

2022

# ANNUAL REPORT

## PRISON ADULT EDUCATION

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



# Prison Adult Education

## 2022 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 (2014).

A variety of vocational courses are offered to prepare offenders for employment upon release. During the 2021 – 2022 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
- Flagger certification courses at BWCI, JTVCC, SCI and HRYCI
- Masonry at SCI
- NCCER Core for the Construction Trades at SCI
- Youth Apprenticeship Project at HRYCI
- Delaware Technical Community College Second Chance Pell Project at BWCI

Through the Delaware Tech Second Chance Pell Pilot, DTCC presented virtual instruction towards the attainment of an Associate’s Degree in Human Services. Students attended virtual orientations, FASFA sessions and college level academic content courses. Participation in this project was for many their first opportunity ever to attend college. Students successfully completed courses at very high levels and these accomplishments motivated and energized students to strive for goals they had thought were unattainable.

Prison Education staff also facilitated other 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.

Students under the age of 22 with documented special needs receive services through the Individuals with Disabilities Education Act. This year, 25 offenders were served under this legislation.

The 2021-2022 school year was a year in which the “new normal” evolved. A return to in-person classes was the norm. However, lingering effects of the pandemic persisted. Sporadic covid outbreaks limited specific classes for short periods. DOE and DOC staff shortages reduced instructional delivery due to a lack of personnel. At various points during the year, correspondence packets continued to be used. For a time, due to health and security concerns, attendance was scheduled by specific housing units as the need required. Throughout the year, DOE and DOC continued to work collaboratively to provide as much instruction as possible to prepare students for their eventual re-entry back to their communities.



During this year, each Prison Education site also examined our performance from an equity lens that impacted the program's ability to provide quality services that benefited all students.

- HRYCI and BWCI reviewed community resources shared with students to determine the value of the services being currently offered and the need for new resources.
- JTVCC surveyed students regarding their perceptions of resources available.
- SCI – focused on providing additional ESL supports to students.

FY 21 also demonstrated the Prison Education Program's commitment to expanding the opportunities offered to offenders to increase their employability upon release.

- Through the HOPES Project, the Prison Education Program partnered with the Delaware Restaurant Association and DOC to implement additional Culinary Arts training and in-reach services to assist re-entering residents with further education and/or employment upon release at BWCI and JTVCC.
- Through the Youth Apprenticeship Project, training in the skilled trades along with OSHA training was offered to youthful offenders at HRCYI.

The lessons learned from this year will continue and become part of the "new normal" for Prison Education. At the same time, the Program will search out new initiatives that assist offenders to be positive family and community members upon release, reduce recidivism, and provide skilled workers to meet employers' needs.

# 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 (DCRC). The order instructed the DCRC to “oversee implementation and further development of the State’s comprehensive strategic reentry initiatives.” Seven subcommittees worked 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 the period of 2021 – 2024 and 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 objectives of the Department of Education and Department of Labor are combined into a singular Employment and Education Workgroup. Priorities for this workgroup are to establish vocational training, connections to employment for individuals completing vocational training, and measuring employment obtainment as primary deliverables for the group. The DCRC seek varying stakeholders and community members for their input on reentry priorities.

Examples of Education & Employment Workgroup objectives for this period include:

- Ensure the 2<sup>nd</sup> Chance Pell Grant program partnership with Del Tech is fully implemented in pilot prison sites to offer associate degree opportunities in the human service sector
- Share vocational surveys administered by DOE/DOC with DOL on a continuing basis to inform training
- Expand the number of incarcerated students earning their GED® as a component of reentrant readiness to join the workforce
- Obtain existing directories of vocational training programs in the community that are accessible to individuals released from prison; information will be furnished to prisons and probation offices

