

2020

# ANNUAL REPORT

## PRISON ADULT EDUCATION

A COLLABORATIVE PROJECT BETWEEN THE DELAWARE DEPARTMENT OF  
EDUCATION AND THE DELAWARE DEPARTMENT OF CORRECTION



# Prison Adult Education

## 2020 Annual Report

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# Prison Adult Education

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# Prison Adult Education

## Mission

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*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 (DOE) assumed responsibility for Prison Adult Education. In 2001, the program was officially recognized as a collaborative effort between the Department of Education and the Department of Correction with each agency accorded specific responsibilities to facilitate program operations. In June 2014, the Prison Educational Unit was created as a unit within the Department of Education.

Prison Education services are offered at Baylor Women's Correctional Institution (BWCI), Sussex Correctional Institution (SCI), James T. Vaughn Correctional Center (JTVCC), and at Howard R. Young Correctional Institution (HRYCI).

Offenders are provided with a variety of educational services focused on academics, vocational training and life skills that support successful re-entry upon release. Through the Adult Basic Education (ABE) component, offenders receive instruction directed towards passing the GED® Test. To facilitate learner progress, all offenders are pre-tested for current functioning levels in Math, Reading and Writing. Based on scores, learners are placed in the appropriate educational functioning level (EFL) and progress towards a secondary credential, GED®, through the attainment of Certificates of Attainment (COAs).

Students who possess a secondary credential, high school credits or score at a 9.0 GLE on the Test of Adult Basic Education (TABE) can attend the James H. Groves Adult High School. Upon completion of the state's high school graduation requirements, students receive their high school diploma. The Prison Education James H. Groves Adult High School is accredited by the Middle States Association of Colleges and Schools Commission on Elementary and Secondary Schools. The Adult Basic Education component of the program adheres to the U.S. Department of Education/Office of Career, Technical and Adult Education negotiated performance targets and reporting requirements as mandated in the Workforce Innovation and Opportunity Act, Title II.

A variety of vocational courses are offered to prepare offenders for employment upon release. During the 2019 – 2020 school year, the following were offered:

- Auto Tech at JTVCC
- Culinary Arts at JTVCC and BWCI
- Computer classes, such as MS Word, Excel, Publisher and PowerPoint at JTVCC, HRYCI, BWCI and SCI
- ServSafe at JTVCC and BWCI
- Aller-Train at BWCI
- Flagger certification courses at BWCI, JTVCC, SCI and HRYCI
- Masonry at SCI
- NCCER Core for the Construction Trades at SCI

Prison Education staff also facilitated higher education courses for students who enrolled in nationally or regionally accredited institutions of higher education. Staff coordinated academic services between the college and the student, e.g. proctoring of tests, use of computers for assignments and monitoring of instructional materials.

Selected offenders, 20 years of age and under, are provided academic instruction and transitional activities to assist in successful reintegration into their communities through Title 1, Part D Neglected and Delinquent funding. This year 10 young men received academic instruction and completed career awareness assignments geared towards employment upon release.

Students under the age of 22 with documented special needs receive services through the Individuals with Disabilities Education Act. This year, 53 offenders were served under this legislation.

#### Covid Impact

The 2019 – 2020 school year started as a normal year. However, the advent of Covid in late March dramatically changed the delivery of instructional services in the prisons. Up to April, students attended classes in person participating in discussions, lectures, interactive activities and hands-on trainings to learn new materials. In-person classes, with small and large group activities took place. However, with the onset of the pandemic, in-person classes were cancelled due to health concerns for the students, the DOC and DOE staff. To continue educational services, the Prison Education Program switched instructional delivery to a correspondence format with video conferencing available for students with special needs. Teachers communicated with students through learning packets delivered to the students



on their housing units. Students completed work and returned the packets to the Education Program. Upon review and scoring, teachers returned new packets to the students. During this period, formal progress testing did not occur due to Covid restrictions. Dependent on the amount of work returned, students were awarded attendance hours that were shared with DOC for the purpose of awarding good time. While there were glitches in this correspondence process upon initiation, the system became more refined as the school year continued. The cycle of teachers creating packets at home, the packets being delivered to the prison once a week or more, the picking up completed packets for review at home and the development of new packets to be delivered again to the prison was the transitional solution to providing services during the beginning stages of the pandemic. Sporadically during this transition period, it was necessary to halt even correspondence packets due to health concerns at different prisons at different times. By June 30, 2020, 887 correspondence packets had been distributed throughout the system and offenders responded with the completion of 515 packets.

Special education services were delivered via correspondence courses and video conferencing when possible. Identification and eligibility determination processes continued to the extent possible. Instructional time missed due to Covid conditions were added to compensatory time plans to ensure that students received their services.

During the last quarter of FY 20, both DOE and DOC worked collaboratively on designing and implementing a video conferencing process that would be used in FY 21 to supplement the correspondence packets process.

The outcomes noted in this report reflect both the work completed prior to the pandemic and the impact of Covid 19 on Prison Education. The data do not reflect the creativity, perseverance and dedication to the continuation of services demonstrated by the students, DOE and DOC staff. The attitudes and behaviors exhibited during the last quarter of FY 20 could not be objectively graded and did not align with Common Core standards or industry certifications. However, they were indicative of the soft skills needed to face challenges and persevere in times of crisis. Lessons were learned in FY 20 that will change the future of students and the Prison Education Program.

