

2015 Annual Report Card



submitted by NDOC EDUCATION SERVICES
October 20, 2015 "from cells to classrooms"



Nevada Department of Corrections

Foreword



Each year, thousands of incarcerated individuals leave the nation's prisons and jails and return to their families and communities. While many successfully reintegrate into their communities, find jobs, and become productive members of society, others may commit new crimes and return to jail or prison. Although many factors account for why some formerly incarcerated adults and youth succeed and some don't, lack of education and skills is one key reason. This is why correctional education programs—both academic and vocational—are provided in correctional facilities across the nation. But do such correctional education programs actually work? We care about the answer because we want ex-prisoners to successfully reenter communities and because we have a responsibility to use taxpayer dollars judiciously to support programs that are backed by evidence of their effectiveness—especially during difficult budgetary times like these. Across this Administration, we are committed to investing in evidence-based programming, investigating promising practices, and making science a priority.

Fortunately, the passage of the Second Chance Act of 2007 gave us a chance to get at this fundamental question because it included a specific provision to improve education in U.S. prisons and jails. The Office of Justice Programs' Bureau of Justice Assistance within the U.S. Department of Justice, with input from the Office of Vocational and Adult Education, U.S. Department of Education, competitively awarded a project to the RAND Corporation in 2010 to comprehensively examine the current state of correctional education for incarcerated adults and juveniles, current and emerging trends in the field, and what can be done to improve the field moving forward. The study conducted a meta-analysis and systematic to measure the effectiveness of correctional education for incarcerated adults and juveniles, respectively, and a survey of states' correctional education directors to understand concerns and emerging trends.

The results of the meta-analysis are truly encouraging. Confirming the results of previous meta-analyses—while using more (and more recent) studies and an even more rigorous approach to selecting and evaluating them than in the past—the study shows that correctional education for incarcerated adults reduces the risk of postrelease reincarceration (by 13 percentage points) and does so cost-effectively (a savings of five dollars on reincarceration costs for every dollar spent on correctional education). And when it comes to postrelease employment for adults—another outcome key to successful reentry—researchers find that correctional education may increase such employment.

Overall, this study shows that the debate should no longer be about *whether* correctional education is effective or *cost-effective* but rather on *where the gaps in our knowledge are and opportunities to move the field forward*. In that vein, the study argues for a need to fund research that both improves the evidence base that the study shows is lacking and gets inside the “black box” of interventions to answer questions about the dosage associated with effective programs, the most effective models of instruction and curriculum in a correctional setting, and who benefits most from different types of correctional education programs. Having such knowledge is key to telling us which programs should be developed and funded—which programs will provide the greatest return on taxpayer dollars.-*Excerpt from 2014 RAND Corporation Report: How Effective Is Correctional Education, and Where Do We Go from Here? ISBN:97-0-8330-8493-4 (Section Foreword)*

Preface

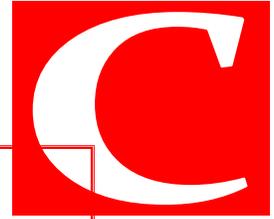


The State of Nevada Correctional Education Consortium (NCEC) was established in 2012, consisting of four local school districts and the State of Nevada Departments of Corrections (NDOC) and Education (NDE). During 2014, it expanded; its current membership includes: Carson City School District, Clark 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. (Washoe County School District will officially join the NCEC January of 2016.)

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 2015 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, reducing recidivism rates and lowering the state of Nevada’s correctional costs.



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Executive Summary



There is a great need for educational services for Nevada's incarcerated population. Studies show that connecting incarcerated offenders to a continuum of academic, occupational and employment services reduces recidivism. Recognizing the workforce and public safety benefits of educating inmates and linking them with employment, NCEC has made it a top priority to increase the number of inmates served by academic and occupational programs that lead to real job opportunities upon release. There are more than 13,000 inmates in the Department of Corrections. Data show that upon entry:

- ✓ The average reading level ranges between 6th and 8th grade.
- ✓ Most were unemployed at the time of arrest and without a work history.
- ✓ Fewer than half of the inmates have a high school diploma upon intake.
- ✓ The current level of personnel does not permit the number of inmates needing services to receive services.

All NDOC facilities offer educational services to inmates, including six 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 Center.

Educational Services 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. (Washoe County School District will officially join the NCEC January of 2016.)

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 2015 Report Card is July 1, 2014-June 30, 2015. Quantitative data compilation concluded:

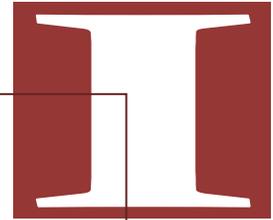
- ✓ 6,692 inmates eligible for secondary education services. (Source: NDOC WEB Reports-Secondary Services Priority Report)
- ✓ 5345 NDOC inmates enrolled in NDE educational/vocational programs throughout the State of Nevada. (Source-NDE Adult High School Programs (AHSP) 2014-15 Report)
- ✓ 307 HSEs awarded. (Source-NDE AHSP 2014-15 Report)
- ✓ 291 HSDPs awarded. (Source-NDE AHSP 2014-15 Report)
- ✓ 869 Vocational Certificates awarded. (Source-NDE AHSP 2014-15 Report)
- ✓ 3,814.84 total credits earned and waived. (Source-NDE AHSP 2014-15 Report)

Qualitative data compilation concluded:

- ✓ 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.

On-going challenges include getting data standardized, creating structures to link different data streams together and universal access to data among members, state agencies/departments, local, county, city governments and community based organizations.

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.

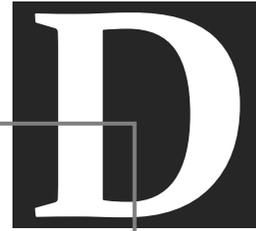
More than half of all inmates in the United States serve maximum sentences of less than eight years, and many are released well before their sentences are completed. Nationwide, more than 650,000 prisoners were released from state prisons in 2010. A University of Missouri study of state prisoners showed 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 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).

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

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 2016 goals is to expand its partnership with the Nevada System of Higher Education institutions, including community colleges and universities; thereby allowing ex-offenders greatly expanded access to further their education upon release.