# Prison Adult Education

## Prison Adult Education Delivery Model

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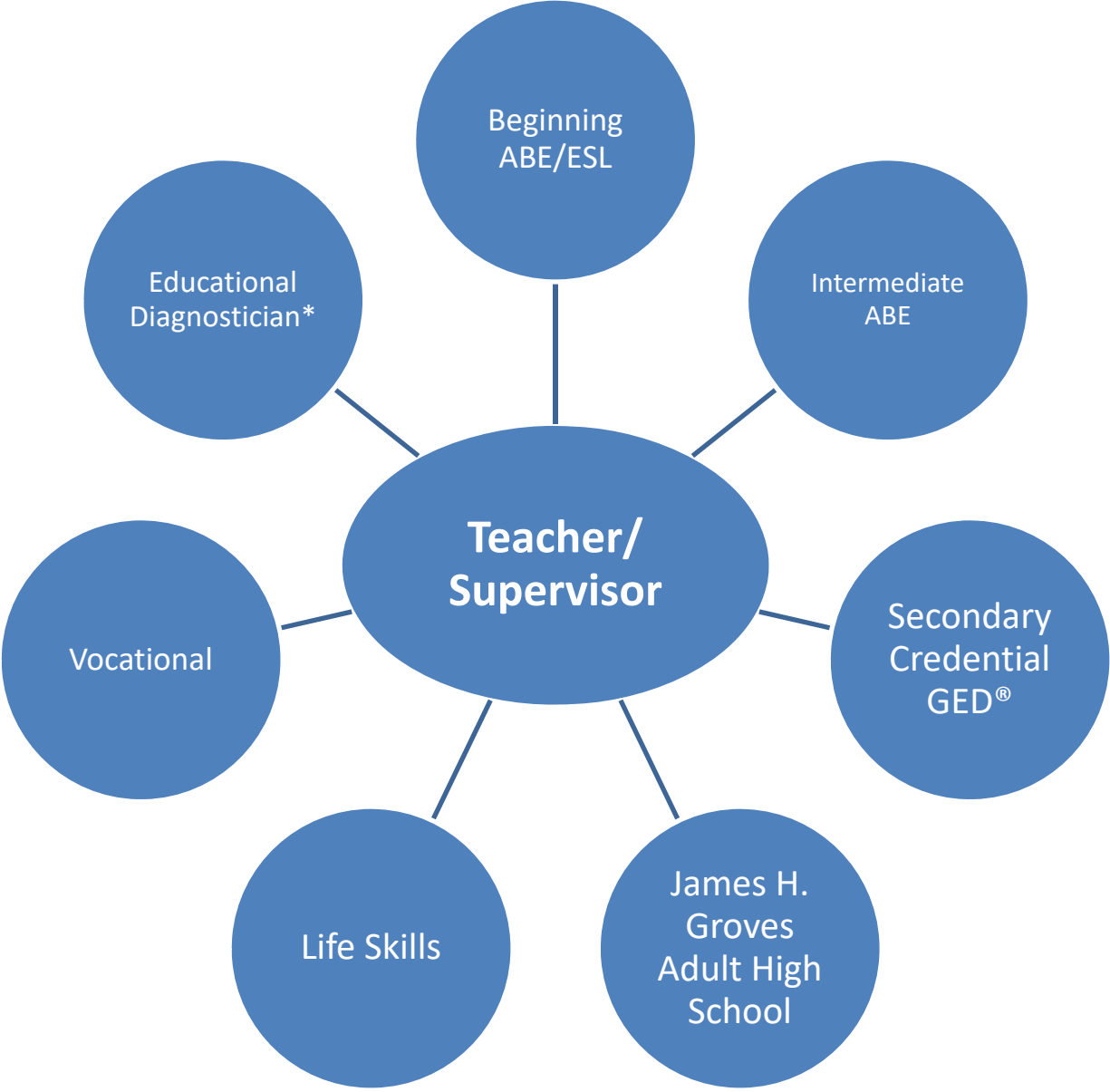
Prison Education is an integral component of the Delaware Adult Education system funded from state and federal allocations. This education model provides a seamless process that fosters the transition of offenders from the correctional facility to a community program upon release from the institution. 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 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

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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**