# Prison Adult Education

## Delaware Correctional Reentry Commission

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On December 4, 2018, Governor John Carney signed Executive Order #27 establishing the Delaware Correctional Reentry Commission. This commission is the result of the work performed under the National Criminal Justice Reform Project. The order states “it is a paramount interest of the State for the benefit of all its citizens to: improve the transition from correctional custody to communities; increase public safety; reduce recidivism; make better use of resources in correctional facilities; and expand partnerships with communities, nonprofit service providers and reentry advocates and statewide justice-oriented membership organizations.” Under its auspices, seven subcommittees worked individually and collaboratively to review and implement evidence-based practices that support reentering citizens successfully returning to their communities.

Based on the belief that that first day of incarceration should also be the first day of preparing for a successful re-entry, the Prison Education Program and the Department of Correction collaborated to provide the skills and information necessary for a successful re-entry.

The Prison Education program was able to:

- Formalize the delivery of academic assessments and vocational surveys to newly classified offenders;
- Provide additional classes in the new Treatment Services Building at JTVCC providing more educational services to students at the highest level of security;
- Implement a distance learning process based on a correspondence course format as an additional mode of instructional delivery;
- Support the initiation of a Pell Grant for Incarcerated Students Pilot with Delaware Technical Community College;
- Collaborate with DOC and DOL on a Memorandum of Understanding focused on providing DOL information and resources inside the prisons;
- Develop a work-readiness monitoring process to reinforce the skills needed to be successful on the job upon return to the community.

The Education Committee was composed of community members, reentering citizens, DOC, DOL and DOE representatives who met monthly to discuss how to achieve the group’s objectives.

# Prison Adult Education



## Prison Adult Education Delivery Model

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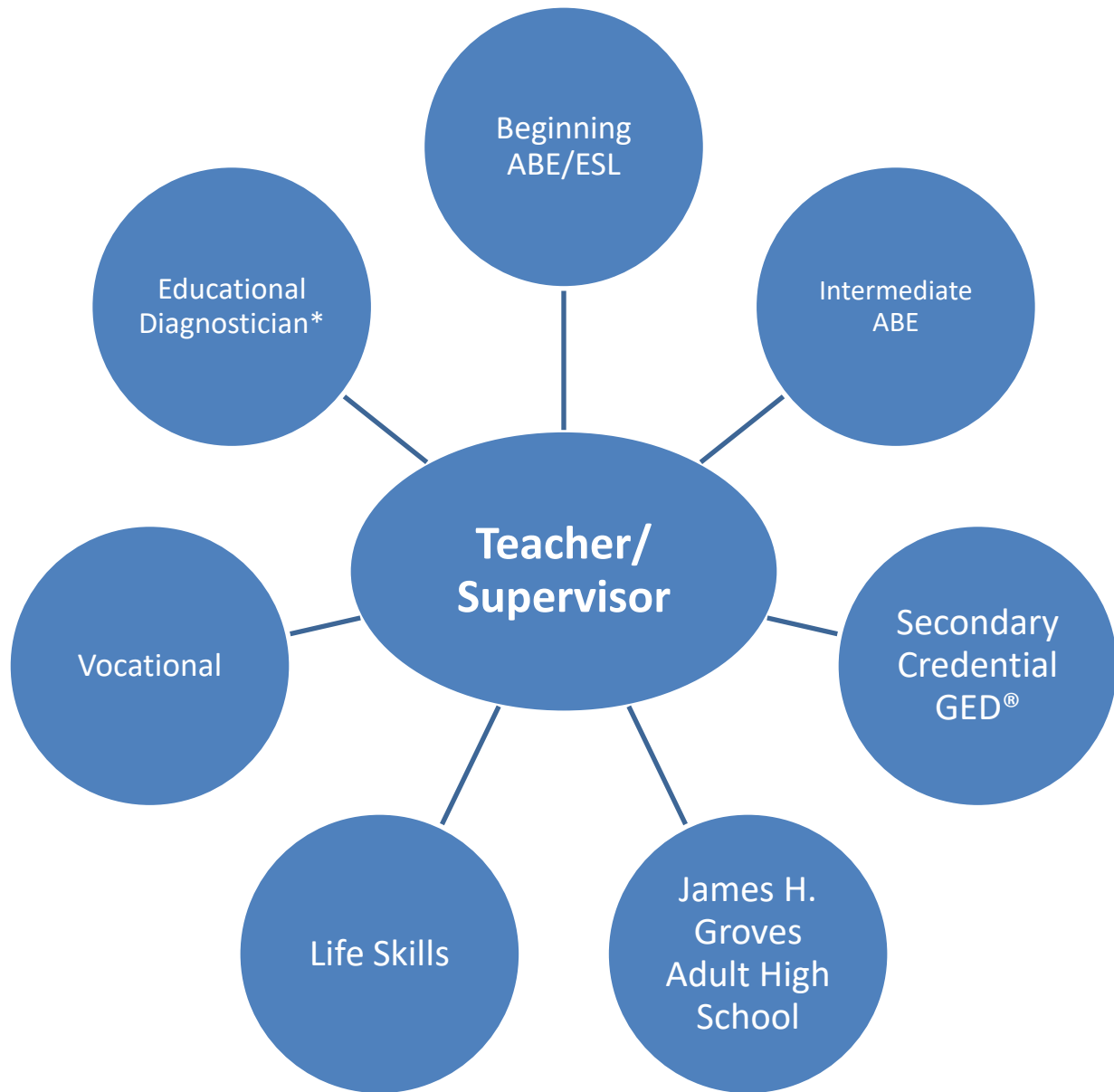
Prison Education is an integral component of the Delaware Adult Education system funded from state and federal allocations. This education model provides a seamless process that fosters the transition of offenders from the correctional facility to a community program upon release from the institution. A graphic representing the various educational offerings follows on page 6. The inclusion of life skills teachers and educational diagnosticians in the Prison Adult Education program enhances services by adding re-entry resources and special education assistance not available in community Adult Education programs. These components address life issues related to positive re-integration into the community and the special learning needs of those covered under the Individuals with Disabilities Act, the Rehabilitation Act and/or the Americans with Disabilities Act.