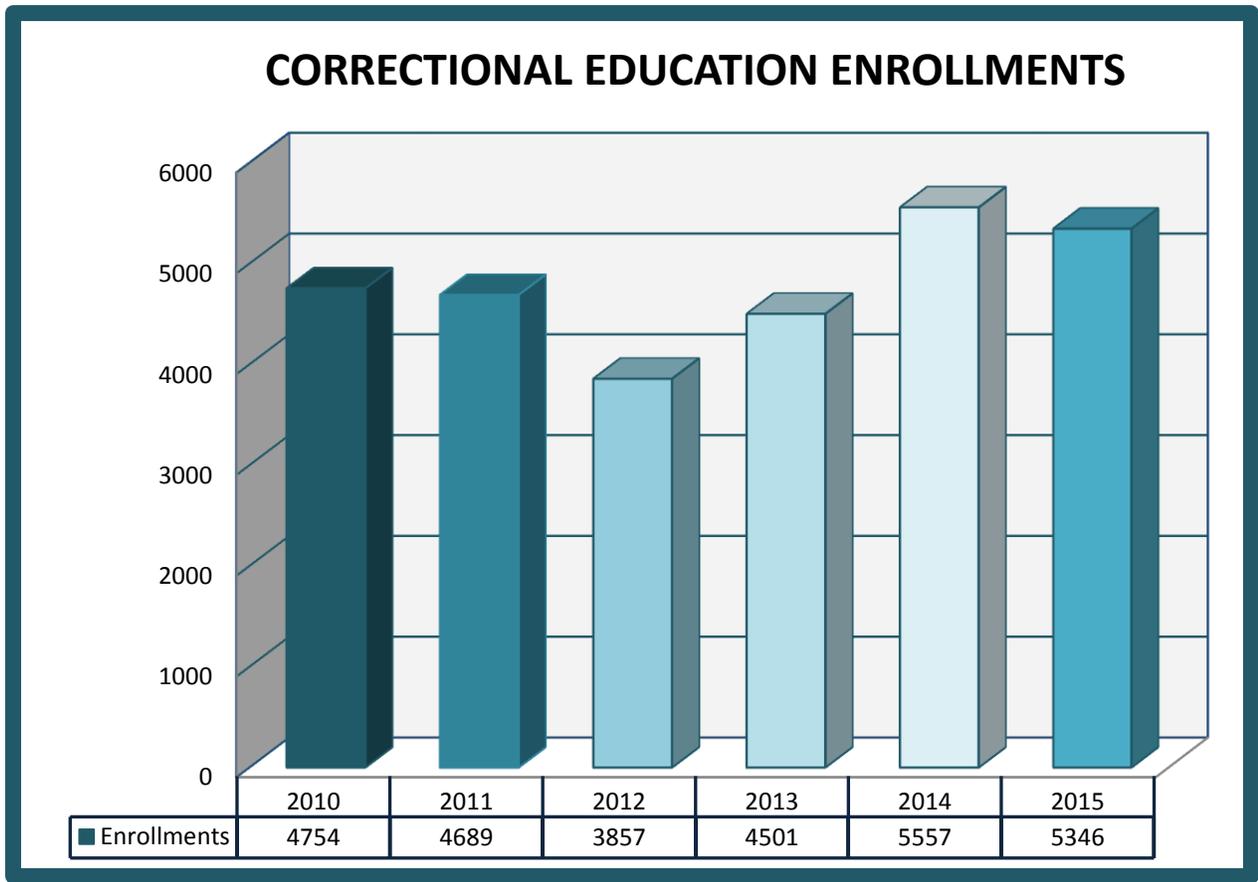
The NCEC decision-making process relies on measuring progress based on actual data from school districts and NDOC’s Nevada Offender Tracking Information System (NOTIS). This research, together with national best practice models, directs NDOC’s correctional education policy and practice. The following 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 2015 educational outcomes, comparisons to 2010, 2011, 2012, 2013, 2014 data, overview of NCEC’s 2015 goals and estimates of potential cost savings to the state of Nevada are examined in the following 2015 NCEC report card.



Data Compilation

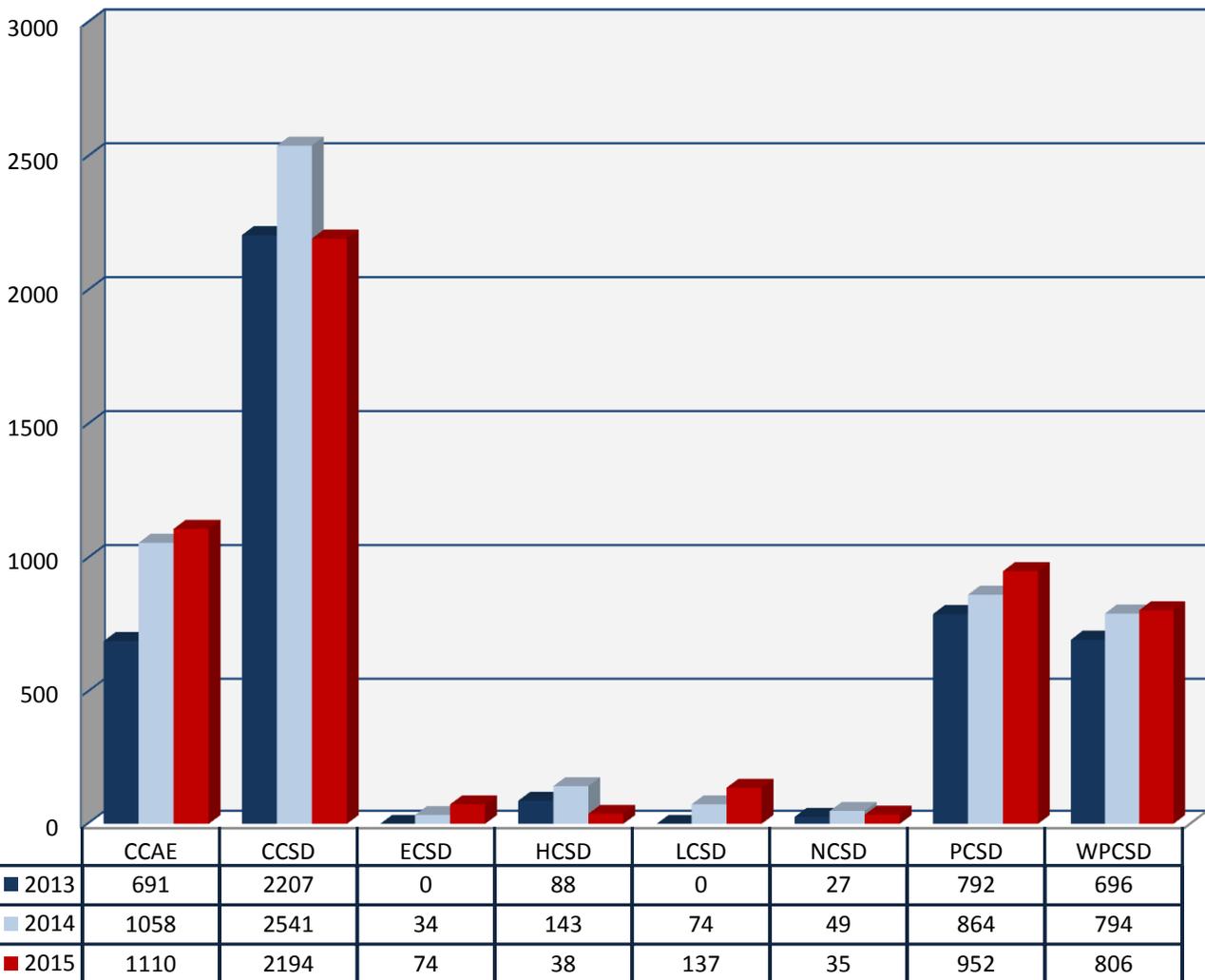
Annually, approximately, 5,500 NDOC offenders are released and 5,500 are confined and over 90% of inmates, nationwide are released. For purposes of this report, NDOC's 2015 inmate population was estimated at 12,973. (Source: NOTIS WEB Reports; Daily Count, Month Average, June 30, 2015.) The following charts provide an overview of NCEC's 2015 outcomes and compares data from 2010, 2011, 2012, 2013 and 2014.