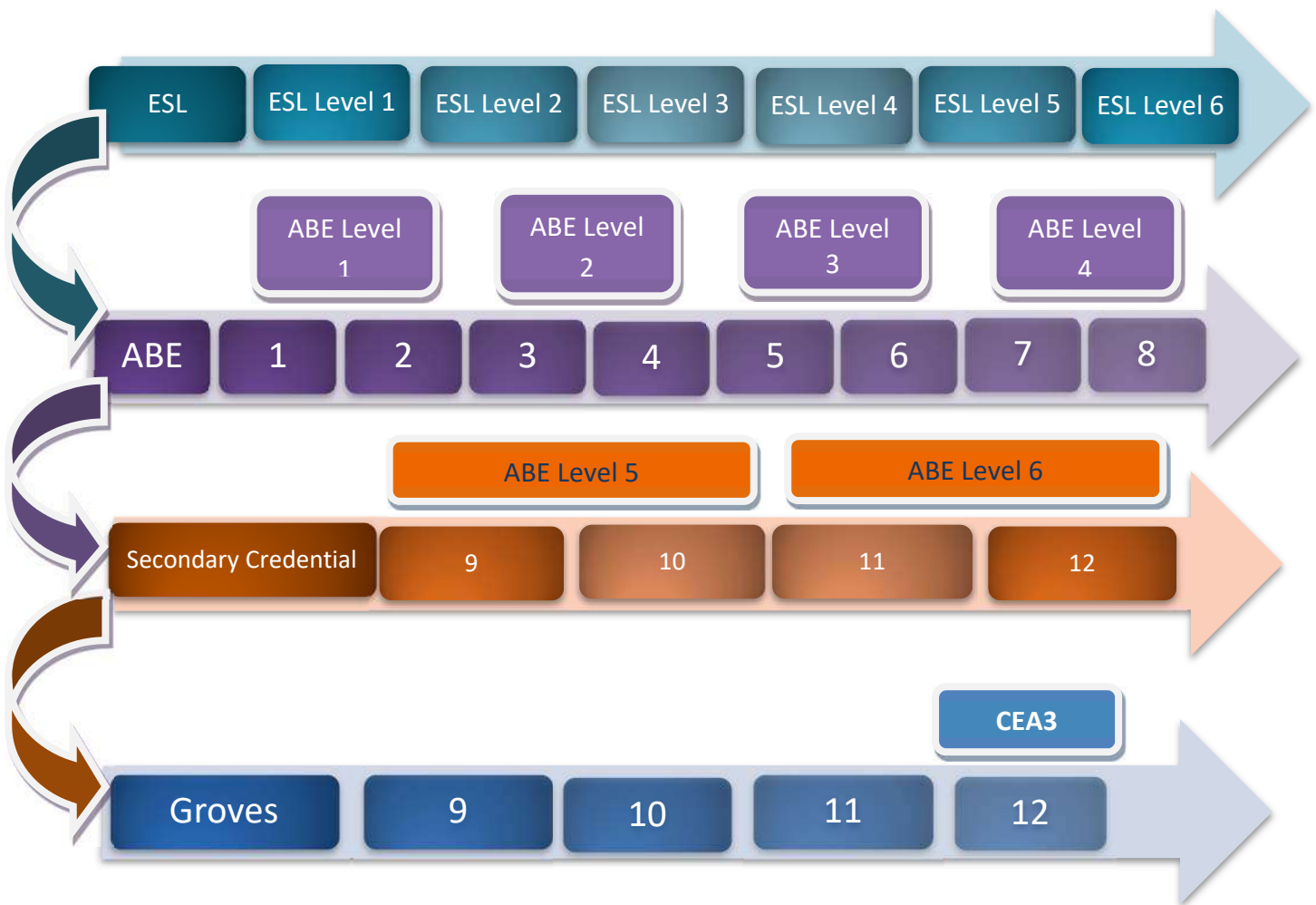
Currently there is no funding to provide college courses through the Prison Education Program. However, the prison education staff assist offenders in completing courses from regionally or nationally recognized institutions of higher education. Staff may proctor exams, monitor materials sent from the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



