



# Prison Adult Education

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## *2008 Annual Report*

A program of the Department of Education in  
collaboration with the Department of Correction

**Department of Education**

Valerie Woodruff, Secretary of Education

Michael R. Owens, Ed. D., Associate Secretary

Maureen Whelan, Director of Adult Education





# Prison Adult Education

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## *2008 Annual Report*

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# Prison Adult Education

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# Prison Adult Education

## Mission and History

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### Mission of Prison Adult Education

*The mission of prison education is to offer a quality adult education program that will provide an educational foundation to enable offenders to be productive workers, family members, and citizens while incarcerated and upon release from prison.*

*(August 2000)*

In July 2000, the Department of Education assumed responsibility for Prison Adult Education through language in the Budget Bill of the legislature. Twenty-eight new positions were authorized for the Department of Education to manage the Prison Adult Education program. Department of Correction teachers were given the choice of remaining as DOC employees or becoming DOE employees. All new positions and vacancies through DOC attrition become DOE positions.

In June 2001, the legislature passed a bill to codify the transfer of Prison Education to the Department of Education. The bill was signed by Governor Minner to make the collaboration between the Department of Education and the Department of Correction a permanent arrangement.

By June 2002, a postsecondary education program was added to the Prison Education Program. Currently one Delaware State University course and one Annenberg/CPB course is offered each trimester. These courses enable students to begin a college transcript that can be transferred to a college of their choice upon release. The American Council on Education accredits the Department of Education to offer postsecondary education courses.

FY2004 witnessed the expansion of special education services to all areas of the prison including pre-trial, and the Middle States Commission on Schools accredited the Groves program offered within the prison.

Distance learning was piloted in 2005 at the Delaware Correctional Center. A modified distance learning format using GED content DVDs in combination with individualized support from an instructor and instructional aides provided education to offenders during evening hours.

# Prison Adult Education

## Mission and History (Continued)

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In 2006, HVAC and plumbing courses were offered for the first time at the Delaware Correctional Center as part of an Apprenticeship Program. These classes were offered in the evening at the same time as the college and distance learning classes providing offenders with additional education options twice a week in the evenings.

In 2007, a job fair for soon-to-be-released offenders was held at the Delaware Correctional Center providing information on community and Department of Labor resources and the opportunity to speak with local area employers.

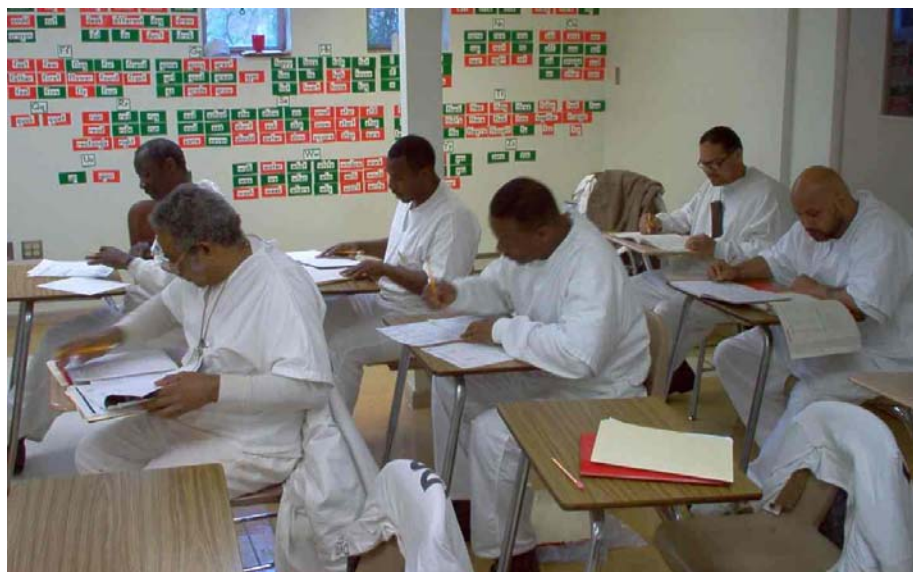
In 2008, compound wide testing of inmates occurred at all four sites and new processes for classifying inmates to education upon entry were developed. To assist inmates upon release,

Corrections, Education, Labor, and the Center for Criminal Justice combined efforts to initiate a

Re-entry Project. This pilot offers services from each of the agencies to inmates while incarcerated

that will assist them in obtaining a job upon release.

Distance learning continues at the Vaughn Correctional Center. GED content is broadcast across the compound to all inmates via Channel 19. This exposure to educational content re-enforces learning for current students and motivates others to request education. The modified distance learning project continues to provide GED and pre-GED instruction to offenders unable to attend daytime educational classes.





# Prison Adult Education

## Prison Adult Education Delivery Model

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Programmatically, Prison Education merged into the Adult Education System also managed by the Department of Education. This allowed the Prison Adult Education delivery model to emulate the existing Delaware Adult Education system model.