2010-2015 CORRECTIONAL EDUCATION ENROLLMENTS COMPARISON



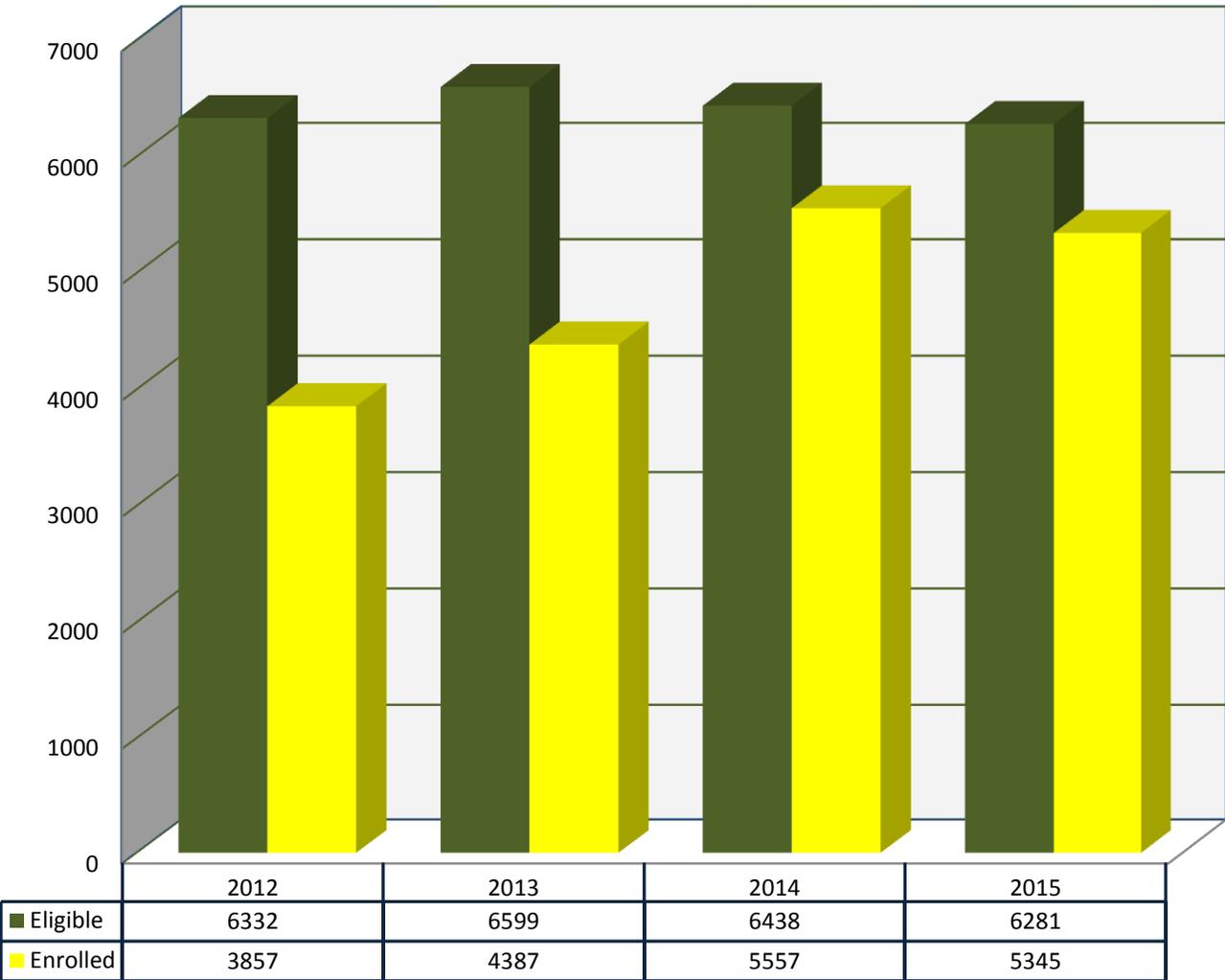
2013-2015 CORRECTIONAL EDUCATION ENROLLMENTS COMPARISON BY DISTRICT

2013-2015 CORRECTIONAL EDUCATION ENROLLMENT COMPARISON

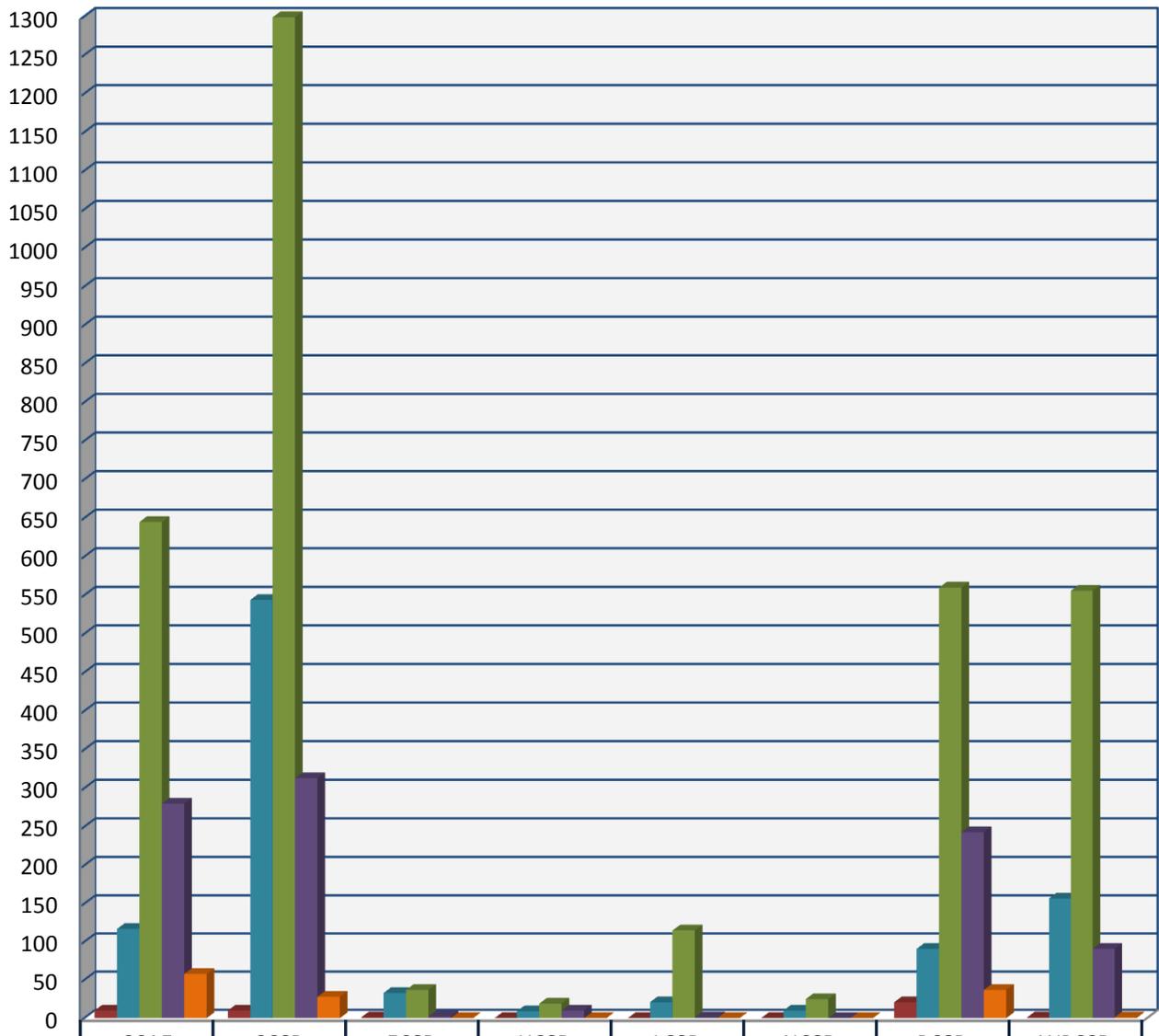


2010-2015 CORRECTIONAL EDUCATION ELIGIBLE/ENROLLED COMPARISON

ELIGIBLE/ENROLLED COMPARISON

