

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

Prison Adult Education

2021 Annual Report

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Prison Adult Education

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Prison Adult Education

Mission

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 2020 – 2021 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, BWCI and SCI
- ServSafe at JTVCC and BWCI
- Aller-Train at BWCI
- Manage First at BWCI
- Flagger certification courses at BWCI, JTVCC and SCI
- 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, 29 offenders were served under this legislation.

Covid Impact

The 2020 – 2021 school year was a year of challenges, opportunities and uncertainties. At the end of the previous year, Prison Education anticipated a return to normalcy within a reasonable timeframe. This was not the case. What occurred tested Prison Ed's resilience, creativity and commitment. However, the program emerged smarter, more adaptable and much more technologically connected than ever before. At the same time, many students demonstrated persistence, grit and adaptability- key components of successful re-entry.

Through constant communication with the Department of Correction, the Prison Education program continued services to a vulnerable population while the world seemed to change on a daily basis. Due to health concerns, instructional delivery adapted to meet whatever current circumstances existed. DOC

and Prison Education worked together to develop options for delivering instruction based on the shared belief that education is critical to successful re-entry and that instruction needed to be provided to the extent possible, even during a pandemic.

For short periods, instruction halted and staff could not enter the prisons due to Covid concerns. Next, staff taught students from their homes via video conference sessions. This required coordination between DOC and Prison Ed to offer “Zoom” sessions with equipment purchased by DOC and instruction delivered by Prison Ed. At some points, video conferencing was not possible so teachers developed correspondence packets that were delivered to and picked up from the prisons. Later, teachers entered the prison and continued “Zoom” classes from their classrooms on site. Limited in person classes and continued video conferencing followed. As conditions improved, in-person classes with limited enrollment resumed and correspondence packets and video conferencing sessions lessened. Throughout this period, teachers engaged in professional development around “best practices” for distance learning.

Last year, students also encountered constant change. While some students “stepped back” from education due to stress and uncertainty, others focused on educational attainment and discovered an inner strength they did not realize existed. 2020-2021 forced everyone to re-evaluate core values and future goals.

Last year was a time of collaboration, teamwork, problem solving, creativity and learning to live with uncertainty for the Prison Education Program, the Department of Correction and students. Covid circumstances could not be avoided, but the Prison Education Program used this time to learn and to grow with the result of more educational options, increased use of technology, and better educational processes.

Prison Adult Education

Delaware Correctional Reentry Commission

On December 4, 2018, Governor John Carney signed Executive Order #27 establishing the Delaware Correctional Reentry Commission (DCRC). The order instructed the DCRC to “oversee implementation and further development of the State’s comprehensive strategic reentry initiatives.” Seven subcommittees worked individually and collaboratively through December 2020 to review and implement evidenced-based practices and services that focused on improved use of resources in correctional environments, improved transition from incarceration to community and recidivism reduction.

During this two-year period, the DCRC set and met nineteen objectives. Of which, Prison Adult Education objectives examples included:

- A formalized delivery of academic assessments and vocational surveys to newly classified offenders
- Support toward the initiation of an Associate’s Degree in Human Services under the Second Chance Pell Grant for Incarcerated Students with Delaware Technical Community College
- A work-readiness skill monitoring process used in Prison Education classes to reinforce the skills needed to be successful on the job upon return to the community
- Partnership with DOC and DOL on a Memorandum of Understanding focused on providing information and resources inside the prisons

Prison Adult Education was invited to participate as a DCRC Transition Team partner to develop a blueprint of 2021 - 2024 priorities for Delaware’s continued work in improving reentry efforts and to set benchmarks against established system improvements. Led by the Governor’s Family Services Cabinet Council, an updated organizational structure launched an Executive Committee, having decision-making authority among state agencies, and Workgroups, to guide the implementation of identified objectives. The priorities of DOE and DOL are combined into a singular Employment and Education Workgroup, setting vocational training, connections to work opportunities for individuals completing vocational training and measuring employment obtainment as primary deliverables for the group. The DCRC continues to involve stakeholders and community members for their input on reentry priorities.