This model was chosen because it provides a seamless system to foster the transition of offenders from the correctional facility to programs in the community upon release from the institution. The model is a comprehensive delivery approach that is effective with adults in the community. (See page 4.) The inclusion of life skills teachers and educational diagnosticians enhanced the Adult Education model. These components were designed to address decision-making, life issues related to reintegration into the community, and to provide for special learning needs of offenders.

Curricula developed statewide by adult educators for Adult Basic Education, GED, ESL, and James H. Groves are used in the Prison Adult Education Program. Prison adult educators have been involved in all aspects of curriculum development.

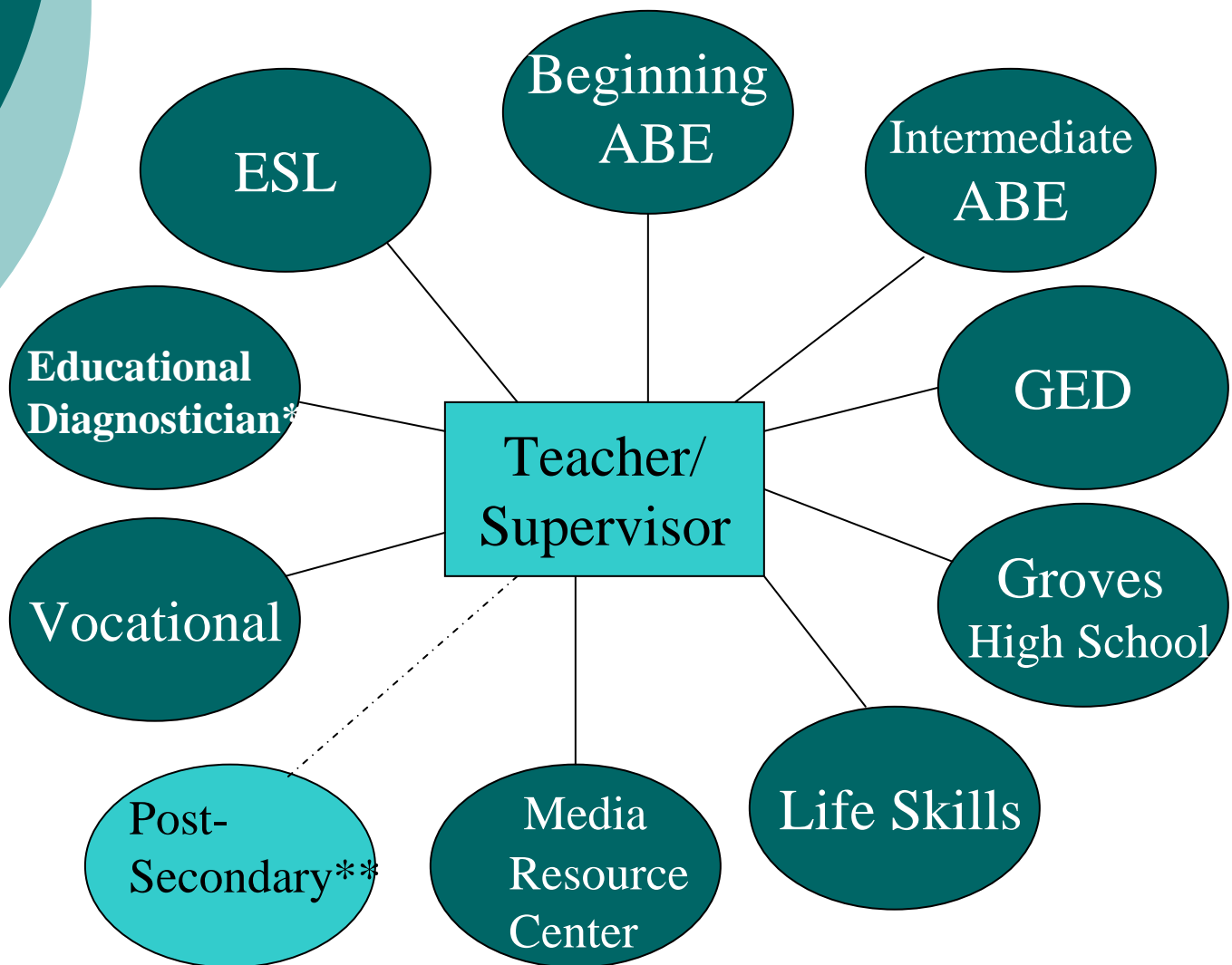
Special education services are incorporated into the model to ensure that all eligible offenders have access to free appropriate public education through age 20. The funding mechanism changed from unit funding to a grant application program and special services were expanded.

To offer a postsecondary (college) program, a proposal/application was submitted to the United States Department of Education and funding received. The college program began in FY2002 using a modified distance learning delivery format to offer courses developed in the Annenberg/CBS project and courses through Delaware State University.

Distance learning is a tool to facilitate access to instruction. The optimal use of this format is being explored. The first pilot enabled four students to earn their GEDs through distance and/or blended learning. A second project is now operating to determine the value of distance learning in pre-GED instruction. Over the next few years, distance learning studies will continue to assess the value and degree of success of distance learning in the correctional setting.