Statewide curriculums developed by adult educators for Adult Basic Education (ABE), English-as-a-Second Language (ESL), and the James H. Groves Adult High School (Groves programs) 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 to ensure that all eligible offenders have access to free and appropriate public education up to the age of 22 years inclusive.

# Prison Adult Education Model

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\* Special education services

# Prison Adult Education

## Instructional Program Services

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Each component is designed to serve a different educational need. The different components are:

### **English-as-a-Second-Language (ESL)**

English-as-a-Second-Language provides instruction to improve English language proficiency and academic skills for adults whose primary language is not English.

### **Adult Basic Education (ABE)**

Adult Basic Education provides instruction to improve the academic skills of adults with less than 9<sup>th</sup> grade level skills.

### **Secondary Credential Preparation**

In 2014, the Delaware Department of Education revised its secondary credential assessment process. Currently, the GED<sup>®</sup> exam is the only DDOE approved assessment for secondary credential attainment. This preparation component provides an opportunity to learn and demonstrate College and Career Readiness skills that lead to successfully completing the current GED<sup>®</sup> exam.

### **James H. Groves Adult High School (Groves)**

The James H. Groves Adult High School is Delaware's statewide secondary adult high school. It is approved by the Delaware State Board of Education and is accredited by the Middle States Association of Colleges and Schools. James H. Groves Adult High School provides educational opportunities at the high school level that lead to graduation with a diploma.

### **Special Education Services**

Special education services are provided to qualifying individuals. 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 Education Programs (IEPs) are developed for eligible learners who are diagnosed with a disability.

# Prison Adult Education

## Instructional Program Services (Continued)

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### **Life Skills**

The Life Skills component, which incorporates Moral Reconciliation Therapy, provides training to participants enrolled in the program. Program completers gain the skills to assume responsibility for making positive choices for the future.

### **Vocational Skills**

The Vocational Skills component offers occupational skills instruction. Competencies gained assist participants in securing employment upon release from the institution. There are also opportunities for learners to obtain specialized employment within the facility after obtaining vocational skills.