Prison Adult Education

Prison Adult Education Delivery Model

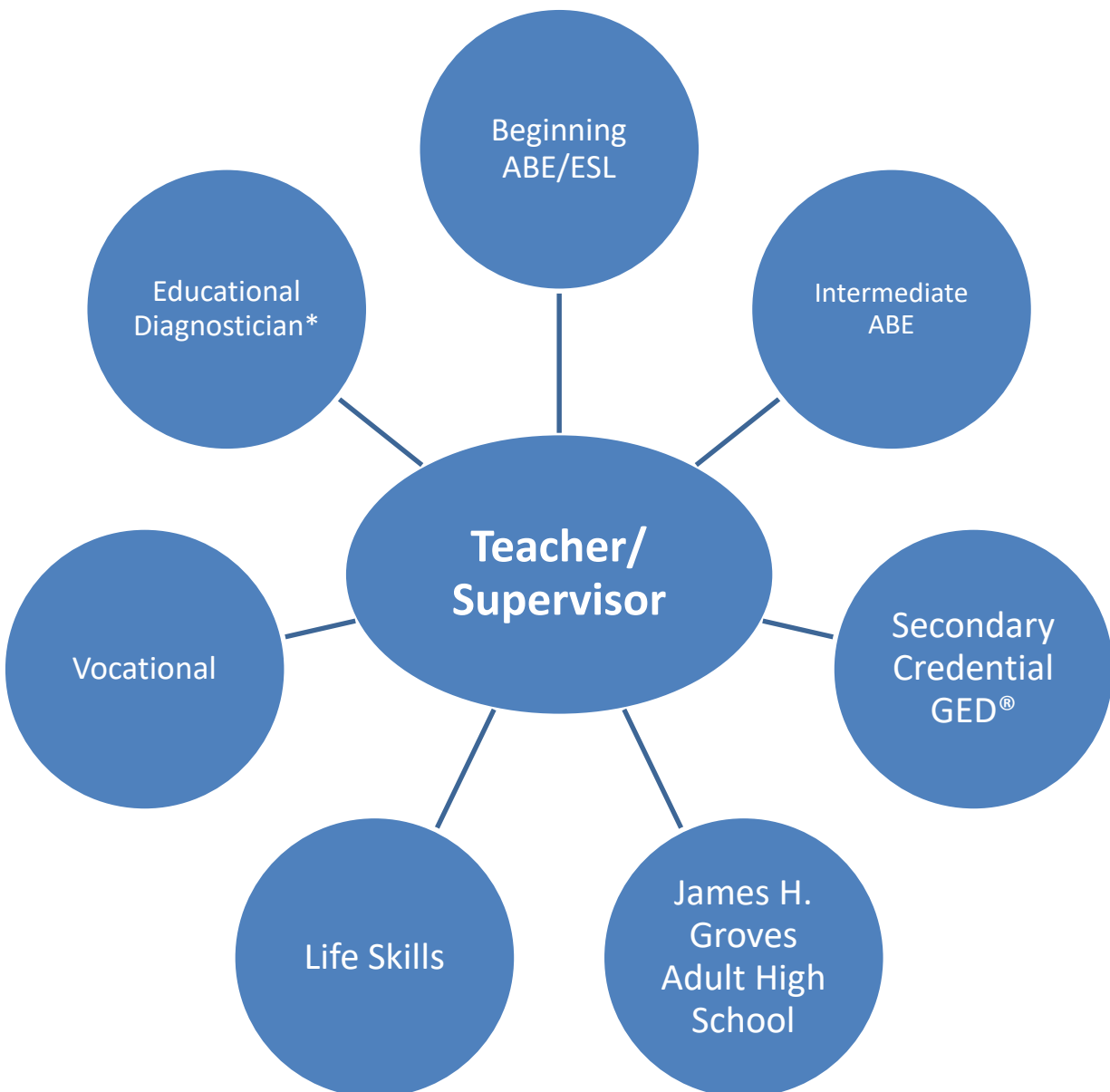


Prison Education is an integral component of the Delaware Adult Education system funded from state and federal allocations. This education model provides a seamless process that fosters the transition of offenders from the correctional facility to a community program upon release from the institution. A graphic representing the various educational offerings follows on page 5. 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 decision-making 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



* Special education services

Prison Adult Education

Instructional Program Services

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 grade level skills.