# Prison Adult Education Model

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\*Includes special education service

\*\* Coordinated with higher education and not funded with state dollars



# Prison Adult Education

## Instructional Program Services

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Each program function was designed to serve a different educational level. The different program levels include:

### **ADULT BASIC EDUCATION PROGRAM**

Adult Basic Education provides instruction to improve the academic skills of adults with less than 8th grade level skills.

### **ENGLISH AS A SECOND LANGUAGE PROGRAM**

The English as a Second Language program improves English language proficiency for adults whose primary language is not English.

### **GED PROGRAM**

The purpose of the GED component is to provide an opportunity for adults to learn and demonstrate skills equivalent to those of a high school graduate. Study for the GED has been folded into the Groves High School program.

### **SPECIAL EDUCATION SERVICES**

Special education services are provided to individuals through age 20. Services follow the State of Delaware guidelines for students who have been determined to have a specific disability for which additional educational resources and services are needed. Individual Educational Plans are in place for learners who are diagnosed with a disability.

### **JAMES H. GROVES ADULT HIGH SCHOOL PROGRAM**

The James H. Groves Adult High School is a State Board of Education approved program, Middle States accredited, and the only statewide secondary adult high school in the nation. Groves provides educational opportunities at the high school level that lead to graduation.



# Prison Adult Education

## Instructional Program Services (Continued)

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### **VOCATIONAL SKILLS**

The Vocational Skills program offers occupational skills instruction. Competencies gained will enable participants to secure employment upon release from the institution. There are also opportunities for learners to obtain specialized employment within the institution after obtaining vocational skills.

### **LIFE SKILLS**

The Life Skills program, based upon Moral Reconciliation Therapy, provides training to participants enrolled in the program. Program completers have gained the skills to assume responsibility for past decisions and for making positive future choices.

### **MEDIA RESOURCE CENTER**

The Media Resource Center provides reading and research materials to participants enrolled in an education program. Materials provide content knowledge for the Social Studies and Science tests on the GED and the Certificate of Educational Attainment research paper for James H. Groves students. Vocational information and career planning software are also available in the media resource center.

### **POSTSECONDARY PROGRAM**

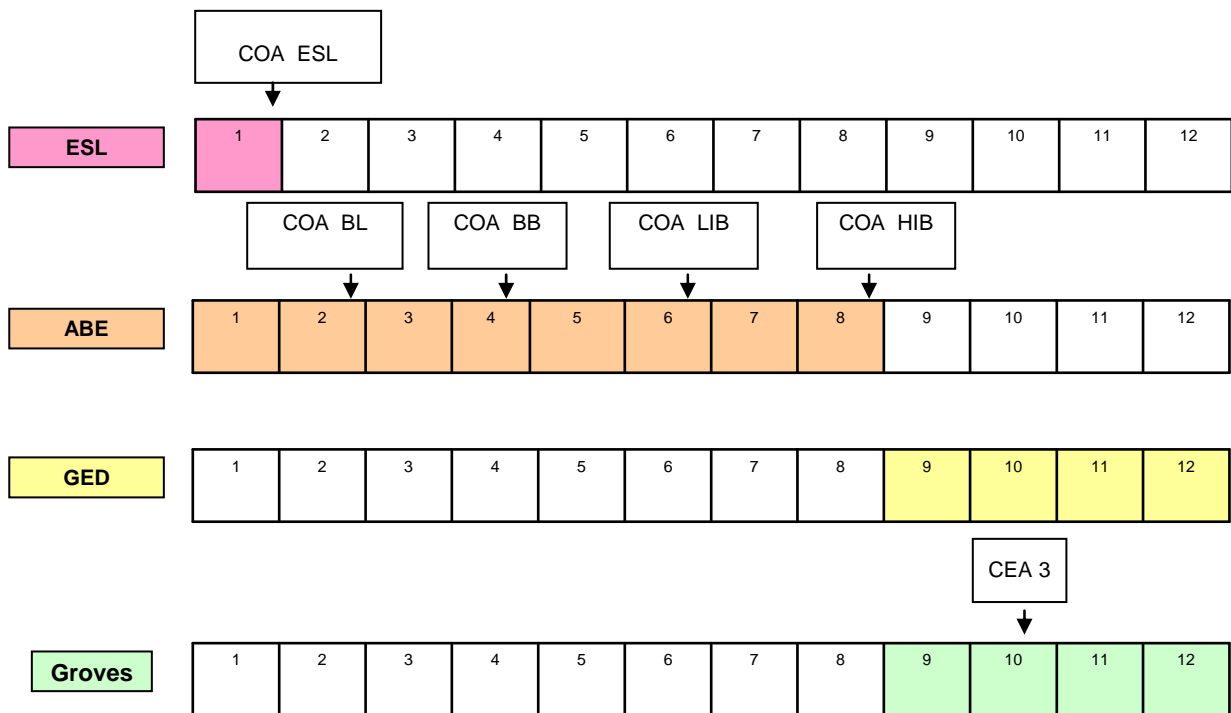
The postsecondary program began in FY2002. A special grant obtained from the US Department of Education provides resources to offer a college program for offenders under the age of 25 and within five years of release. The American Council on Education serves as a transcript service for Department of Education selected postsecondary courses.