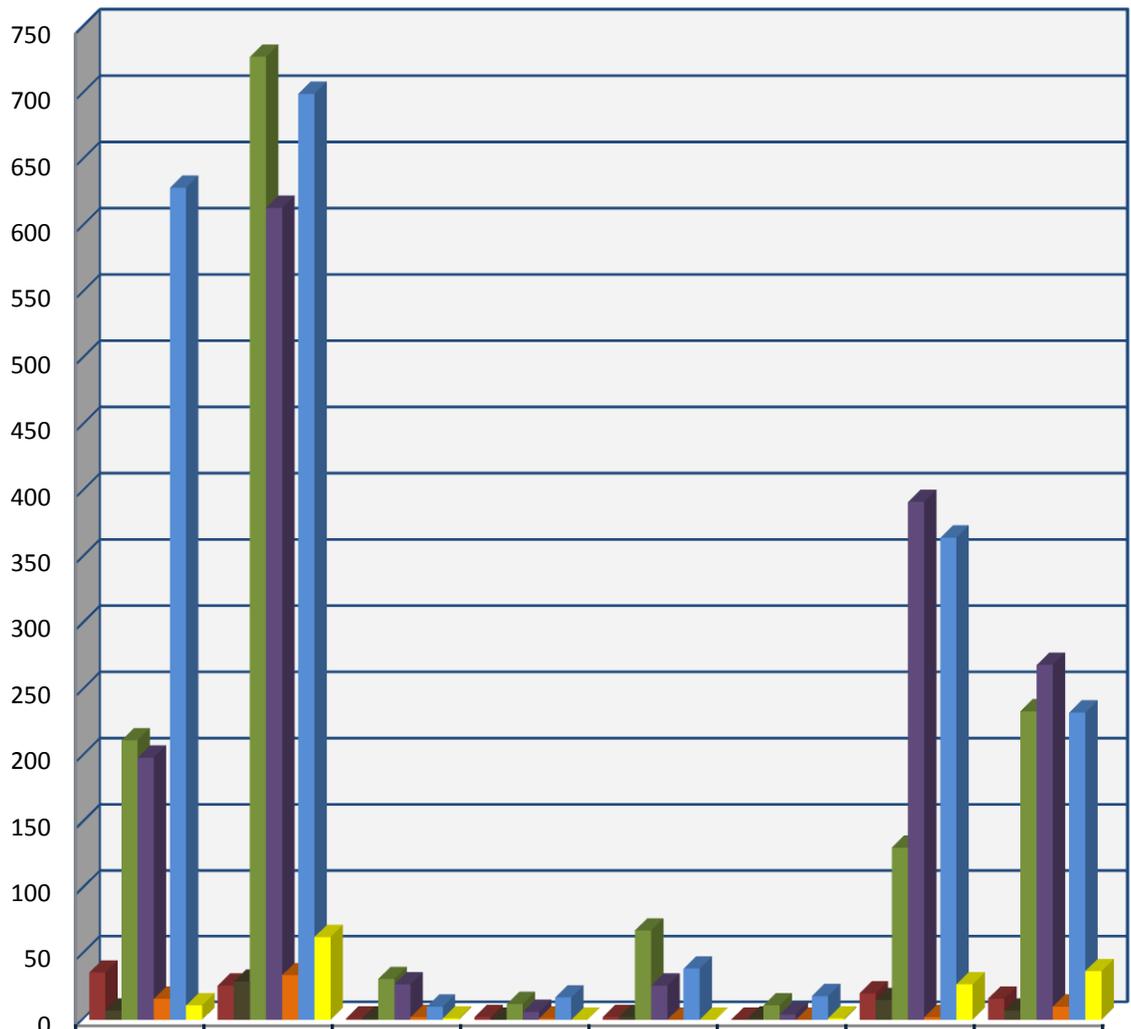


2015 CORRECTIONAL EDUCATION ENROLLMENTS AGE SPECIFIC



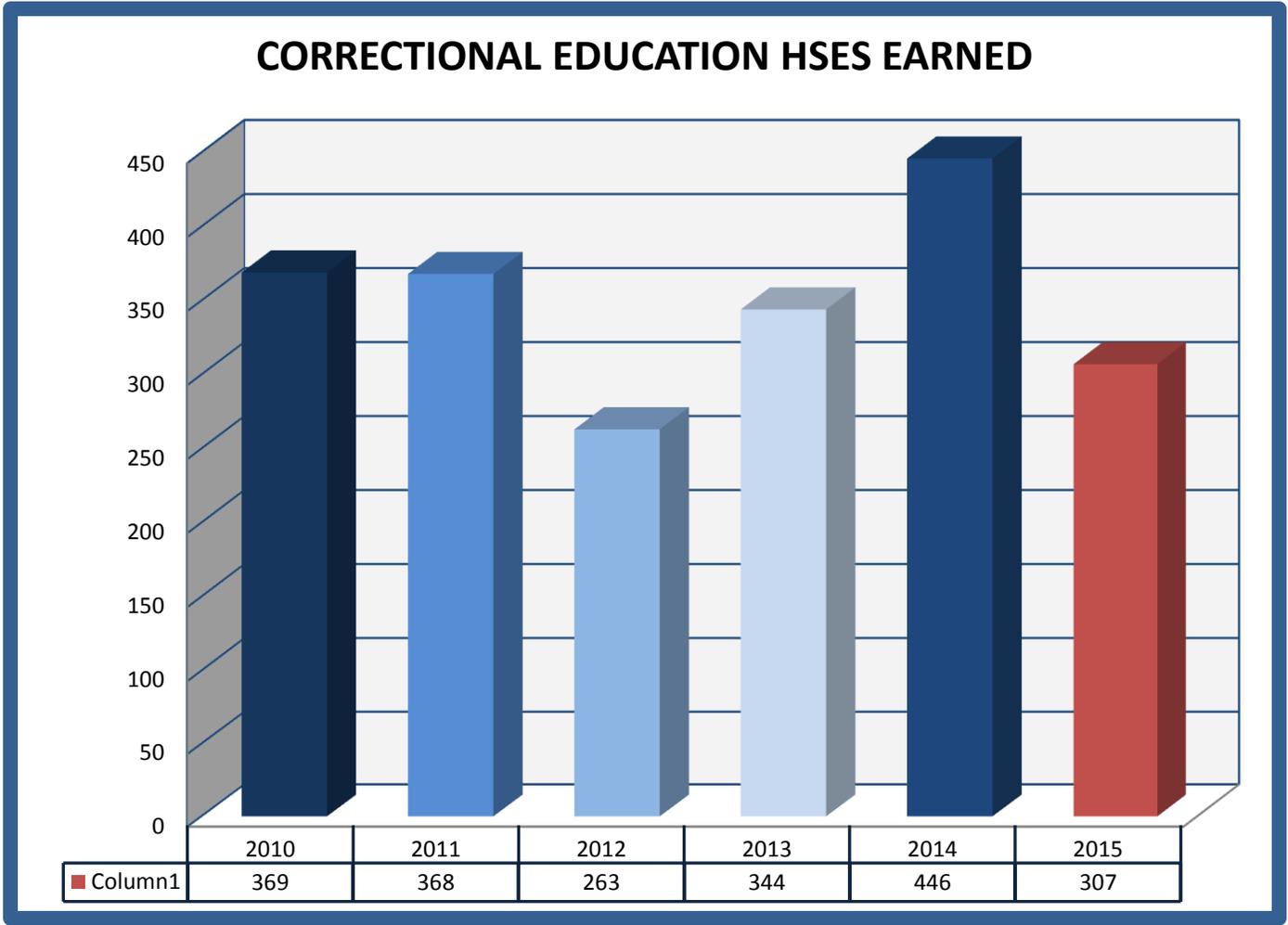
	CCA	CCSD	ECS	HCSD	LCS	NCSD	PCSD	WPCSD
■ 16-18 YRS	10	10	1	0	0	0	21	1
■ 19-24 YRS	117	544	33	9	21	10	91	157
■ 25-44 YRS	645	1299	37	19	115	25	560	556
■ 45-59 YRS	280	313	2	10	1	0	243	91
■ 60+ YRS	58	28	0	0	0	0	37	1