Secondary Credential Preparation

In 2014, the Delaware Department of Education revised its secondary credential assessment process. Currently, the GED® 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® 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)

Life Skills

The Life Skills component, which incorporates Moral Reconciliation Therapy, provides re-entry skills 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

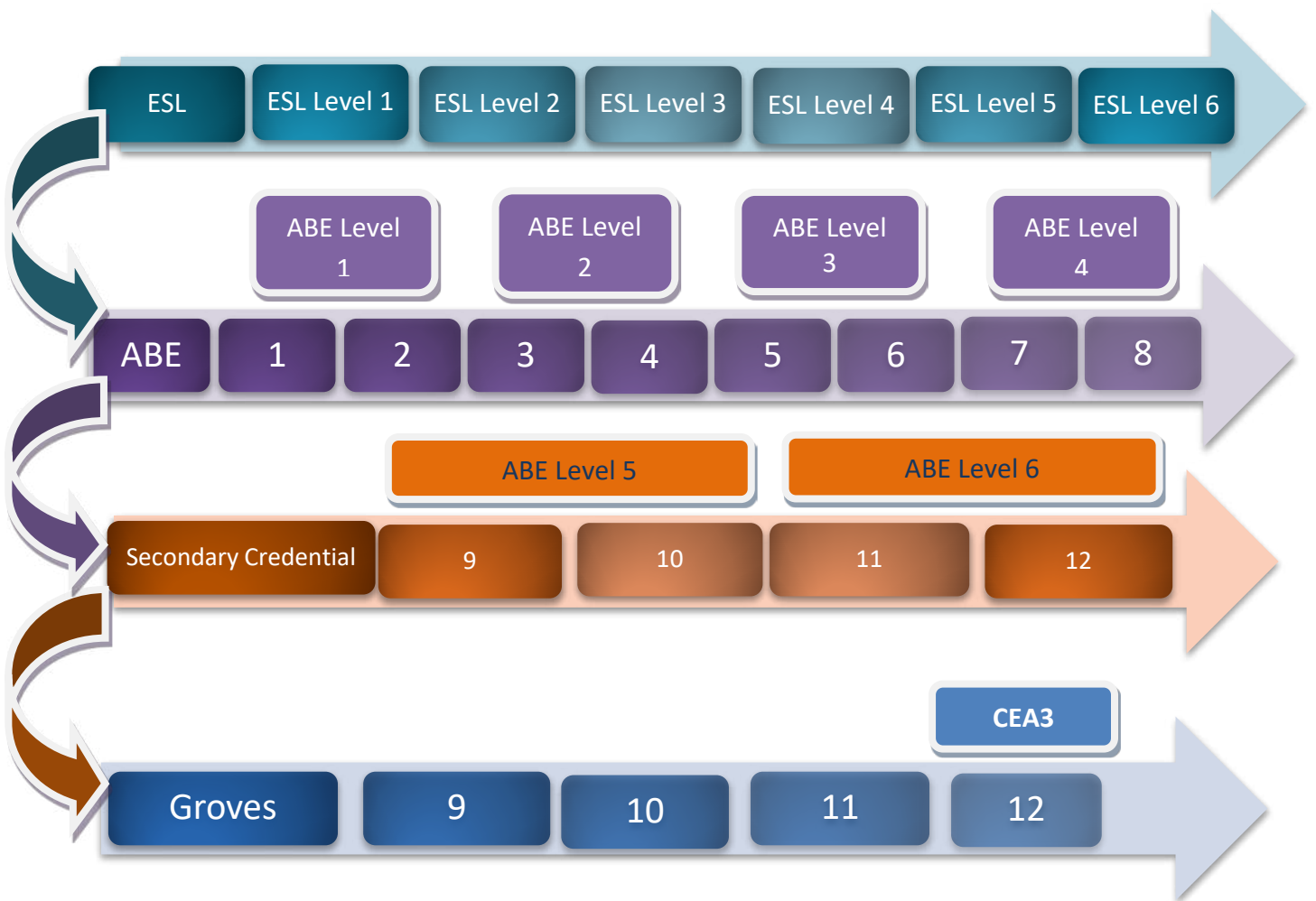
Currently there is no funding to provide college courses through the Prison Education Program. However, the prison education staff assist offenders in completing courses from regionally or nationally recognized institutions of higher education. Staff may proctor exams, monitor materials sent from the 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 22, the Prison Education Program will work 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:



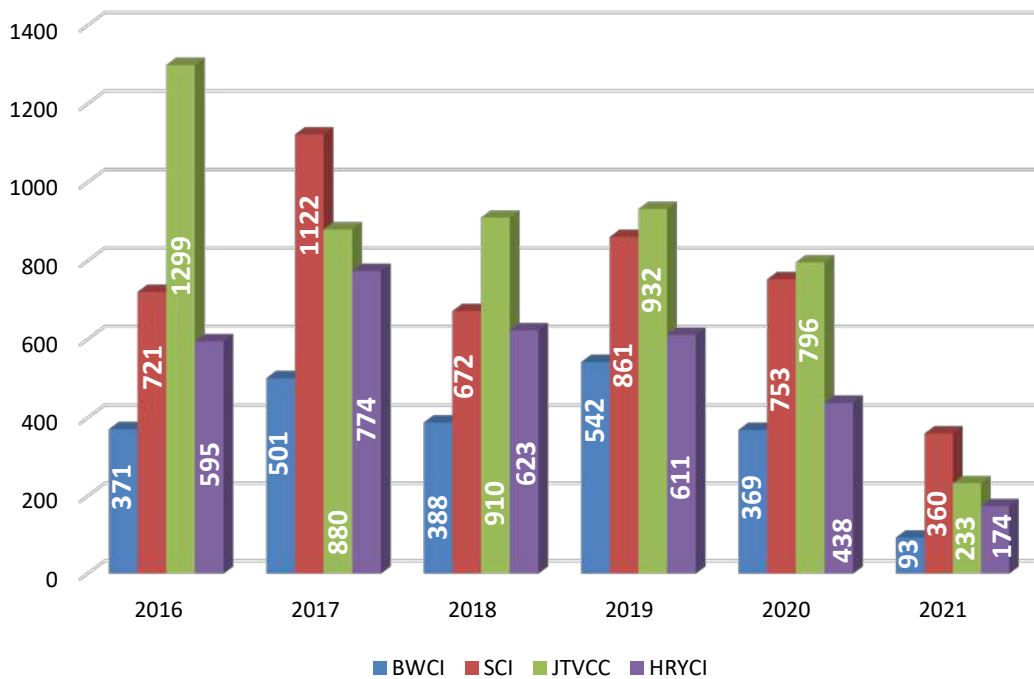
Prison Adult Education

Comparison of Annual Enrollments

Fiscal Years 2016 to 2021 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

A review of program components reveals that due to COVID, Life Skills and Vocational programming had the largest drop in student enrollments.

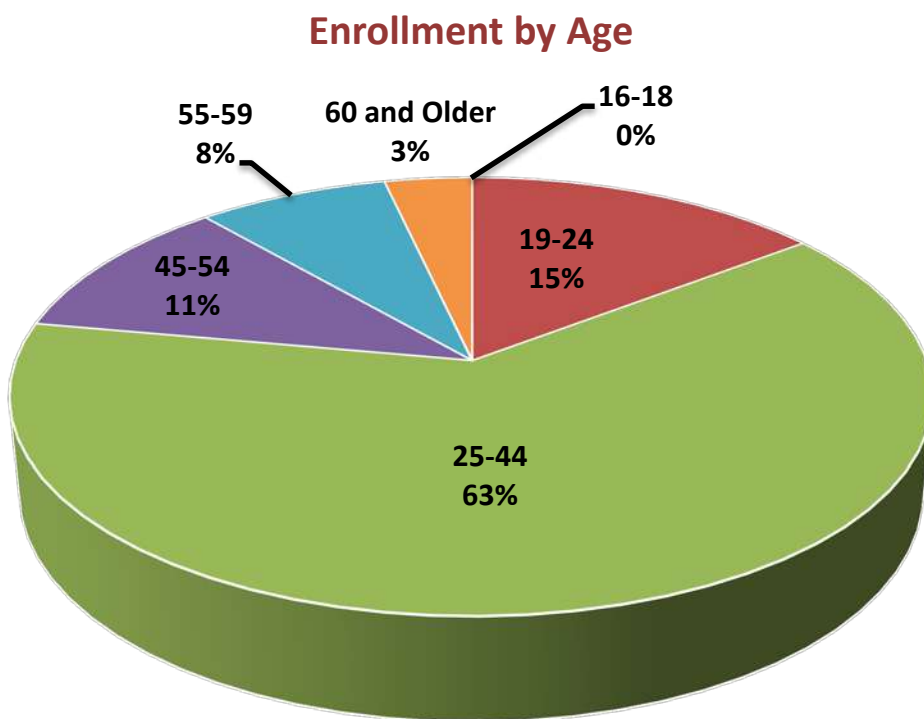
Program Component Enrollment by Institution