### **DISTANCE LEARNING**

Distance learning provides a format for learning whereby students access instruction during evening hours. Offenders are given access to content in a flexible manner via video and text or video, text, and computer. Online learning is not feasible due to security concerns within the institution.

# Comparison of Adult Education Programs to Grade Levels

The prison education instructional model aligns with K-12 grade levels as depicted in the graphics below.



# Prison Adult Education

## Comparison of Annual Enrollments

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Enrollment data have been collected by DOE since the first data count in September of 2000. Enrollment information reflects end-of-year data.

While enrollment has remained over 1,600, the FY 08, enrollment decreased by 9%. This was due to staff vacancies at the Young Correctional Center and at the Baylor's Women's Correctional Center. As a result of FY 08's compound testing project, inmates are now moved to education in a more efficient and effective manner.

### FISCAL YEARS 2001 TO 2008 TOTAL ENROLLMENT\* BY INSTITUTION

Institution	June 2001	June 2002	June 2003	June 2004	June 2005	June 2006	June 2007	June 2008
JVCC	507	572	705	843	815	659	659	669
SCI	505	547	560	555	540	484	477	502
BWCI	299	347	373	334	350	324	262	239
HRYCI	326	477	407	369	461	392	453	274
<b>TOTAL</b>	<b>1,637</b>	<b>1,943</b>	<b>2,045</b>	<b>2,101</b>	<b>2,166</b>	<b>1,859</b>	<b>1,851</b>	<b>1,684</b>

\*Postsecondary program not included since component did not exist for all years.

# Prison Adult Education

## Program Enrollment by Institution

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Reviewing each program component, the largest number of students enrolled were in the ABE instructional component, which covers 0.0 to 8.9 grade level content followed by the GED/Groves components. While the lower educational levels routinely require more time to complete, these numbers indicate that a feeder system have been developed ensuring that inmates of all educational functioning levels can enter the program and attain a GED or Groves Adult High School diploma.

Vocational enrollments increased by 26% over the previous year. Life Skills enrollment decreased due to the absence of a Life Skills teacher at Baylor.

### FY 2008 TOTAL ENROLLMENT\* BY INSTITUTION IN PRISON ADULT EDUCATION

Institution	Vocational	ABE	GED/Groves	Life Skills	TOTAL
JVCC	176	307	55	131	669
SCI	80	224	142	56	502
BWCI	58	122	59	N/A	239
HRYCI	N/A	123	52	99	274
<b>TOTAL</b>	<b>314</b>	<b>776</b>	<b>308</b>	<b>286</b>	<b>1,684</b>

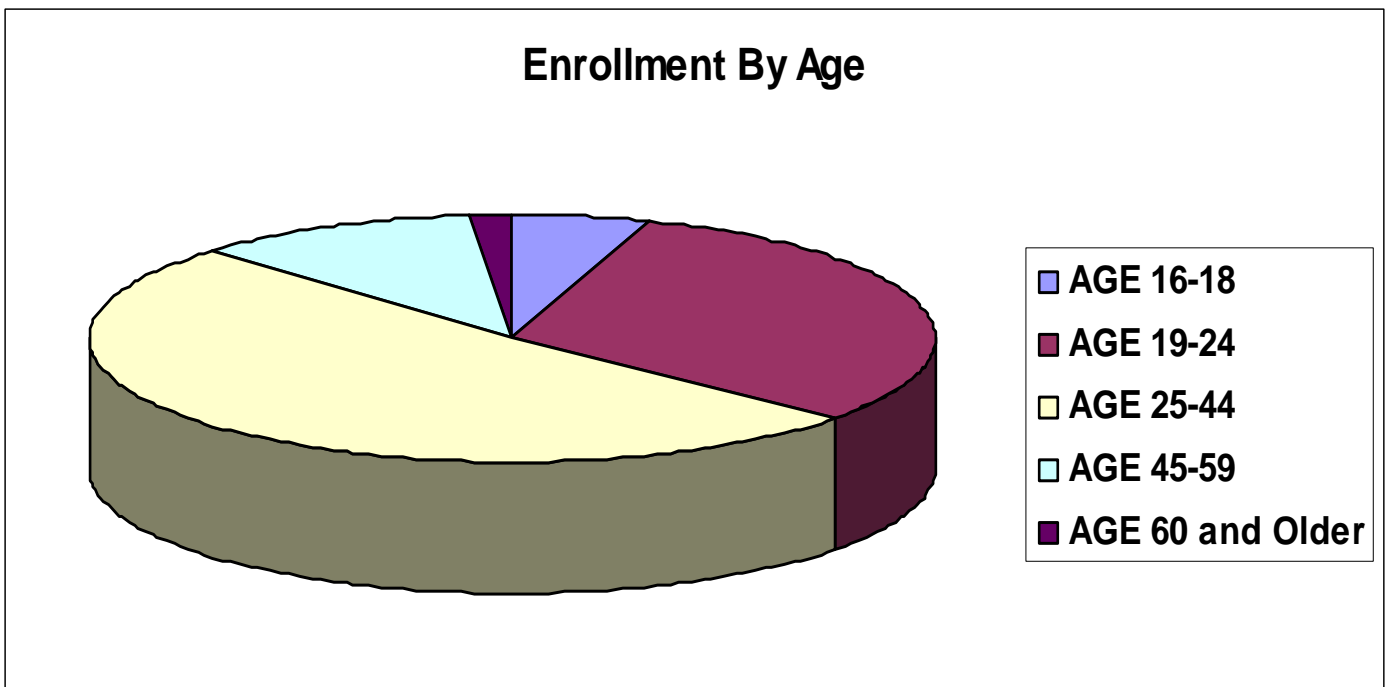
\*Excludes postsecondary education students.