### **College Level Courses**

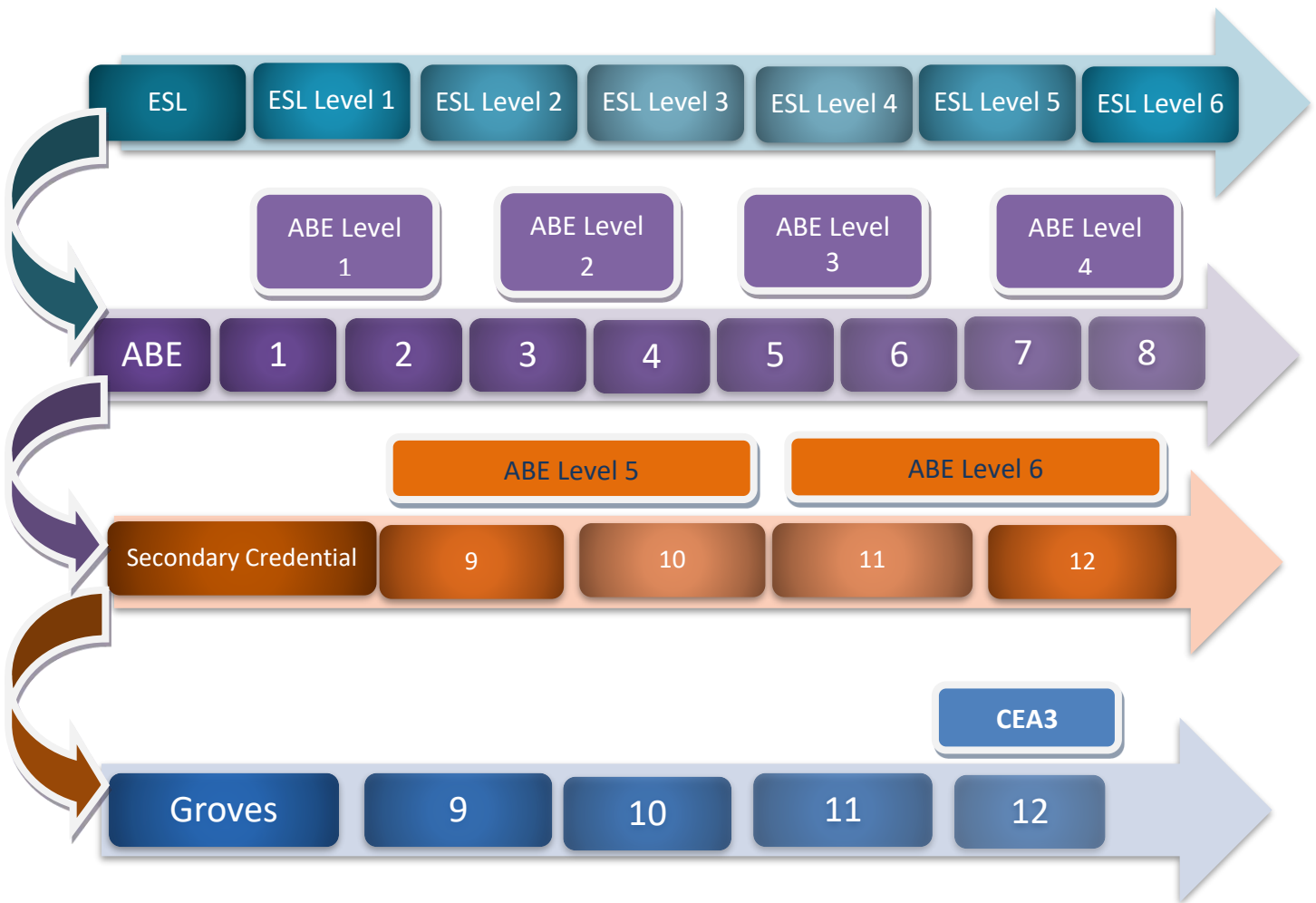
Currently, there is no funding to provide college courses through the Prison Education Program. However, the prison education staff assist offenders in completing courses from regionally or nationally recognized institutions of higher education. Staff may proctor exams, monitor materials sent from the colleges, act as liaisons between the college and student, and/or designate students who would benefit from course participation. Higher education institutions such as the University of Delaware, Washington College, Ashland University, Adams State University, and Ohio University have provided students with the opportunity to earn college credits in the past through a correspondence format.

In FY 21, the Prison Education Program will partner with DOC and Delaware Technical Community College to support a distance learning pilot offering courses towards an Associates' Degree in Human Services to students at the Baylor Women's Correctional Institution and the Young Correction Institution. This project is funded through the Second Chance Pell Experimental Site Initiative.

# Prison Adult Education

## Alignment of Prison Adult Education Academic Programming to Grade Levels

The prison educational model aligns with K-12 grade levels as depicted in the graphics below:



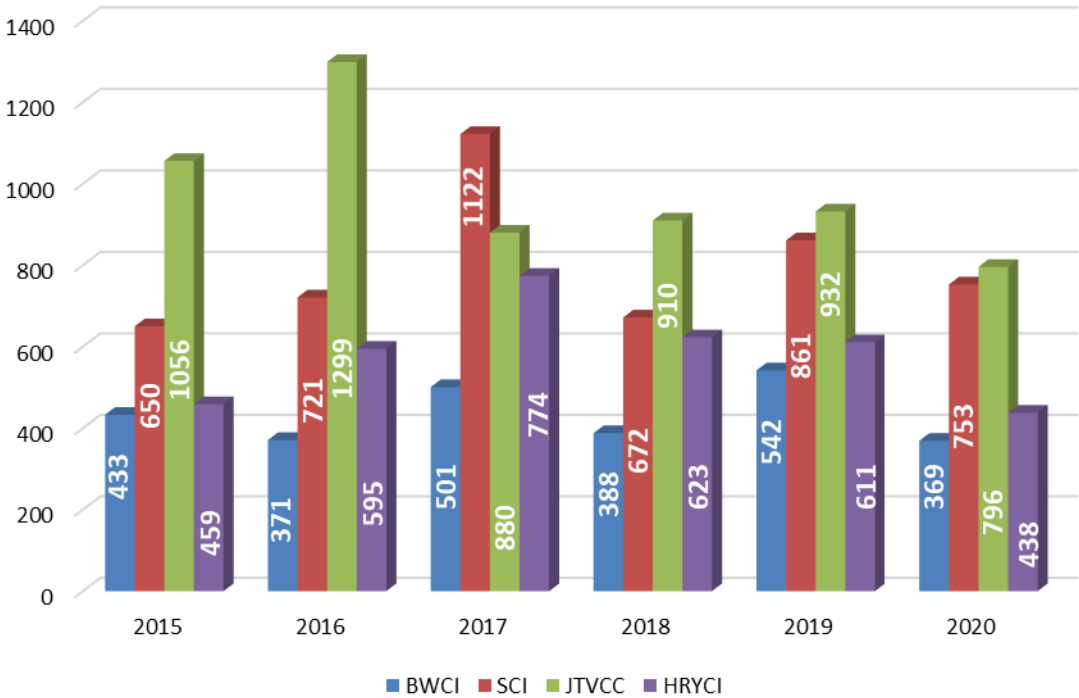
# Prison Adult Education

## Comparison of Annual Enrollments

### Fiscal Years 2015 to 2020 Total Enrollment by Institution

Enrollment data has been collected by the Delaware Department of Education since the first data count in September 2000. Enrollment information reflects end-of-year data.