Institution	ABE/GED® Preparation	Groves	Life Skills	Vocational	Total
BWCI	15	4	8	66	93
SCI	69	31	65	195	360
JTVCC	95	36	0	102	233
HRYCI	87	35	52	0	174
TOTAL	266	106	125	363	860

Prison Adult Education

Enrollment by Age

Student data indicates that the greatest number of students served was in the age group of 25-44. Data shows the 16-18 age group being still under 1 full percentage point and a 4% decrease in the 19-24 age group from FY20 to FY21. The age group of 25-44 increased by 2% and the 45-54 group remained the same. The 55-59 age group decreased 2% and 60+ age group increased.

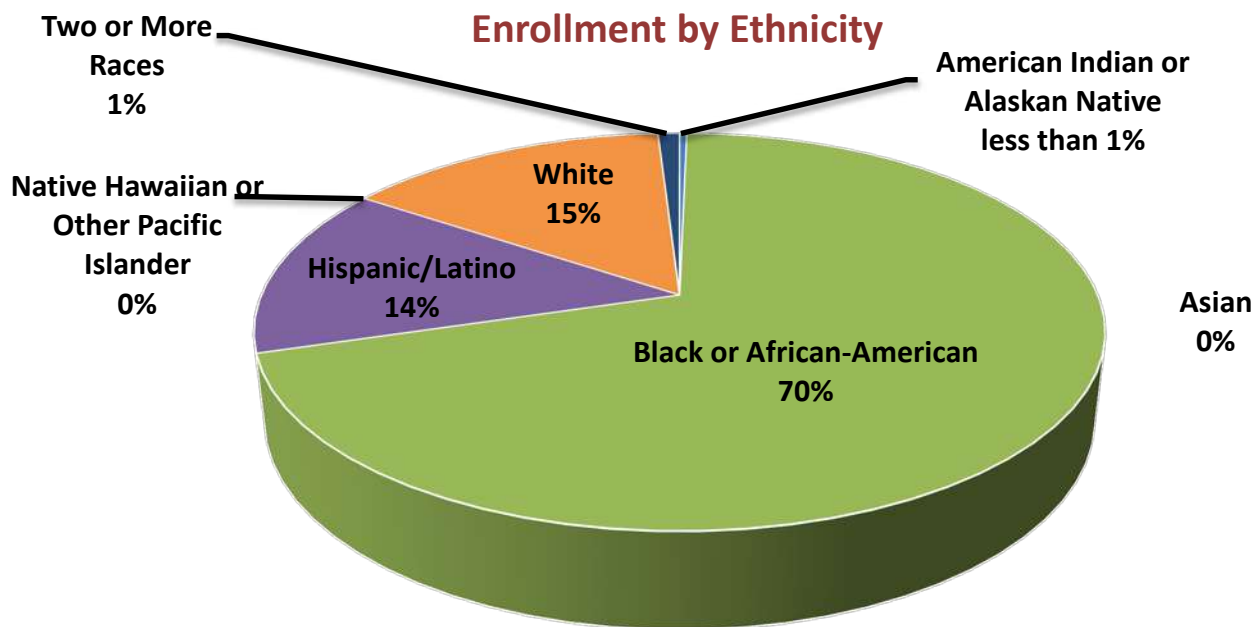


ABE class enrollment is based on WIOA/NRS defined participants

Prison Adult Education

Enrollment by Ethnicity

Student data indicates that the majority (70%) of the students served are Black or African-American, an increase of four percent from FY20. Fifteen percent of students identified as White, a decrease of six percent from the previous year. Fourteen percent identified as Hispanic/Latino, an increase of three percent from last year.