# Prison Adult Education

## Enrollment by Age

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Annual enrollments in academic classes submitted to the Department of Education by age indicate that the greatest number of students served were in the age group of 25-44 years. In fact, 51% of the students fell into this age category. The second largest category was the 19-24 year range. Slightly more than one-third of the students were in this category.



FY2008 Data

# Prison Adult Education

## Enrollment by Race

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Data regarding participation in the educational program revealed that the majority of students served were minority students: 67% African American and 8% Hispanic. Minority enrollments by institution ranged from 61% at Baylor Women's Correctional Institution to 85% at Young Correctional Institution.

### FY 2008 ENROLLMENT PERCENTAGES BY RACE AND INSTITUTION

Institution	African-American	Asian	Hispanic	White	American Indian
JVCC	73%	<1%	9%	17%	<1%
SCI	61%	0	7%	30%	1%
BWCI	53%	0	7%	39%	0
HRYCI	76%	0	9%	13%	1%
TOTAL	67%	<1%	8%	24%	<1%

N=776 unduplicated in academic classes

# Prison Adult Education

## Academic Levels at Enrollment

Upon entry into the academic educational program, the majority of the students enrolled at the Adult Basic Education (ABE) level. ABE levels included beginning levels (Grades 0-5) and intermediate levels (Grades 6-8). Fifty six percent of the enrollees had entry level skills at the ABE instructional level regardless of the grade they actually completed in school. Fewer than one percent of the total academic enrollments were at the English as a Second Language program level.

From the total number of students served, slightly more than 43% began the fiscal year at the Adult Secondary Education (ASE) level. This instructional level served students by preparing them for the GED and/or James H. Groves High School diploma.



### FY 2008 BEGINNING ACADEMIC LEVELS\* AT EACH INSTITUTION

Institution	ABE	ASE**	ESL	TOTAL
JVCC	218	136	9%	362
SCI	196	170	0	366
BWCI	117	64	0	181
HRYCI	75	100	0	175
<b>TOTAL</b>	<b>606</b>	<b>&lt;470</b>	<b>8</b>	<b>1,084</b>

N=1084 (vocational, life skills, and postsecondary education students are excluded.)

\*As of June 30, 2008

\*\*ASE numbers include students who have completed High Intermediate ABE/



# Prison Adult Education

## Performance Measures Defined

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Prison Adult Education performance measures were implemented in alignment with the federal reporting requirements for adult education under the National Reporting System. Baseline information was gathered the first year. (For each performance measure, the number of offenders who were released from the institution are removed from the calculation.)

**High School Graduation Rate** (Number of Completions / Number of Enrollments)

**GED Pass Rate** (Number Passing / Number of Examinees)

**Vocational Completion Rate** (Number of Enrollees Completing / Number of Enrollees)

**Life Skills Completion Rate** (Number of Enrollees Completing / Number of Enrollees)

**ABE Level Completion Rate (also National Reporting System Rate)** (Number of Completions / Number of Enrollees)

**College Course Completions** (Number of Course Completions / Number of College Enrollments)

**Dropout Rate** (Number of Students who Dropped Minus Offenders Released While in Education / Number of Students who Enrolled)

**Special Education Gains** (Number of Enrollees Showing Learning Gains / Number of Enrollees in Special Education)

**Community Transition Rate** (Number of Students Enrolling in an Educational Program Outside the Institution / Number of Students Leaving the Institution while in Education)

Future studies will be completed to determine long term impact of the program. Studies that will be conducted include:

**Recidivism Rate (Study)** (Number of Returnees to Institution Involved in Education / Number of Exits who Completed Educational Programs)

**Post Release Employment Rate (Study)** (Number of Program Completers who Find Employment / Number of Program Completers Released)

**Idleness Rate (Study)** (Number of Inmates Involved in Education / Number of Inmates in Institution)

# Prison Adult Education

## Results of Performance Measures

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FY2008 baseline performance levels for the state are reported in this section of the document. Each performance measure also provides the number of offenders who were released from the institution while enrolled in education. Students released from the institution were removed from rate calculations.