Comparison Enrollments by Institution





# Prison Adult Education

## Program Enrollment by Institution

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A review of program components reveals that the largest enrollment occurred in the vocational component. Enrollment decreased by 20% from FY19 to FY20. Due to health and safety concerns, in-person classes were halted in late March. A correspondence packets process was initiated in the last quarter of the year. New Students were not enrolled due to the ability to administer in-person assessments.

### Program Component Enrollment by Institution

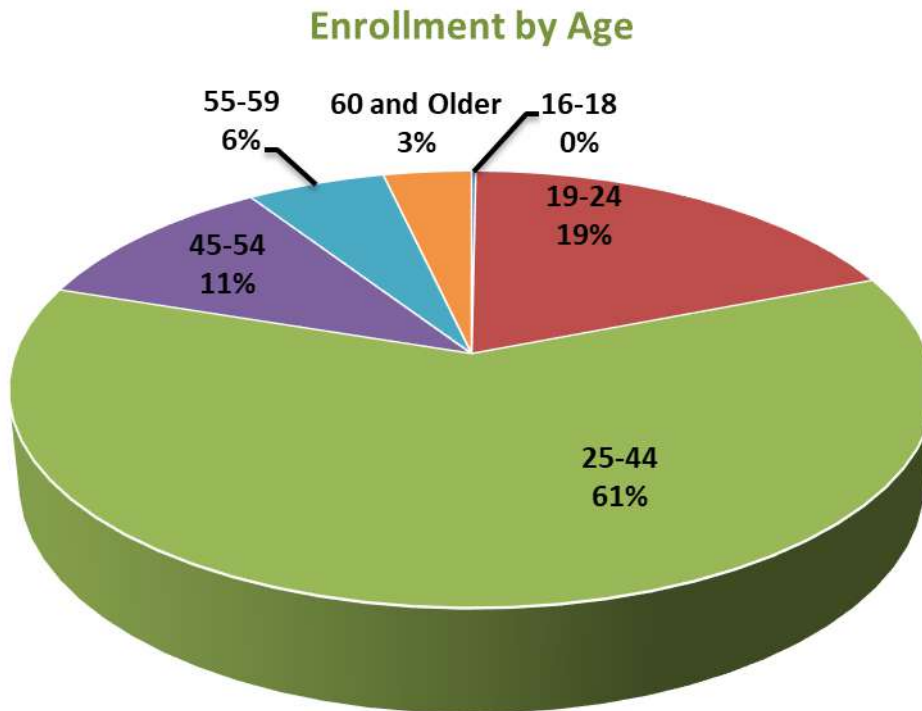
Institution	ABE/GED® Preparation	Groves	Life Skills	Vocational	Total
BWCI	61	13	50	245	369
SCI	167	60	124	402	753
JTVCC	221	53	38	484	796
HRYCI	134	36	139	129	438
<b>TOTAL</b>	<b>583</b>	<b>162</b>	<b>351</b>	<b>1260</b>	<b>2356</b>

# Prison Adult Education

## Enrollment by Age

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Student data indicates that the greatest number of students served was in the age group of 25-44. Data shows a 1% decrease in the 16-18 age group and a 2% decrease in the 19-24 age group from FY19 to FY20. The age group of 25-44 stayed the same. The age groups 45-54 increased by 1% with the 60+ age group increased by 1%. Enrollment in the Young Criminal Offenders Program ages 16-18, caused a decrease in this age group.