2015 CORRECTIONAL EDUCATION ENROLLMENTS ETHNICITY SPECIFIC

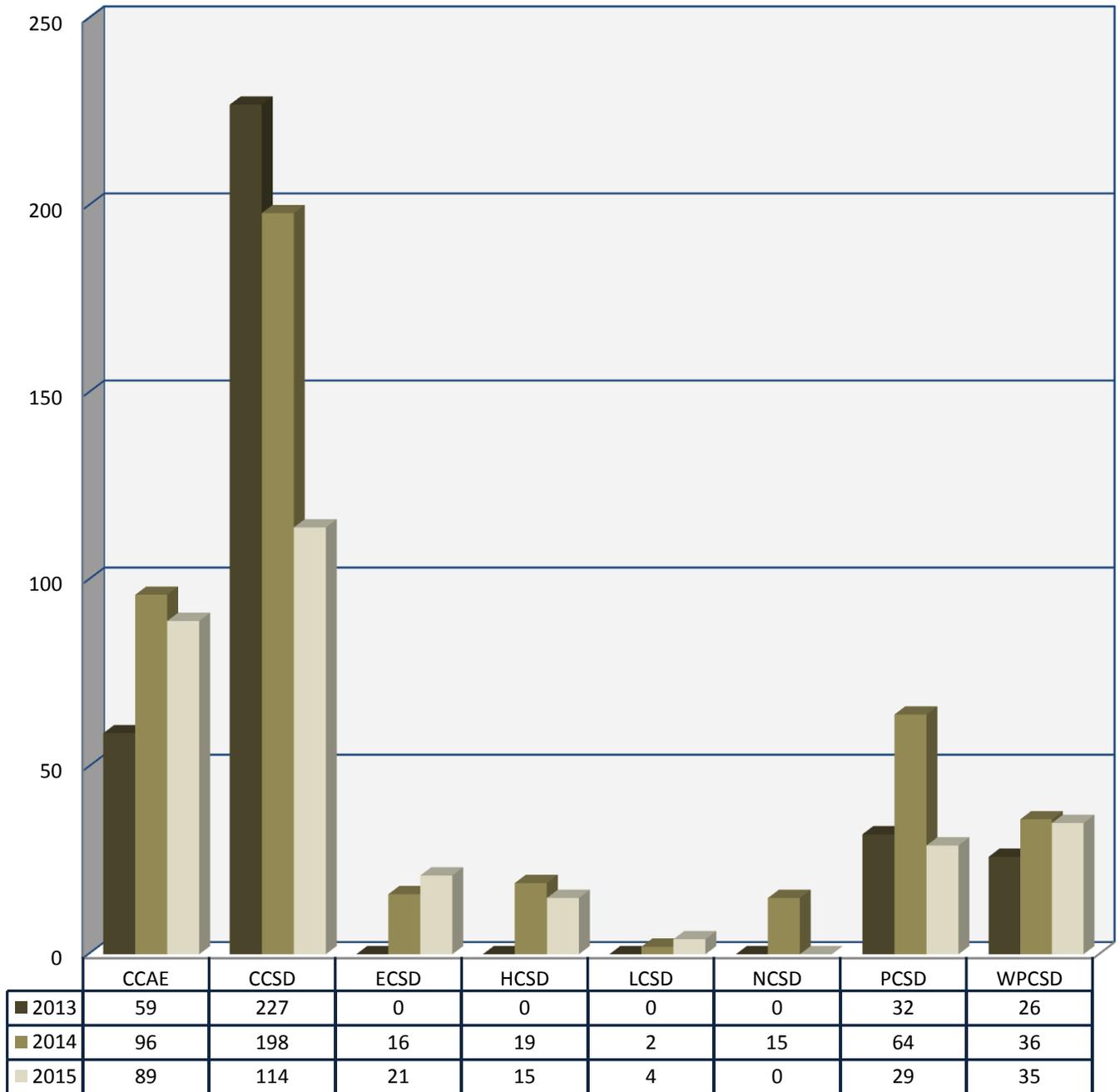


	CCAЕ	CCSD	ECSD	HCSD	LCSD	NCSD	PCSD	WPCSD
■ AI or ALASKAN	36	26	1	2	2	0	20	16
■ ASIAN	7	29	1	0	2	1	15	7
■ AFRICAN AMERICAN	212	728	31	12	68	11	131	234
■ HISPANIC/LATINO	199	614	27	6	26	4	392	269
■ HAWAIIAN/PI	16	34	2	1	0	0	2	10
■ WHITE	629	700	10	17	39	18	365	233
■ MIXED	11	63	1	0	0	1	27	37