FY2008 baseline performance levels for the state are reported in this section of the document. Each performance measure also provides the number of offenders who were released from the institution while enrolled in education. Students released from the institution were removed from rate calculations.

### High School Graduation Rate

(Number of Completions / Number of Enrollments Minus Released Offenders)

Total Number of Graduates = 59

Number of Enrollments = 308

Number Released = 40

Graduation Rate = 22%

Continuing in Program = 207

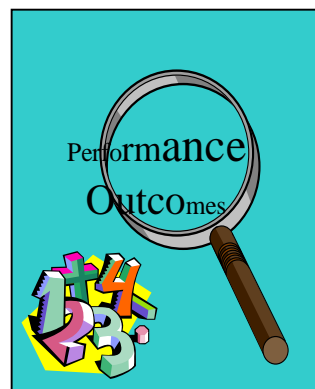
### GED Pass Rate

(Number Passing / Number of Examinees)

Number Passing the GED Test = 158

Number of Examinees = 162

GED Pass Rate = 98%



### Vocational Completion Rate

(Number of Completions / Number of Seats in Courses Minus Released Offenders)

Number of Completions = 286

Number of Seats = 395

Number of Enrollees = 314

Number Released = 48

Completion Rate = 82%

### Total Program Dropout Rate

(Number of Students who Dropped While in Education / Number of Students who Enrolled Minus Released Offenders)

Number Who Dropped = 140

Number of Enrollees = 1684

Number Released = 290

Dropout Rate = 11%

# Prison Adult Education

## Results of Performance Measures (Continued)

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### Life Skills Completion Rate

(Number of Enrollees Completing Program / Number of Enrollees Minus Released Offenders)

Number of Completers = 204

Number of Enrollees = 286

Number Released =47

Completion Rate =85%

### Special Education Gains

(Number of Enrollees Showing Learning Gains / Number of Enrollees in Special Education Minus Released Offenders)

Number with Gains =15

Number of Enrollees =27

Number Released =10

Percent with Gains =88%



### Postsecondary Education Program Completion Rate

(Number of Completions / Number of Seats in Courses Minus Released Offenders)

Number of Completions = 203

Number of Enrollees = 152

Number of Seats=255

Number Released =21

Completion Rate =87%

### ABE Level Completion Rate

(Number of Completions to Date / Number of Enrollees Minus Released Offenders)

Number of Completions = 420

Number of Enrollees = 776

Number Released =155

Completion Rate =68%

# Prison Adult Education

## Student Completions

### Overall Program

Program completion is defined as certificates issued as a result of satisfactory performance at the end of the program based on standards established by the state. An ABE completion level gain is documented by a Certificate of Attainment (COA). A COA equates to the National Reporting System levels and each COA verifies an equivalent learning achievement of three K-12 grade levels in one or more of the content areas of math, reading, or writing.

At the secondary education level, a GED documents those examinees awarded a State of Delaware GED Endorsement, and the high school diploma verifies Groves High School completions. Postsecondary completions are based on final grades issued by the college/university.

Vocational certificates are based on acquisition of specific competencies and levels of proficiency defined by content standards set by the State Board of Education. Life Skills completions represent those students who complete 100 percent of the requirements of the Moral Reconciliation Therapy Program established nationally by Correctional Counseling, Inc.

### FY 2008 TOTAL COMPLETIONS BY INSTITUTION IN PRISON ADULT EDUCATION

Institution	Postsecondary	Vocational	ABE	GED	Groves*	Life Skills
JVCC	62	130	147	48	48	88
SCI	74	67	119	49	60	45
BWCI	45	89	86	18	37	0
HRYCI	22	N/A	68	43	22	71
<b>TOTAL</b>	<b>203</b>	<b>286</b>	<b>420</b>	<b>113</b>	<b>167</b>	<b>204</b>

\*Groves outcomes reflect increases from Low ASE to High ASE and High School Diploma completions.

# Prison Adult Education

## Student Completions (Continued)



### ABE/ESL Programs

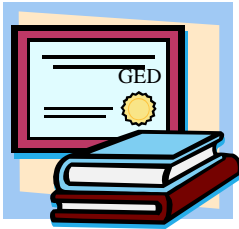
The number of Adult Basic Education program completions is established in accordance with competencies established by the State of Delaware and the National Reporting System. An ABE/ESL program is designed for students identified with basic skills deficits while preparing for the GED Test. Those who do not receive a GED continue into the new program year. Certificates of Attainment (COA) are issued at strategic achievement points in accordance with the National Reporting System for adult learners (covering one to three grade levels). To be issued a COA, a learner must meet skills standards as measured by a state panel review. GED Endorsements are included in another chart.