ABE class enrollment is based on WIOA/NRS defined participants

Prison Adult Education

Academic Levels at Enrollment

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 FY21 there were no enrollments entering at the English-as-a-Second Language or at the Adult Secondary Education program level.

FY21 Entry ABE Academic Levels* at Each Institution

Institution	ABE	ASE	ESL	Total
BWCI	15	0	0	15
SCI	69	0	0	69
JTVCC	95	0	0	95
HRYCI	87	0	0	87
TOTAL	266	0	0	266

*As of June 30, 2021

Prison Adult Education

Results of Performance Measures

This section is based upon FY21 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 = 71

Number enrolled = 266

Number released = 7

Completion rate = 27%

GED® Test Pass Rate

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

Number GED® Passers = 15

Number of completers = 23

GED® pass rate = 65%

High School Graduation Rate

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

Number of graduates = 27

Number of enrollments = 106

Number released = 10

Graduation rate = 28%

Number continuing in the program = 69

Life Skills Completion Rate

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

Number of completions = 108

Number enrolled = 125

Number released = 8

Completion rate = 92%

Prison Adult Education

Results of Performance Measures (Continued)

Vocational Completion Rate

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

Number of completions = 239

Number of enrolled = 363

Number released = 92

Completion rate = 88%

Special Education Gains

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

Number with gains = 15

Number enrolled = 29

Number released = 5

Gain rate = 63%

Total Program Dropout Rate

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

Number of dropouts = 103

Number enrolled = 860

Number released = 159

Dropout rate = 15%

Prison Adult Education

Student Completions

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.

FY21 Total Completions by Institution

Institution	ABE/ESL	GED®	Groves*	Life Skills	Vocational
BWCI	6	0	0	5	58
SCI	21	0	14	61	115
JTVCC	18	0	9	0	66
HRYCI	26	0	4	42	0
TOTAL	71	0	27	108	239