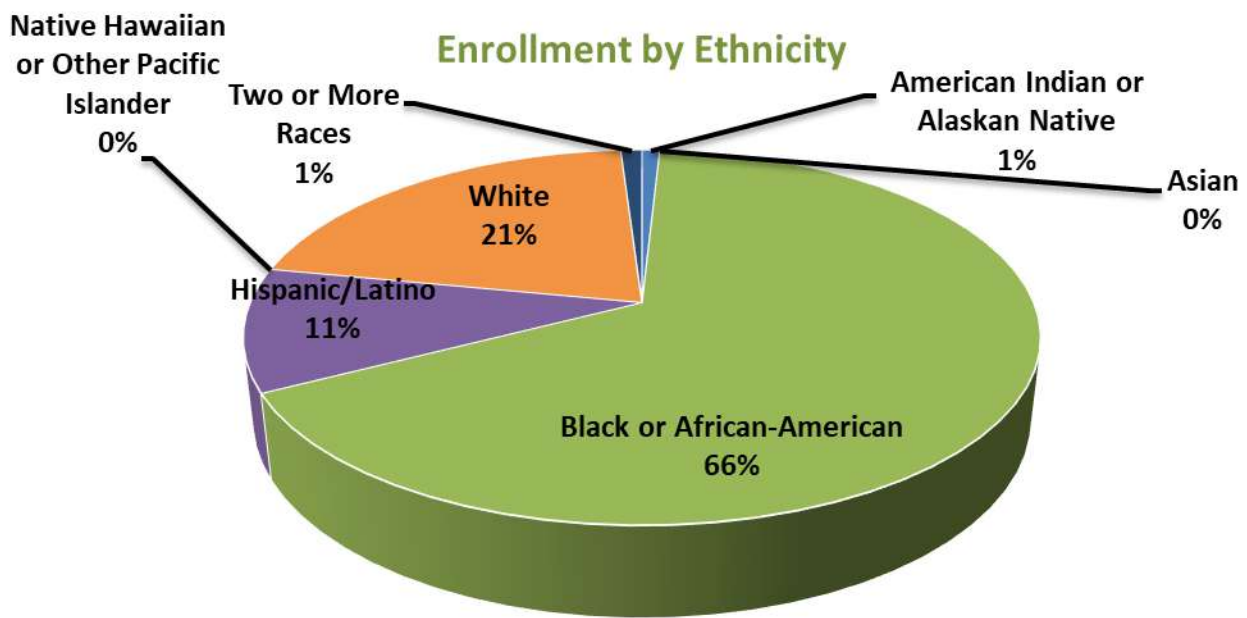
ABE class enrollment is based on WIOA/NRS defined participants

# Prison Adult Education

## Enrollment by Ethnicity

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Student data indicates that the majority (66%) of the students served are Black or African-American. Twenty-one percent of students identified as White. Eleven percent identified as Hispanic/Latino. These percentages represent a consistent pattern in enrollment over the past five years.



ABE class enrollment is based on WIOA/NRS defined participants

# Prison Adult Education

## Academic Levels at Enrollment

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Students who enrolled in academic education programs entered at one of six Adult Basic Education (ABE) levels, ranging from a 0.0 grade level equivalent to an 8.9 grade level equivalent. Ninety-nine percent of the enrollees entered at ABE instructional levels. Students are placed in class based on a current academic assessment rather than the last grade level completed. For FY20 there were no enrollments entering at the English-as-a-Second Language program level.

### FY20 Entry ABE Academic Levels\* at Each Institution

Institution	ABE	ASE	ESL	Total
BWCI	61	0	0	61
SCI	163	4	0	167
JTVCC	221	0	0	221
HRYCI	134	0	0	134
<b>TOTAL</b>	<b>579</b>	<b>4</b>	<b>0</b>	<b>583</b>

\*As of June 30, 2020

# Prison Adult Education

## Results of Performance Measures

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This section is based upon FY20 performance levels as reported through the USDOE approved MIS LACES. Each performance measure provides data on specific goals designated for specific students. Students released from the institution prior to goal completion were removed from rate calculations.

### **ABE/ESL Level Completion Rate**

*Number of completions/Number of enrollments in ABE program excluding released offenders*

Number of completions = 183

Number enrolled = 583

Number released = 87

**Completion rate = 37%**

### **GED® Test Pass Rate**

*Number passing/Number of examinees completing all four (4) test subsections*

Number GED® Passers = 69

Number of completers = 83

**GED® pass rate = 83%**

### **High School Graduation Rate**

*Number of completions/Number of enrollments in high school program excluding released offenders*

Number of graduates = 26

Number of enrollments = 162

Number released = 21

**Graduation rate = 18%**

Number continuing in the program = 93

### **Life Skills Completion Rate**

*Number of completions/Number of enrollments in Life Skills courses excluding released offenders*

Number of completions = 248

Number enrolled = 351

Number released = 13

**Completion rate = 71%**

# Prison Adult Education

## Results of Performance Measures (Continued)

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### **Vocational Completion Rate**

*Number of completions/Number of seats in vocational courses excluding released offenders*

Number of completions = 1003

Number of enrolled = 1,260

Number released = 68

**Completion rate = 84%**

### **Special Education Gains**

*Number of enrolled showing learning gains/Number enrolled in special education excluding released offenders*

Number with gains = 20

Number enrolled = 53

Number released = 9

**Gain rate = 45%**

### **Total Program Dropout Rate**

*Number of students who dropped while in education/Number of students who enrolled excluding released offenders*

Number of dropouts = 247

Number enrolled = 2,356

Number released = 189

**Dropout rate = 11%**

# Prison Adult Education

## Student Completions

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### Overall Program

Program completion is defined as credentials awarded as the result of satisfactory performance based on standards established by Delaware Department of Education. An ABE level gain completion is documented by a Certificate of Attainment (COA). A COA equates to a USDOE approved Educational Functioning Level. Each COA verifies an equivalent learning achievement of two or three K-12 grade levels in a specific content area. Under the Workforce and Innovation Act, Title II, these student gains are called measurable skills gains.

At the secondary education level, a State of Delaware Secondary Credential Endorsement verifies the passing of the GED® test and the high school diploma verifies a James H. Groves Adult High School completion.

