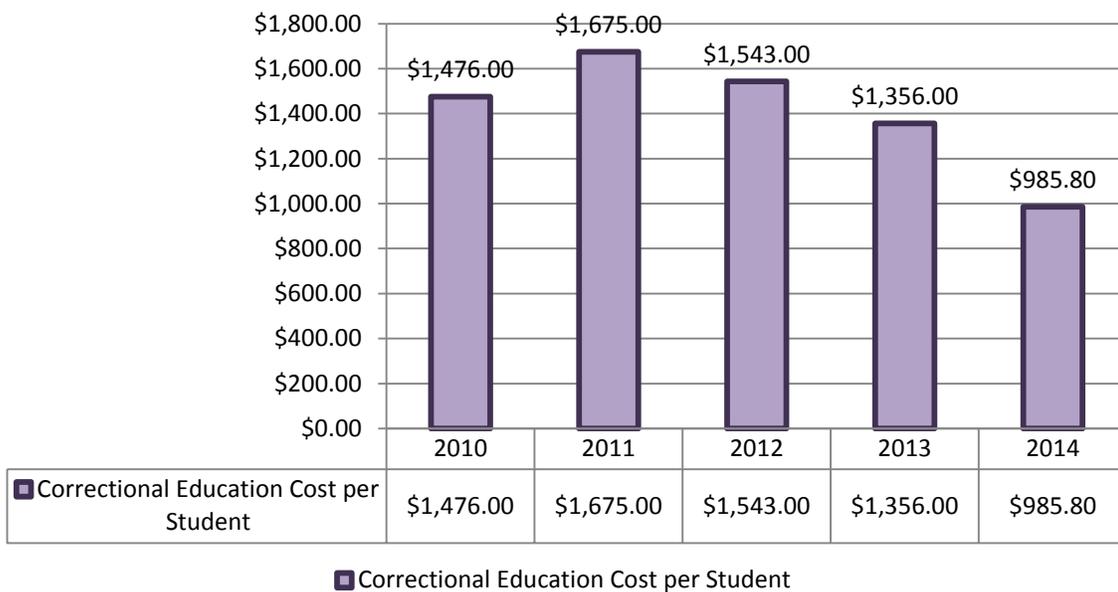
Adult Standard High School Diplomas (HSDs) Earned/Academic Years 2010-2014

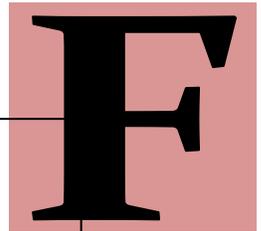
Correctional Education HSDs Earned



Cost per Student/Academic Years 2010-2014 Comparison

Correctional Education Cost per Student





Findings

NCEC 2014 OUTCOMES

- ⇒ NDOC Total population: 12,778
- ⇒ 50% (6438) of NDOC inmates lack a High School Equivalency (HSE)/ or High School Diploma (HSD).
- ⇒ 86% (5557) of eligible inmates were enrolled in education services, compared to 66% in 2013.
- ⇒ A record-breaking 1,488 High School Equivalency (HSE) certificates, Adult Standard High School Diplomas (HSD), Associate of Arts (AA) degrees, Bachelor of Arts (BA) degrees, and/or industry-recognized vocational certificates were awarded to NDOC inmates in 2014.
- ⇒ NDOC inmates who complete education programs are more successful after release than those who do not complete programs:
 - The average recidivism rate of NDOC Education completers is 20%, compared to the national average of 43%.
- ⇒ Education completion increases success even among offender groups that normally have higher recidivism rates.
- ⇒ Cost per student has decreased by 28% from \$1,356.00 in 2013 to \$985.00 in 2014.
- ⇒ For every \$1.00 spent on adult correctional education, it yields a benefit of \$6.00 to the State of Nevada.



ACTION PLAN 2013- 2015

#	GOAL	ACTIVITY	RESULTS	MEASUREMENT	TIMELINE	MET/NOT MET
1.	Provide training to NDOC Intake Workers on the Secondary Eligibility Services Report (NVRESE) located in NOTIS and how grade levels correlate to immediate referrals.	NDOC Education Services Department will provide training via video conferencing to intake institutions.	Inmates needing the shortest amount of time to earn a HSE or HSD will be referred to Education immediately.	On a monthly basis confer with School Districts and Wardens to determine if the process is in place and evaluate its effectiveness.	October, 2013 – On-going	MET-Enrollments have increased significantly (2013: 4501, 2014: 5557) due to monthly communication between partners and standard operating procedures in place at all NDOC institutions.
2.	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. 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. The ICP will "travel" with the inmate during his/her entire incarceration and out into the community while on supervision.	Case managers will follow three evidence-based principles and practices for effective programming. (1) Provide rehabilitation programming to the highest risk to reoffend prisoners first. (2) Assess the criminogenic needs of offenders using research-based instruments. (3) Account for individual offender characteristics that interfere with or facilitate an offender's ability and motivation to learn.	80% of incoming inmates will have an individual case plan developed and loaded into the NOTIS's case management module by March 2014.	NDOC staff will be given quantitative (multiple choice) pre- and post-tests to evaluate their knowledge of the NOTIS case management module. If necessary, modifications to course content will be made.	March 2014	NOT MET-NDOC still working on data input required for electronic ICP set-up in NOTIS.