2010-2015 CORRECTIONAL EDUCATION HSES EARNED COMPARISON

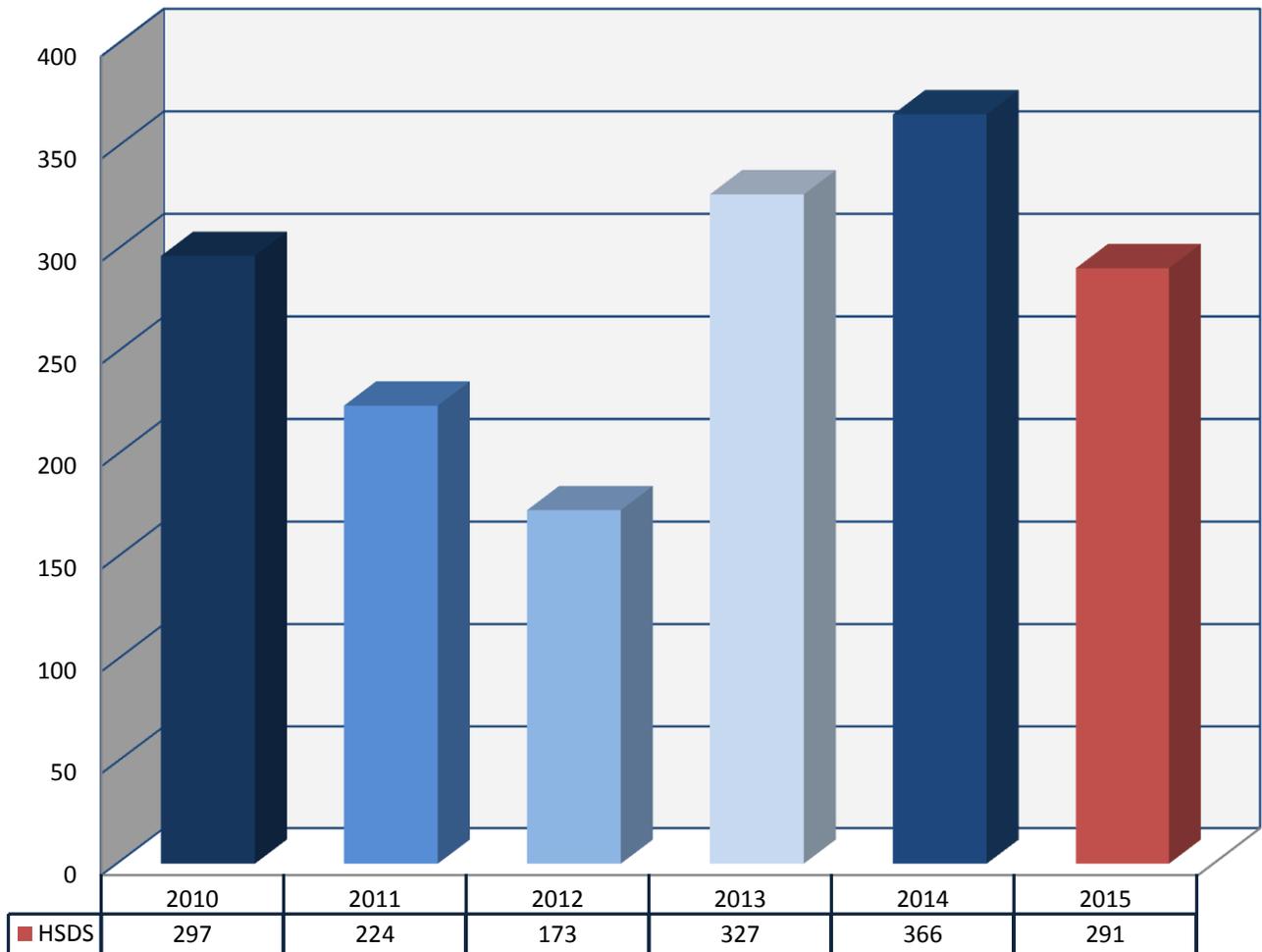


2013-2015 CORRECTIONAL EDUCATION HSES EARNED COMPARISON BY DISTRICT

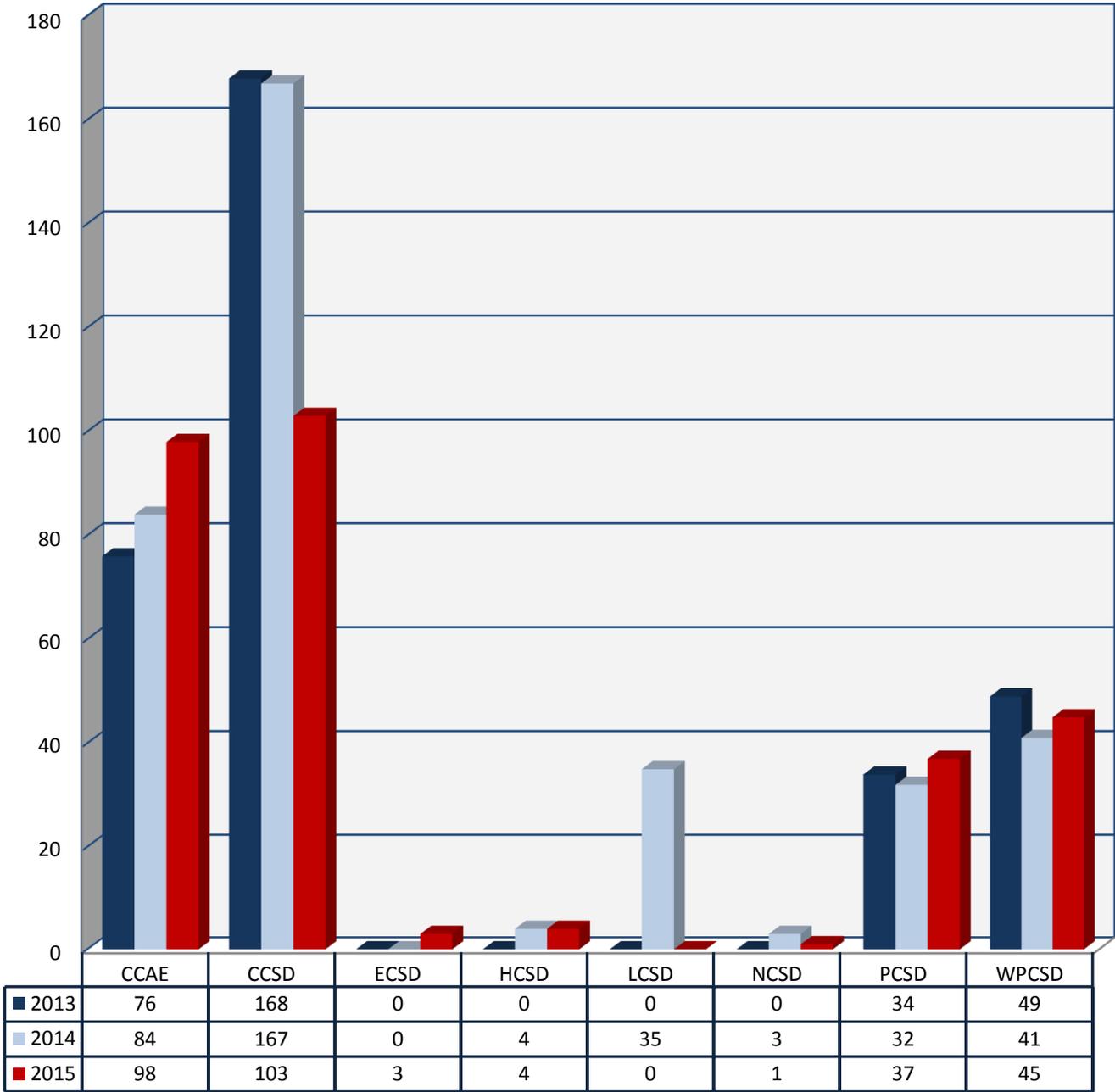


2010-2015 CORRECTIONAL EDUCATION HSDS EARNED COMPARISON

2010-2015 CORRECTIONAL EDUCATION HSDS EARNED COMPARISON