Vocational certificates are based on the acquisition of specific competencies within the training area.

Life Skills completions represent those students who successfully complete all components of the Life Skills Program including Moral Reconaltion Therapy, a cognitive behavior modification program.

### FY20 Total Completions by Institution

Institution	ABE/ESL	GED®	Groves*	Life Skills	Vocational
BWCI	19	5	0	43	207
SCI	49	27	17	85	336
JTVCC	80	15	1	0**	365
HRYCI	35	20	8	120	95
<b>TOTAL</b>	<b>183</b>	<b>67</b>	<b>26</b>	<b>248</b>	<b>1,003</b>

\*Groves outcomes reflect only high school diploma completions

\*\*The Life Skills teacher position at JTVCC was vacant for 2019-2020

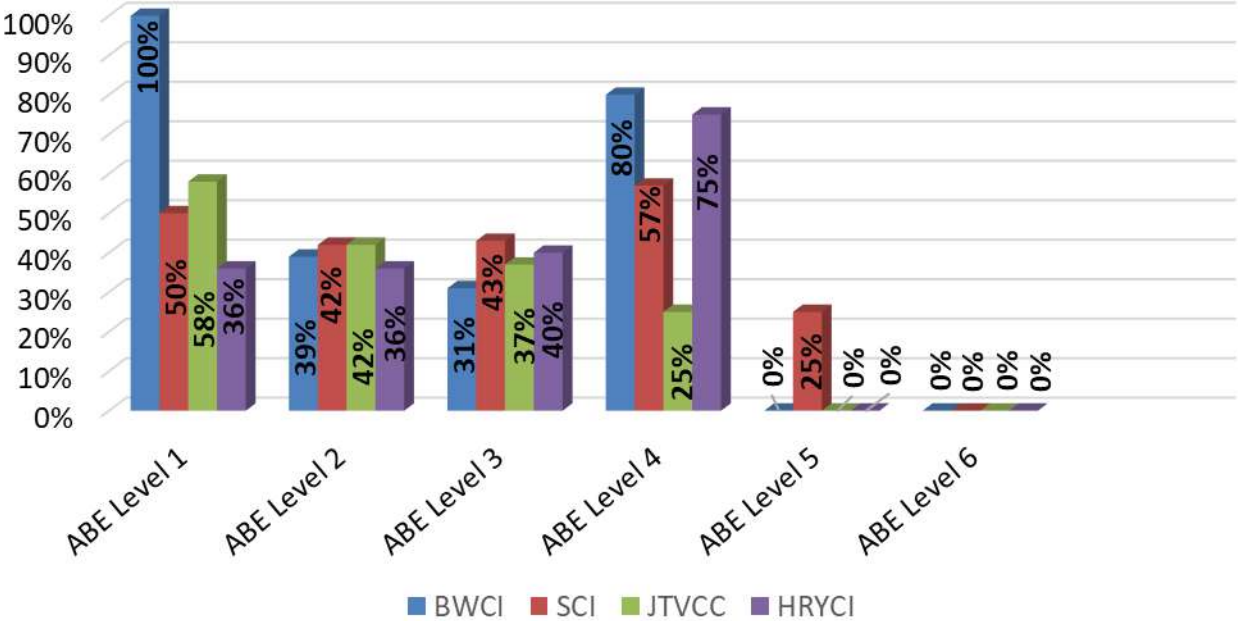
# Prison Adult Education

## Student Completions (Continued)

### ABE/ESL Program

The number of ABE/ESL level completions is established in accordance with the competencies determined by the Delaware Department of Education (DOE) and the National Reporting System (NRS). The ABE program is designed for students identified with basic skill deficits who are preparing for the secondary credential test which in Delaware is the GED® exam. Students who do not receive a GED® credential continue studies into the next program year. Delaware Certificates of Attainment (COAs) are issued to students completing an educational functioning level which covers 2-3 grade levels in the K12 system. A COA is issued to the learner upon meeting the skill standards as measured by a state review. The ESL program is designed for students needing to improve their English Language proficiency. As in the ABE program, COAs demonstrate student progress. All outcome percentages are based on ABE & ESL outcomes/ABE & ESL student enrollments.

FY20 Student Completions by EFL





# Prison Adult Education

## Student Completions (Continued)

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### GED® Test Pass Rate

172 students took at least one section of the current GED® test. The FY20 statewide GED® test pass rate for the Prison Adult Education program is 83% the same as the national rate of 83% for FY20. This information is based on GED® Manager data from July 1, 2019 to June 30, 2020.

Institution	Took All Sections GED® Test	Passed GED® Test	GED® Test Pass Rate
BWCI	6	6	100%
SCI	29	28	97%
JTVCC	26	15	58%
HRYCI	22	20	91%
<b>TOTAL</b>	<b>83</b>	<b>69</b>	<b>83%</b>

Institution	Took One or More Sections of GED® Test
BWCI	8
SCI	65
JTVCC	54
HRYCI	45
<b>TOTAL</b>	<b>172</b>

# Prison Adult Education

## Student Completions (Continued)

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### James H. Groves Adult High School

All Groves students earn credit toward their high school graduation requirements. Participation in the program varies dependent upon individual student needs. Students who were not released and did not complete the program continue their education into the next academic year. All Groves courses are .5 credits.