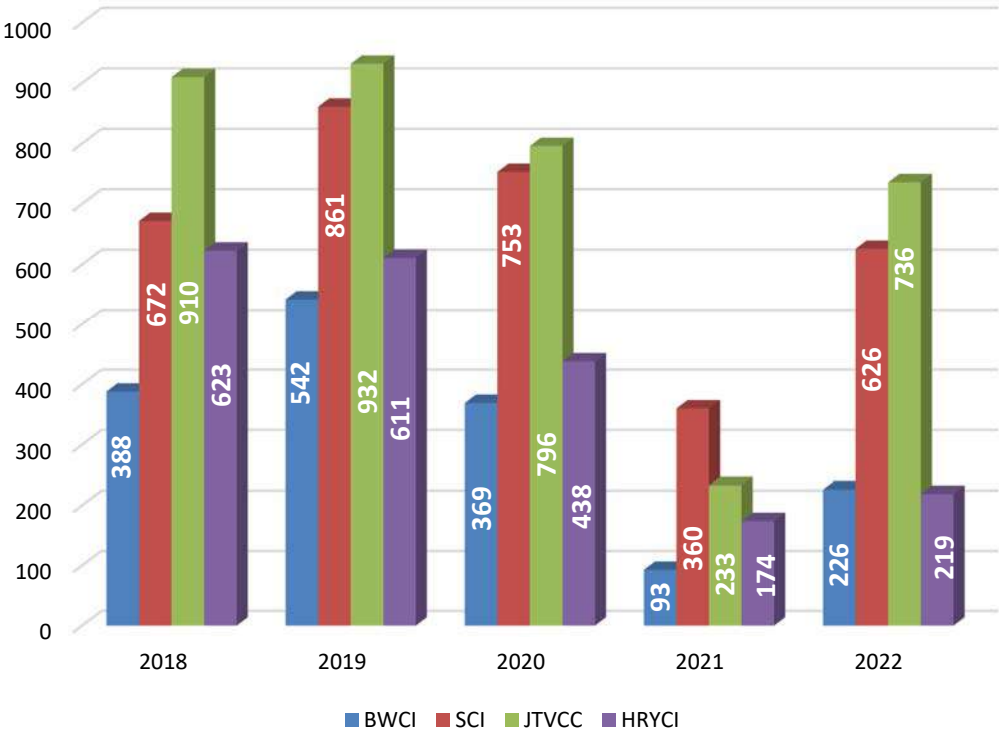
# Prison Adult Education

## Comparison of Annual Enrollments

### Fiscal Years 2017 to 2022 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 enrollments are beginning to return to pre COVID levels, Life Skills programming still has the largest drop in student enrollments.

### Program Component Enrollment by Institution

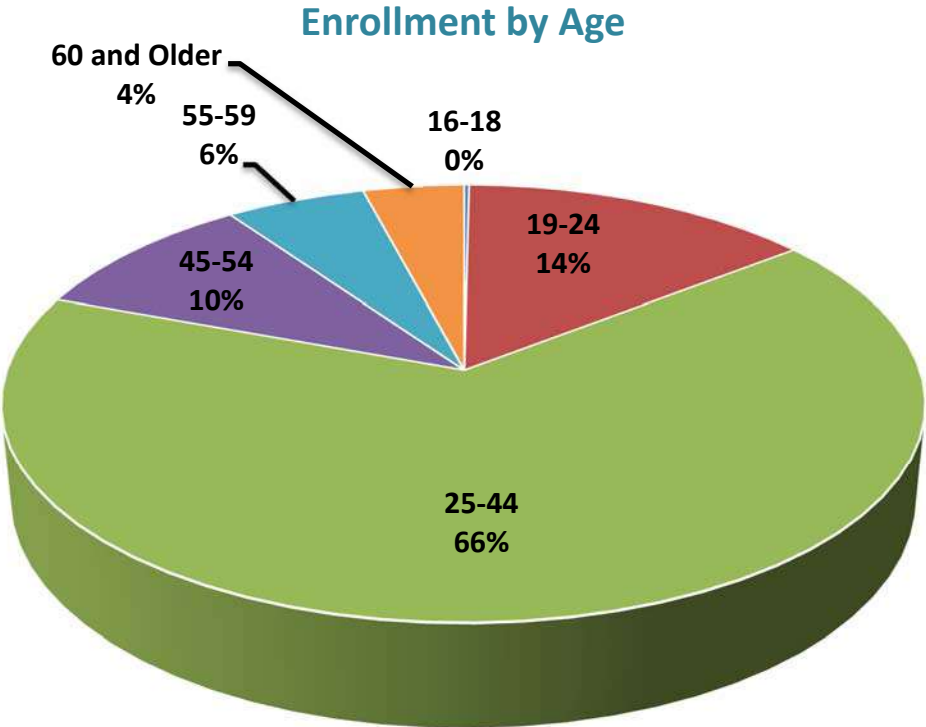
Institution	ABE/GED® Preparation	Groves	Life Skills	Vocational	Total
BWCI	36	11	20	159	226
SCI	146	45	83	352	626
JTVCC	230	48	0	458	736
HRYCI	99	42	33	45	219
<b>TOTAL</b>	<b>511</b>	<b>146</b>	<b>136</b>	<b>1014</b>	<b>1807</b>

# 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 the 16-18 age group being still under 1 full percentage point and a 1% decrease in the 19-24 age group from FY21 to FY22. The age group of 25-44 increased by 3% and the 45-54 group decreased 1%. The 55-59 age group decreased 2% and 60+ age group increased by 1%.