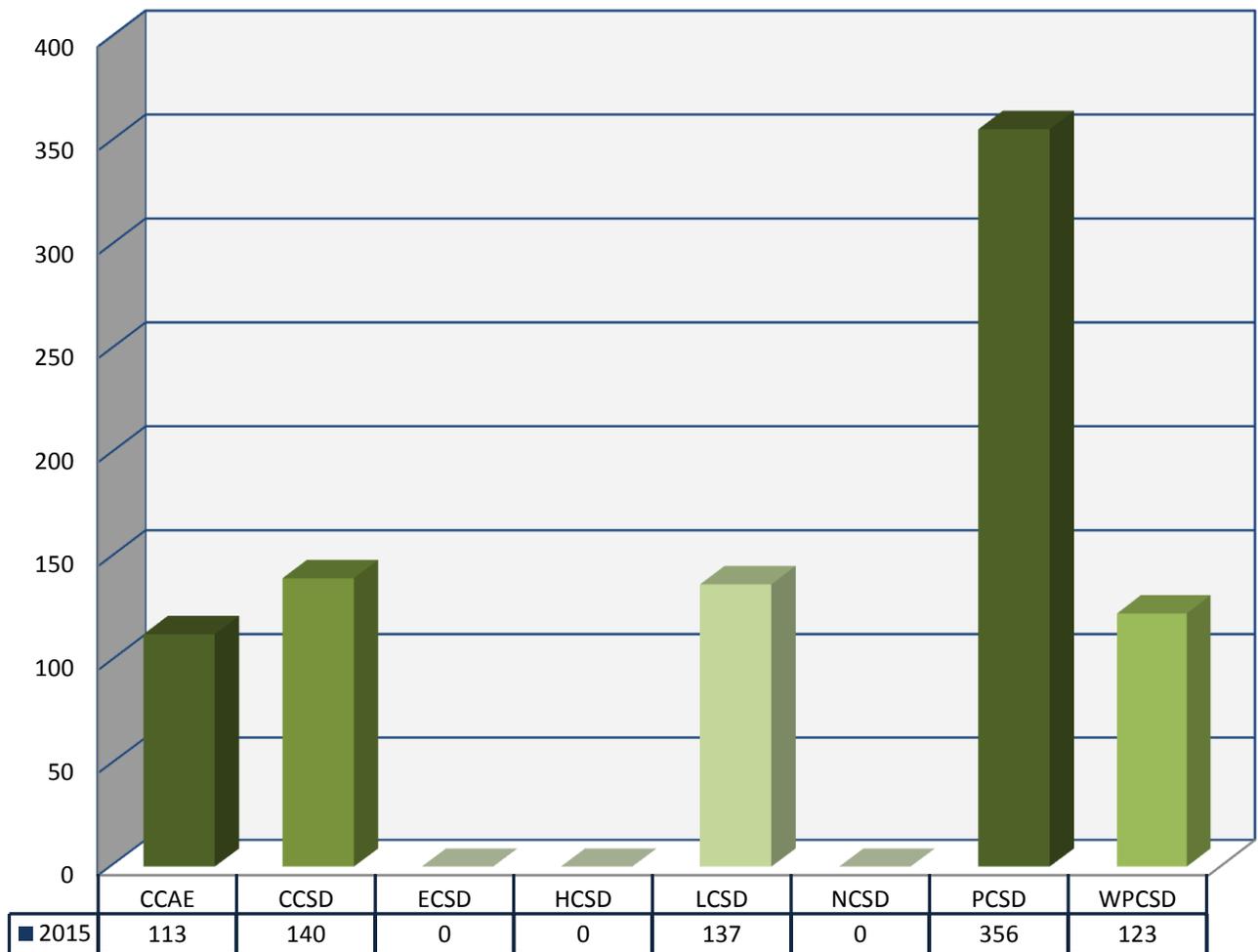


2013-2015 CORRECTIONAL EDUCATION HSDS EARNED COMPARISON BY DISTRICT

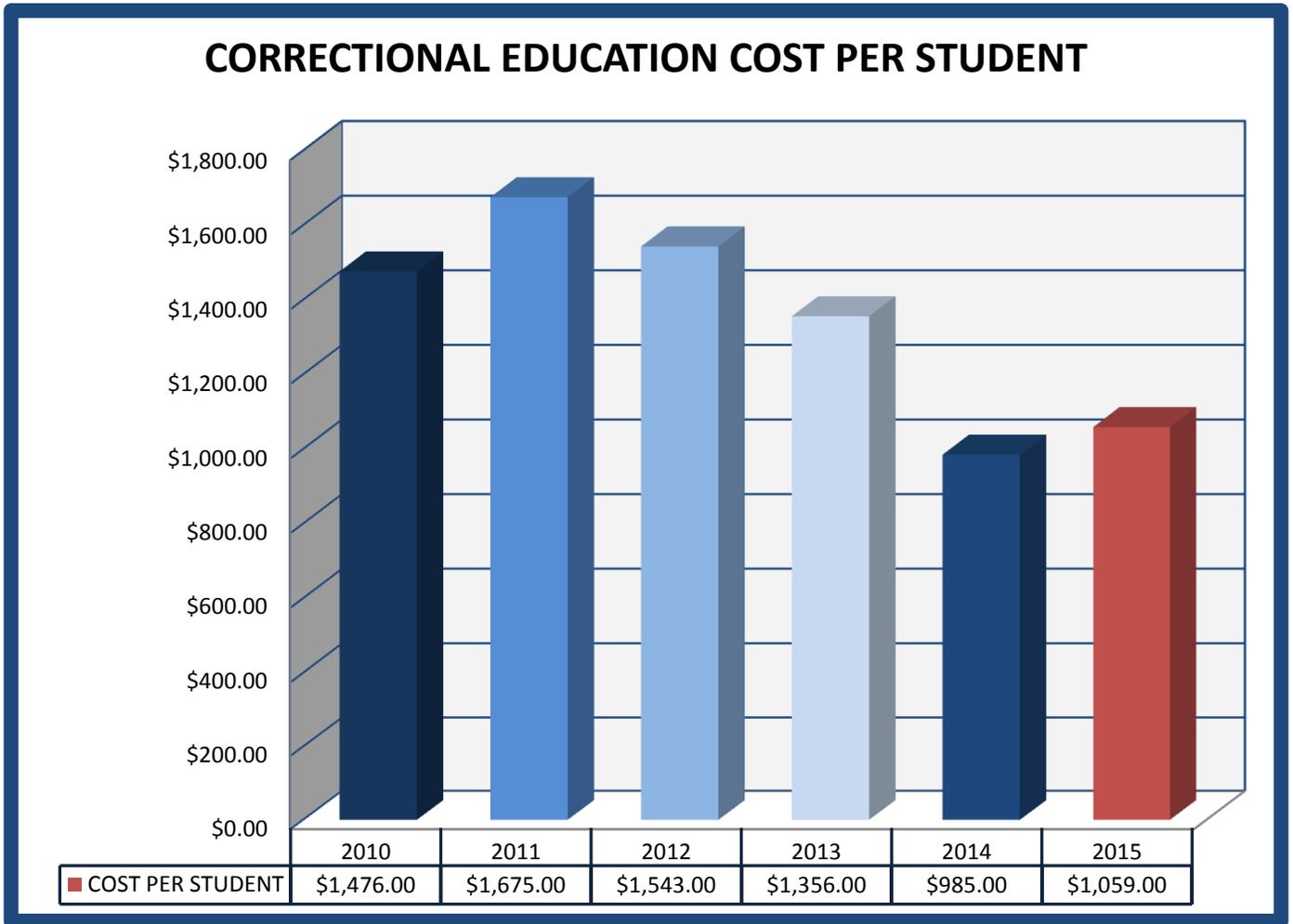


2015 CORRECTIONAL EDUCATION VOCATIONAL CERTIFICATES EARNED

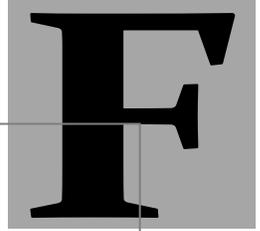
2015 CORRECTIONAL EDUCATION VOCATIONAL CERTIFICATES EARNED COMPARISON BY DISTRICT