Institution	Enrolled	Released	Groves Courses Completed	Diplomas Awarded
BWCI	13	6	21	0
SCI	60	3	289	17
JTVCC	53	5	64	1
HRYCI	36	7	185	8
<b>TOTAL</b>	<b>162</b>	<b>21</b>	<b>559</b>	<b>26</b>

# Prison Adult Education

## Student Completions (Continued)

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### Life Skills Program

The Life Skills program enrollment was 351 which was a decrease of 133 students from FY19. All outcome percentages are based on Life Skills completions/Life Skills student enrollments. Students released from the institution prior to course completion are removed from the calculation.

### FY20 Life Skills\* Completions by Institution

Institution	Enrolled	Released	Completed	Completion Rate
BWCI	50	7	43	100%
SCI	124	2	85	70%
JTVCC	38	0	0**	0%
HRYCI	139	4	120	89%
<b>TOTAL</b>	<b>351</b>	<b>13</b>	<b>248</b>	<b>73%</b>

\*Program operates 10 months

\*\*The Life Skills teacher position at JTVCC was vacant for 2019-2020

# Prison Adult Education

## Student Completions (Continued)

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### Vocational Program

Vocational completions are verified in accordance with competencies established by industry standards such as NCCER, ASE, and National Restaurant Association. The rate of completion for vocational courses was 84%. All outcome percentages are based on Vocational outcomes/Vocational seat enrollments. Students released from the institution prior to course completion are removed from the calculation.

Baylor Women’s Correctional Institution (BWCI) provided vocational offerings in Flagger Certification, Culinary Arts, ServSafe, Coding, Aller-Train and Microsoft Office skills. Sussex Correctional Institution (SCI) offered training in Masonry, Flagger Certification, NCCER Core for the Construction Trades, and Microsoft Office (MS). James T. Vaughn Correctional Center (JTVCC) enrollment reflected participation in basic and advanced levels of MS Word, Excel, PowerPoint and Publisher classes, as well as Flagger Certification, Auto Tech, Culinary Arts and ServSafe. Training in Flagger Certification, Coding, and MS Office was provided at Howard R. Young Correctional Institution (HRYCI).

### FY20 Vocational Completions by Institution

Institution	Enrolled	Released	Completed	Completion Rate
BWCI	245	35	207	99%
SCI	402	18	336	88%
JTVCC	484	5	365	76%
HRYCI	129	10	95	80%
<b>TOTAL</b>	<b>1260</b>	<b>68</b>	<b>1003</b>	<b>84%</b>

# Prison Adult Education

## Program Dropout Information

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### Separation Rate

The statewide separation rate for the Prison Adult Education Program, excluding those who were released, was 11% as compared to 7% in the previous year.

### FY20 Separation Rate by Institution

Institution	Enrolled	Released	Dropped	Dropout Rate
BWCI	369	78	11	4%
SCI	753	45	24	3%
JTVCC	796	19	190	24%
HRYCI	438	47	22	6%
<b>TOTAL</b>	<b>2356</b>	<b>189</b>	<b>247</b>	<b>11%</b>

# Prison Adult Education

## College Information

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The Prison Education Program offers support to offenders participating in college level courses. Through proctoring exams, monitoring instructional materials and acting as a liaison with the higher education institution, Prison Education staff assist offenders in attaining college credits and/or vocational credentials.

Institution	Enrolled
BWCI	45
SCI	3
JTVCC	5
HRYCI	2
<b>TOTAL</b>	<b>55</b>

The higher education programs offering courses were the University of Delaware, Ashworth University, Blackstone Career Institute, Stratford Career Institute, Ohio University, Adams State University and Washington College.

Course tuition was the responsibility of the offender.

Prior to the pandemic, some courses were offered in-person such as University of Delaware. Others were offered via a correspondence course format. During the last quarter of the year due to health and safety concerns all courses were offered via distance learning. Courses provided through a distance learning venue used no Internet resources, instead materials were mailed into the prison.

# Prison Adult Education

## Staffing

The BWCI Prison Education Program has both DOC and DOE employees, while JTVCC, SCI and HRYCI programs are staffed by DOE employees only. All staff must pass a DOC criminal background clearance and complete DOC training before entering an institution. In addition, new staff participate in a DOE orientation and professional development focused on preparing them to deliver fair, firm and consistent instruction.

Inmate workers serve 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.

### Staff\* and Inmate\*\* Workers for Prison Adult Education

Institution	DOC	DOE	Inmate
<b>BWCI</b>	<b>1</b>	<b>6</b>	<b>4</b>
<b>SCI</b>	<b>0</b>	<b>10</b>	<b>13</b>
<b>JTVCC</b>	<b>0</b>	<b>14</b>	<b>24</b>
<b>HRYCI</b>	<b>0</b>	<b>8</b>	<b>11</b>
<b>TOTAL</b>	<b>1</b>	<b>38</b>	<b>52</b>

\*Employed as of June 30, 2020

\*\*Employed till start of Pandemic