*Groves outcomes reflect only high school diploma completions

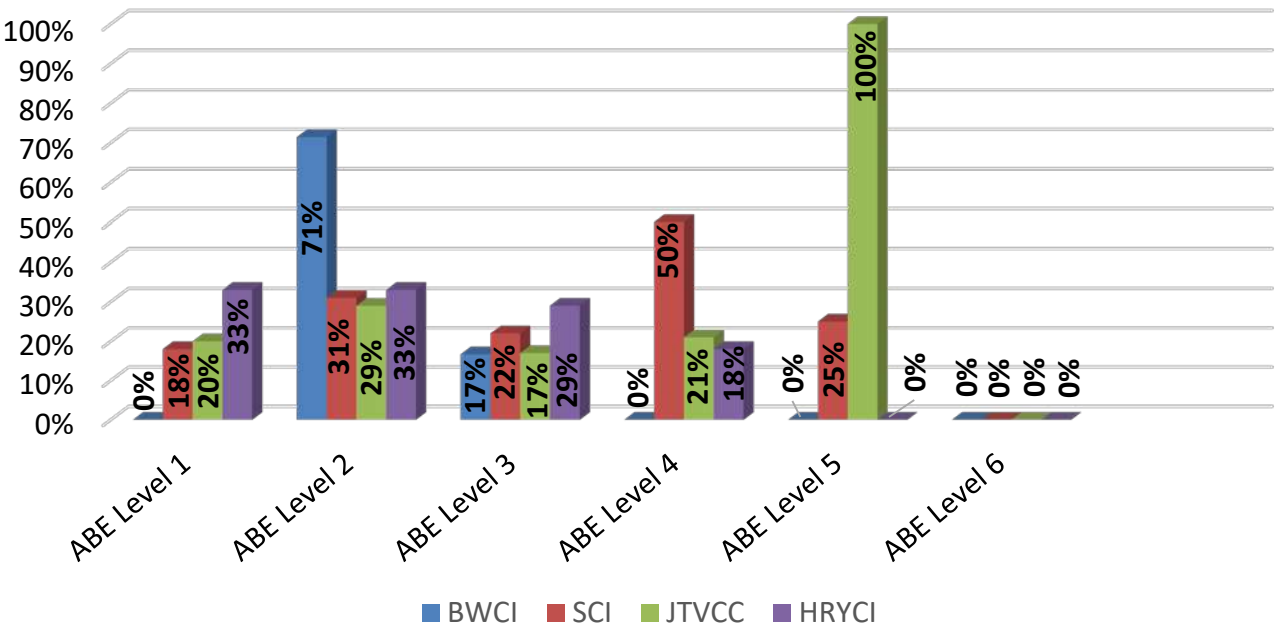
Prison Adult Education

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.

FY21 Student Completions by EFL



Prison Adult Education

Student Completions (Continued)

GED® Test Pass Rate

FY21 as the data depicts, represented a full year of the pandemic. Prison Education staff were not inside facilities between August 2020 to February 2021. Upon staff return, their in-person interaction with students occurred in phases, meaning initially, they were still zooming and providing correspondence course materials. JTVCC, completing the most GED® testing, resumed in June 2021; 6/8/21 is the first date in the test activity report.

Institution	Took All Sections GED® Test	Passed GED® Test	GED® Test Pass Rate
BWCI	0	0	N/A
SCI	5	4	80%
JTVCC	16	9	56%
HRYCI	2	2	100%
TOTAL	23	15	65%

Institution	Took One or More Sections of GED® Test
BWCI	0
SCI	5
JTVCC	18
HRYCI	10
TOTAL	33

Prison Adult Education

Student Completions (Continued)

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	4	1	5	0
SCI	31	6	228	14
JTVCC	36	1	47	9
HRYCI	35	2	49	4
TOTAL	106	10	329	27

Prison Adult Education

Student Completions (Continued)

Life Skills Program

The Life Skills program enrollment was 125 which was a decrease from FY20 due to COVID and the vacancy of the JTVCC position. 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.

FY21 Life Skills* Completions by Institution

Institution	Enrolled	Released	Completed	Completion Rate
BWCI	8	3	5	100%
SCI	65	4	61	100%
JTVCC	0	0	0**	0%
HRYCI	52	1	42	82%
TOTAL	125	8	108	92%

*Program operates 10 months

**The Life Skills teacher position at JTVCC was vacant for 2019-2021

Prison Adult Education

Student Completions (Continued)

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 88%. 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, Manage First, 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 at HRYCI was canceled due to COVID restrictions at the program.

FY21 Vocational Completions by Institution

Institution	Enrolled	Released	Completed	Completion Rate
BWCI	66	8	58	100%
SCI	195	80	115	100%
JTVCC	102	4	66	67%
HRYCI	0	0	0	N/A
TOTAL	363	92	239	88%

Prison Adult Education

Program Dropout Information

Separation Rate

The statewide separation rate for the Prison Adult Education Program, excluding those who were released, was 15% as compared to 11% in the previous year.

FY21 Separation Rate by Institution

Institution	Enrolled	Released	Dropped	Dropout Rate
BWCI	93	21	7	10%
SCI	360	97	22	8%
JTVCC	233	5	62	27%
HRYCI	174	36	12	9%
TOTAL	860	159	103	15%

Prison Adult Education

College Information

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	0
SCI	3
JTVCC	4
HRYCI	1
TOTAL	8

The higher education programs attended were the University of Delaware, Ohio University, and Adams State University.

Course tuition was the responsibility of the offender.

All courses were provided through a distance learning venue that included mailing materials into the prison. There were no Internet resources used in the provision of these classes.

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
BWCI	1	6	0
SCI	0	10	15
JTVCC	0	14	21
HRICI	0	8	6
TOTAL	1	38	42

*Employed as of June 30, 2021