INSTITUTION	ENROLLED	RELEASED	COMPLETED	PERCENTAGE
JVCC	307	66	147	61%
SCI	224	37	119	64%
BWCI	122	21	86	85%
HRYCI	123	31	68	74%
<b>TOTAL</b>	<b>776</b>	<b>155</b>	<b>420</b>	<b>68%</b>

# Prison Adult Education

## Student Completions (Continued)

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### GED Pass Rate

The statewide GED rate for the Prison Adult Education program was 98%. The pass rate for all GED examinees in the state is 94%. All four institutions have a passing rate above the statewide pass rate with three institutions attaining a 100% pass rate.

INSTITUTION	TOOK TEST	PASSED TEST	PASS RATE
JVCC	52	48	92%
SCI	49	49	100%
BWCI	18	18	100%
HRYCI	43	43	100%
<b>TOTAL</b>	<b>162</b>	<b>158</b>	<b>98%</b>

# Prison Adult Education

## Student Completions (Continued)



### Groves Adult High School

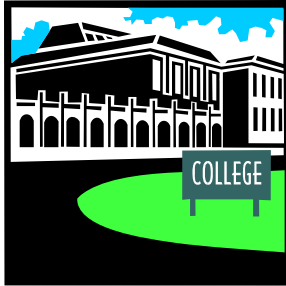
All secondary education students are considered Groves students, and they earn credits toward their high school education while working towards the GED Test. The number of graduates in FY 08 was 59 which is down from FY 07 due to Groves instructor vacancies. Students who were not released and did not complete the program are continuing their education into the new year.

### Groves Adult High School

INSTITUTION	ENROLLED	RELEASED	COMPLETED	COMPLETION RATE
JVCC	55	4	48	94%
SCI	142	18	60	48%
BWCI	59	4	37	67%
HRYCI	52	14	22	58%
<b>TOTAL</b>	<b>308</b>	<b>40</b>	<b>167</b>	<b>62%</b>

# Prison Adult Education

## Student Completions (Continued)



### Postsecondary Education Program

The postsecondary education program was initiated in FY2002. This year, 152 students enrolled in a college course through the Delaware State University or the Annenberg/CPB courses. Some students participated in more than one course resulting in the 255 enrollments. Successful completion of a course requires the student to receive a passing grade of “C” or better. Of the students taking a postsecondary education course, 87% successfully completed one or more courses. The number of inmates participating in postsecondary education courses increased by 30 over FY 07. receive a passing grade of “C” or better.

### FY 2008 POST SECONDARY COURSE COMPLETIONS BY INSTITUTION IN PRISON ADULT EDUCATION

INSTITUTION	ENROLLED	RELEASED	COMPLETED	COMPLETION RATE
JVCC	84	3	62	77%
SCI	75	1	74	100%
BWCI	50	2	45	94%
HRYCI	46	15	22	71%
<b>TOTAL</b>	<b>255</b>	<b>21</b>	<b>203</b>	<b>87%</b>

# Prison Adult Education

## Student Completions (Continued)

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### Life Skills Program

Life Skills program enrollment was 286. Two hundred and four students completed the Life Skills program based upon Moral Reconciliation Therapy. This program had an 85% completion rate. The number of students enrolled in the Life Skills program decreased in 2008 from 2007 by 9% due to the lack of a Life Skills instructor at Baylor.

#### FY 2008 LIFE SKILLS\* COMPLETIONS BY INSTITUTION IN PRISON ADULT EDUCATION

INSTITUTION	ENROLLED	RELEASED	COMPLETED	COMPLETION RATE
JVCC	84	3	62	77%
SCI	75	1	74	100%
BWCI	50	2	45	94%
HRYCI	46	15	22	71%
<b>TOTAL</b>	<b>255</b>	<b>21</b>	<b>203</b>	<b>87%</b>

\*Program operates 10 months

# Prison Adult Education

## Student Completions (Continued)



### Vocational Programs

Vocational completions are verified in accordance with competencies established by the State of Delaware content standards. The rate of completion of vocational courses for this fiscal year was 82%. Students who did not complete the specific vocational courses during this fiscal year carried over to the new fiscal year. The percentage of completions is up from 68% in FY2007.

Baylor provides short-term vocational offerings due to the shorter sentences of the female population and has an apprentice program coordinated with the Department of Labor. SCI continues to provide training in carpentry and masonry. Vaughn enrollment reflects participation in MS Word, Excel, and PowerPoint daytime classes and evening HVAC and plumbing apprenticeship classes.

### FY 2008 VOCATIONAL COMPLETIONS BY INSTITUTION IN PRISON ADULT EDUCATION

INSTITUTION	ENROLLED	RELEASED	COMPLETED	COMPLETION RATE
JVCC	84	3	62	77%
SCI	75	1	74	100%
BWCI	50	2	45	94%
HRYCI	46	15	22	71%
<b>TOTAL</b>	<b>255</b>	<b>21</b>	<b>203</b>	<b>87%</b>

# Prison Adult Education

## Program Dropout Information

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### Dropout Rate

The statewide dropout rate for the Prison Adult Education Program (after removing those who were released) was 10%. The range varied from 1% for the James H. Groves program to 18% for the Vocational program. The statewide dropout rate for adult education programs was 20% in FY2007.