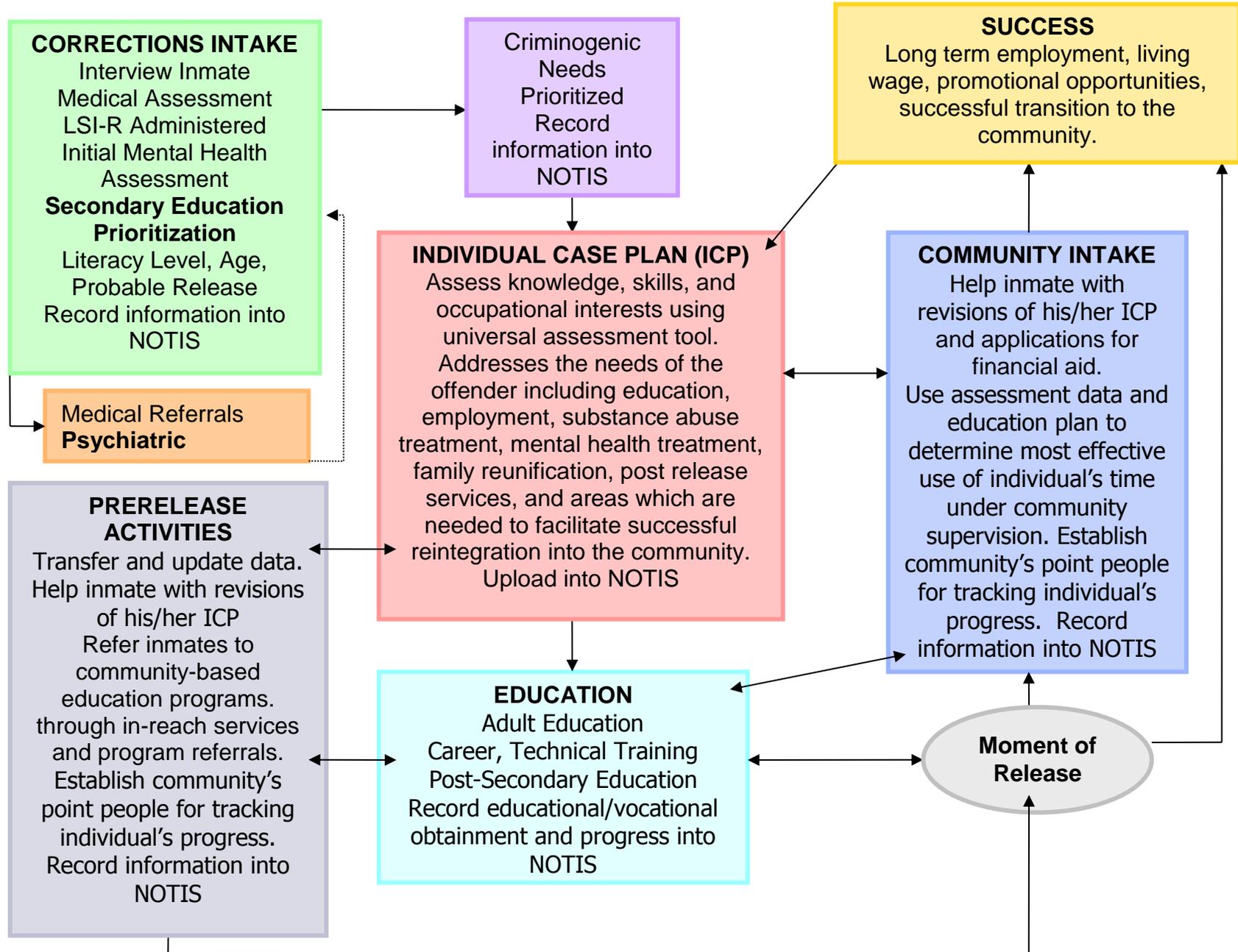
2014 NCEC Annual Report Card

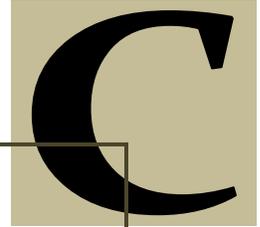
#	GOAL	ACTIVITY	RESULTS	MEASUREMENT	TIMELINE	MET/NOT MET
3.	Administer Universal Assessments Statewide.	NCEC administrators and faculty will conduct a workshop, September 2013 to determine assessment tools.	Tools will be administered January, 2014.	Confer with School Districts on a monthly basis to evaluate progress and effectiveness.	January, 2014	MET-School Districts are administering the CASA test.
4.	Finalize HSE assessments to be required.	NDE will meet with the School Board in the Fall to recommend more than one vendor. All sites will be certified by Pearson-VUE as a GED testing Center by January 2014. Extensions to deadlines will be filed by September, 2014 if applicable.	Proficiencies will be administered January, 2014.	Confer with School Districts on a monthly basis to evaluate progress and effectiveness.	June, 2014.	MET- NDE met with School Board the following HSE tests approved: Pearson VUE - GED HiSET TASC
5.	Education Records will travel with the inmate upon transfers and releases.	Modify existing AR 560 to include educational records/Academic Management File (AMF).	School Districts will be requested to provide hard copy educational records to NDOC upon request and will receive hard copy educational records transfers by January, 2014.	Official AR signed by NDOC's Director.	January, 2014.	MET-NDOC AR 560 was revised and approved by Prison Board of Commissioners.
6.	Offer secondary education services to Stewart and Three Lakes Valley camps.	Determine if cost effective. Determine eligible camp inmates, research individual release dates. During Intake refer camp eligible inmates to Stewart/Three Lakes Valley if needing a HSE/HSD. Work with NDF on scheduling.	If cost effective, CCSD and CCAE will be asked to provide educational services at Stewart/Three Lakes Valley.	NDE may allocate funding specifically for the two camps.	January, 2014.	MET- As of July 1, 2014 all camps with the current exception of PCC are offering secondary education.

2014 NCEC Annual Report Card

#	GOAL	ACTIVITY	RESULTS	MEASUREMENT	TIMELINE	MET/NOT MET
7.	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 2014.	Offer two industry recognized vocational training programs to conservation camp inmates: (1) Red Cross Certified First Responder Training (2) Occupational Health and Safety Administration (OSHA) training programs to include the OSHA 10 Hour Construction Training Course OSHA 10 Hour General Industry Training Course , OSHA 30 Hour Construction Course and the OSHA 30 Hour General Industry Training Course . Prepare services contract agreements with local Red Cross and OSHA.	Three Lakes Valley will pilot vocational training. Vocational training will begin April, 2014.	Number of attendees and completers. General Secondary School Attendance.	April, 2014 On-going	MET- Enrollments increased by 20%. NOT MET- Vocational programs are not currently offered at the camps.
8.	Increase the number of vocational certificates, HSEs and HSDs awarded to NDOC inmates by 5% in academic year 2014.	Refer 10-12 grade level inmates to education services at time of intake. Consolidate education services to two camps; refer at intake camp eligible inmates needing education.	Number of certificates and HSEs and HSDs will increase by 5% compared to 2013.	Number of certificates and HSEs and HSDs awarded.	On-going	MET- HSE increased by 23% from 2013 to 2014. HSD increased by 53% from 2012 to 2013. Earned vocational certificates increased by 15% from 2013 to 2014.