2010-2015 CORRECTIONAL EDUCATION COST PER STUDENT COMPARISON



Findings



NCEC 2015 STATISTICS

- ⇒ NDOC Total population: 12,973
- ⇒ 6,692 inmates eligible for secondary education services. (Source: NDOC WEB Reports-Secondary Services Priority Report)
- ⇒ 51% (6692) of NDOC inmates lack a High School Equivalency (HSE)/ or High School Diploma (HSD).
- ⇒ 5345 NDOC inmates enrolled in NDE educational/vocational programs throughout the State of Nevada. (Source-NDE Adult High School Programs (AHSP) 2014-15 Report)
- ⇒ 80% (5345) of eligible inmates were enrolled in education services.
- ⇒ 307 HSEs awarded. (Source-NDE AHSP 2014-15 Report)
- ⇒ 291 HSDPs awarded. (Source-NDE AHSP 2014-15 Report)
- ⇒ 869 Vocational Certificates awarded. (Source-NDE AHSP 2014-15 Report)
- ⇒ 3,814.84 total credits earned and waived. (Source-NDE AHSP 2014-15 Report)
- ⇒ 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.
- ⇒ The average recidivism rate of NDOC Education completers decline by 2% from 31% to 29% in 2011 recidivism studies. *
- ⇒ Cost per student \$1,059.00.
- ⇒ For every \$1.00 spent on adult correctional education, it yields a benefit of \$6.00 to the State of Nevada.

* Recidivism Rates for this study were compared to general population recidivism rates. During 2015-2016 NDOC will have the capability to compare like characteristics, i.e. age, offense.



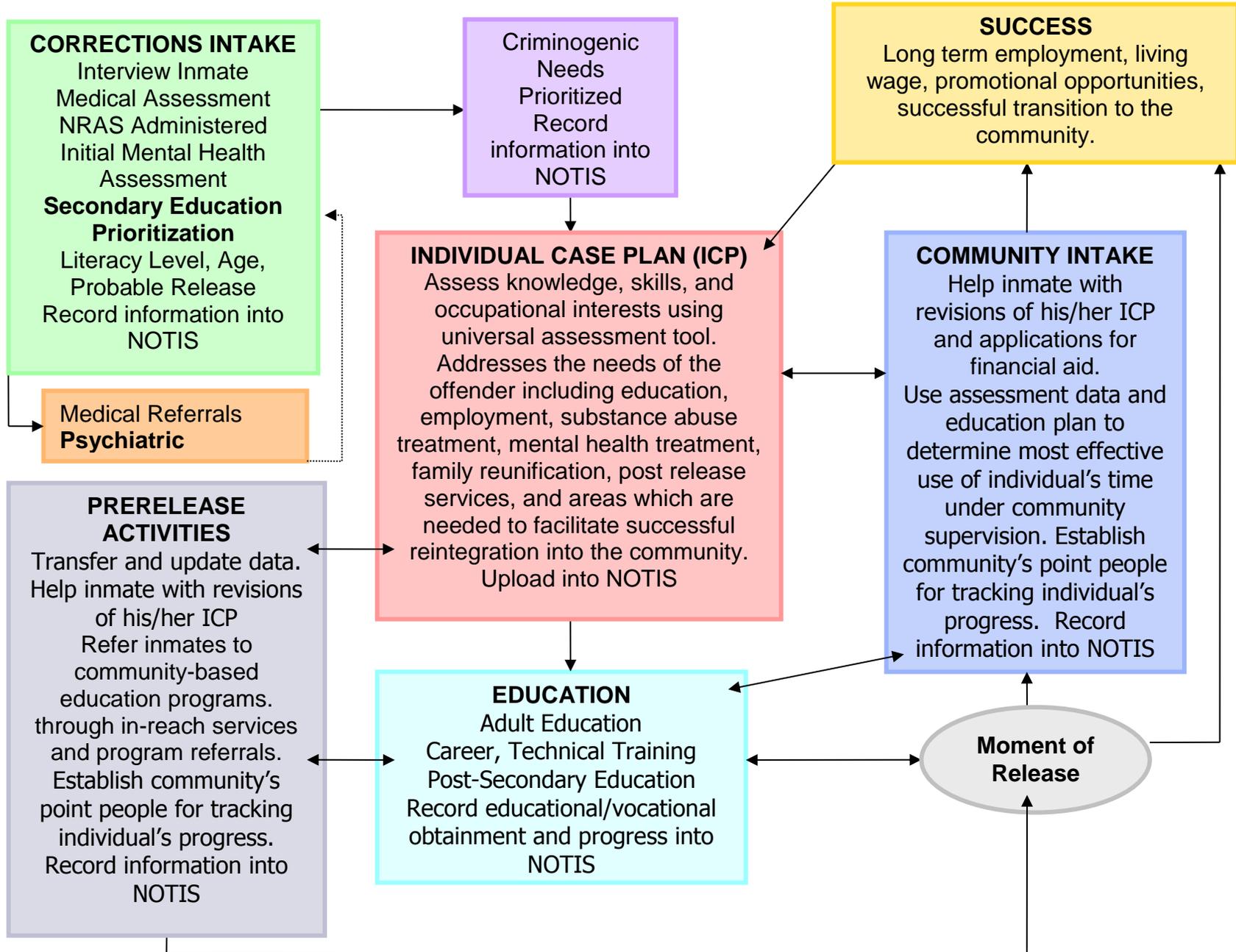
NDOC/NCEC ACTION PLAN 2015-2016

#	GOAL	ACTIVITY	RESULTS	MEASUREMENT	TIMELINE	MET/NOT MET
1.	Review NDOC's current Education Referral Policy and Process.	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	
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	

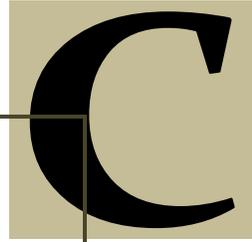
#	GOAL	ACTIVITY	RESULTS	MEASUREMENT	TIMELINE	MET/NOT MET
3.	Execute a Universal Student Information System between NCEC members.	Individual School Districts purchase Infinite Campus.	CCSD pilots Infinite Campus.	Confer with School Districts on a monthly basis to evaluate implementation progress and program's overall effectiveness.	December 2016	
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	
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	
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	

#	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	
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).	Improve Post-Release success.	Decrease recidivism rates.	On-going	
9.	Standardized 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	
10.	Create partnerships to link different data streams together.	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	

PROPOSED 2015 NDOC FLOWCHART



Conclusion



In 2014, 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 2014 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 coordinated efforts of many can accomplish more than the efforts of one or a few separately.

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 approaches to teaching methods.

In summary, the NCEC Report card was developed to assess the effectiveness of correctional education. In addition, 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.