### FY 2008 STATEWIDE DROPOUTS BY PROGRAM TYPE

INSTITUTION	ENROLLED	RELEASED/ TRANSFERED	DROPPED	DROPOUT RATE
JVCC	776	155	54	9%
SCI	308	40	2	1%
BWCI	314	48	49	18%
HRYCI	286	47	35	15%
<b>TOTAL</b>	<b>1,684</b>	<b>290</b>	<b>140</b>	<b>10%</b>

# Prison Adult Education

## Staffing

Both DOE and DOC teachers continue to be employed at all institutions. During FY 08, three academic positions at Young; two academic positions at Vaughn; and one Life Skills position at Baylor were unoccupied for part or all of the year.

All staff must pass a DOC criminal background clearance before entering the institution. In addition, special professional development activities were planned for new staff to have a better understanding of the adult education curriculum, accountability system, and DOC security requirements.

Inmate workers served as tutors and instructional aides assisting teachers by providing one-on-one assistance to learners. Most tutors/aides have been in the educational program prior to becoming an aide.

### INSTRUCTIONAL AND CLERICAL STAFF AND INMATE WORKERS FOR PRISON ADULT EDUCATION\*

INSTITUTION	PROFESSIONAL STAFF DOC	PROFESSIONAL STAFF DOE	VACANCIES	INMATE WORKERS
JVCC	5	11	0	27
SCI	3	8	0	27
BWCI	1	5.5	1	12
HRYCI	0	7.5	0	3
<b>TOTAL</b>	<b>9</b>	<b>32</b>	<b>1</b>	<b>69</b>

\*Employed as of June 30, 2008



# Prison Adult Education

## Strategic Education Improvement Team Studies

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### *Priorities to Implement SEIT*

The Strategic Educational Improvement Team is a local institution planning process. This process is led by teachers and designed for continuous improvement of the educational program and delivery at the institutional level. The SEIT chair is selected from and by the staff. SEIT plans outline the steps each institution will take to conduct the study and address instruction issues.

### **Academic SEIT Plan: Reading Improvement for Adult Learners**

In FY 08 based on research findings from the Office of Vocational and Adult Education located in the U.S. Department of Education, it was determined that improving reading instruction for adults would be the focus of the academic SEIT project across all four prisons.

Research in Adult Education demonstrated that reading instruction to adults needed to become more formalized and focused on the four components of the reading process: alphabets, fluency, vocabulary, and comprehension.

After receiving STAR training from reading specialists on how to improve instruction, academic teachers at Young, Baylor, Vaughn, and SCI piloted the more intensive assessment, analysis, and instructional process with selected students. The SEIT study question asked if using explicit reading instruction, specifically STAR techniques, improves reading scores as evidenced on TABE testing.

Data analysis of adult learners participating in the process revealed that the students' reading ability in all four components were affected: 1.3 grade levels increase in alphabets; 1.0 grade level increase in fluency; 1.9 grade level increase in vocabulary; and a 1.7 grade level increase in comprehension. The study also concluded that while the STAR technique improved student skills, it was impossible to determine if the improvement was due to STAR alone or in combination with other reading strategies already in use. Further study was needed to determine the direct causal effect of STAR techniques.



# Prison Adult Education

## Strategic Education Improvement Team Studies (Continued)

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### **Life Skills and Vocational SEIT Plan: Linking Student Perceptions to Career Scope Assessments and Using This Information to Facilitate Transition to the Workforce**

In FY 08, the Life Skills and Vocational instructors across all four institutions decided that students needed more information to assist in their career choice decision making. Since specific levels of education are needed to enter various vocational fields, the staff reasoned that students would benefit from understanding the eligibility requirements for entering their chosen vocational field.

This study included the use of a pre-post test for students based on occupational and labor market information in combination with realistic opportunities for the offenders. The results of these tests were discussed with the students and connections with educational attainment were clarified. While the study provided important data on offender preferences for employment upon release, it was found that more research and collaboration with the Department of Labor was needed to strategize viable employment opportunities for ex-offenders.

The data from this study revealed that the three most popular interest areas as captured on the Career Scope Interest Inventory were: humanitarian, mechanical, and leading/influencing. Interestingly, when the data from the Baylor Women's Correction Center was removed, the leading interest area became mechanical. The students identified their highest aptitudes as belonging in clerical perception and form perception areas. This data means that the offenders believe they are most proficient in clerical skills and working with forms/applications/reports.

Further research in this area will be needed to determine how to better align interest with aptitude and finally with viable career options open to ex-offenders.

# Prison Adult Education

## Future Steps

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### **Plans Set for FY 2009**

Initiation of a Network Wiring Course at Young to provide vocational skills training to inmates for the first time.

Expanding the use of a compound wide educational television channel to another institution in addition to Vaughn.

Initiating the Prison Re-Entry Project to determine the combination of services that will best prepare an offender for a job upon release.

Continuing SEIT studies to improve instruction.

Improving student attendance and retention.

Adding new courses to the college program offerings.

Implementing learning styles inventories and Career Scope Interest Inventories into the educational process for all prisons.