9.	Monthly, maintain statistical analysis on NCEC performance, including state cost saving measurements.	Research Washington Institute for Public Policy to prepare report templates.	Quarterly reports send to Legislature.	Feedback from stakeholders.	On-going	MET- Monthly program performance reports are sent to Education Services.
10.	On a monthly basis review productivity of education services offered.	Make changes in delivery when deemed necessary, record strategies and progress.	Provide monthly reports to members and stakeholders.	Increase completions.	On-going	MET- NCEC meets on a monthly basis. Vocational completers increased by 15%.

PROPOSED 2015 NDOC FLOWCHART





Conclusion

In 2013, Researchers at the Rand Corporation found that correctional education improves inmates' outcomes after release:

- Correctional education improves inmates' chances of not returning to prison. Inmates who participate in correctional education programs had 43% lower odds of recidivating than those who did not. This translates to a reduction in the risk of recidivating of 13 percentage points.
- It may improve their chances of obtaining employment after release. The odds of obtaining employment post-release among inmates who participated in correctional education was 13% higher than the odds for those who did not participate in correctional education.
- Inmates exposed to computer-assisted instruction learned slightly more in reading and substantially more in math in the same amount of instructional time.
- Providing correctional education can be cost-effective when it comes to reducing recidivism.
- Compared with other types of rehabilitative services provided, correctional education is an intervention that can positively affect almost every offender.

NCEC's data and statistical analysis support the RAND study outcomes. 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.

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 has scheduled an in-service day in November for correctional educators throughout the state of Nevada to come together and share their strengths and resources, different ways of achieving goals and different approaches to teaching methods.

Additionally, as the consortium continues to expand its partnership it will become more effective. The issues facing offenders upon release are numerous, including lack of housing, drug addiction, limited employment options, and limited education.

“To succeed, these needs must be considered and a plan put in place before the offender is released. Such barriers to successful reintegration must be addressed through partnerships with other practitioners, service providers, and community agencies.” -2013 Center for Effective Public Policy

In summary, the majority of the consortium’s 2013 goals were met during 2014 and outcomes at times exceeded NCEC expectations. The NCEC is committed to continuing and improving outcomes which include reducing recidivism, cutting correctional costs and increasing public safety throughout the State of Nevada.

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