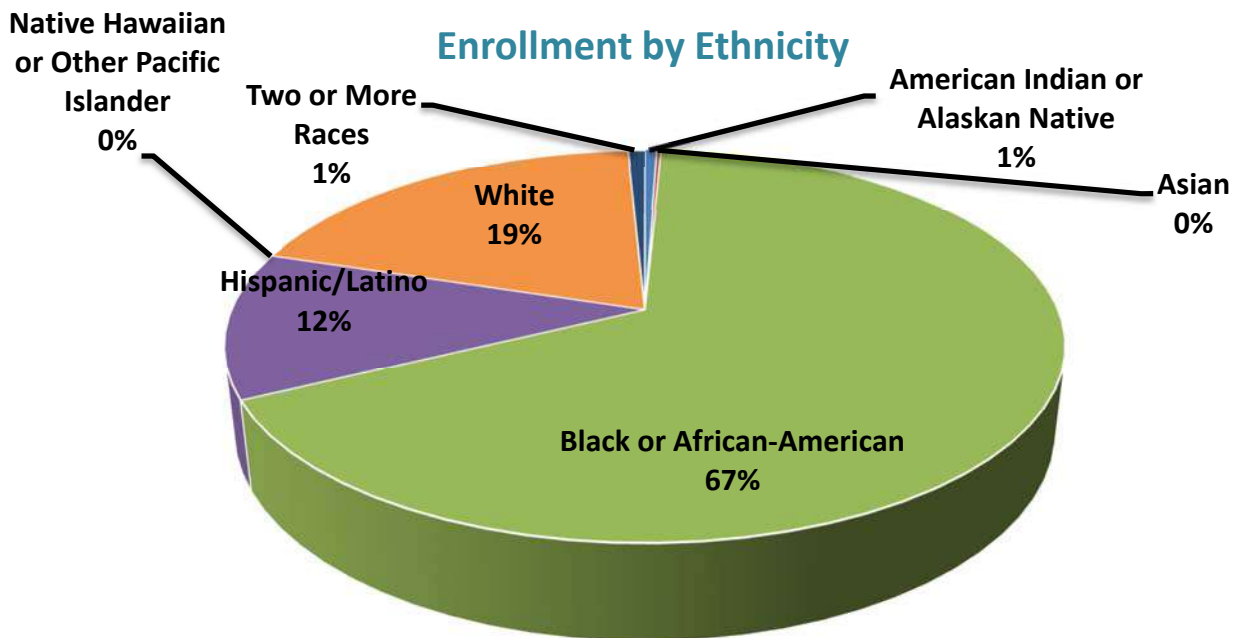


ABE class enrollment is based on WIOA/NRS defined participants

# Prison Adult Education

## Enrollment by Ethnicity

Student data indicates that the majority (67%) of the students served are Black or African-American, a decrease of four percent from FY21. Nineteen percent of students identified as White, an increase of four percent from the previous year. Twelve percent identified as Hispanic/Latino, a decrease of two percent from last year.



ABE class enrollment is based on WIOA/NRS defined participants

# Prison Adult Education

## Academic Levels upon 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.

### FY22 Entry ABE Academic Levels\* at Each Institution

Institution	ABE	ASE	ESL	Total
BWCI	36	0	0	36
SCI	143	3	0	146
JTVCC	227	0	3	230
HRYCI	99	0	0	99
<b>TOTAL</b>	<b>505</b>	<b>3</b>	<b>3</b>	<b>511</b>

\*As of June 30, 2022

# Prison Adult Education

## Results of Performance Measures

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This section is based upon FY22 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 = 293

Number enrolled = 511

Number released = 22

**Completion rate = 60%**

### **GED® Test Pass Rate**

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

Number GED® Passers = 78

Number of completers = 91

**GED® pass rate = 86%**

### **High School Graduation Rate**

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

Number of graduates = 37

Number of enrollments = 146

Number released = 2

**Graduation rate = 26%**

Number continuing in the program = 107

### **Life Skills Completion Rate**

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

Number of completions = 117

Number enrolled = 136

Number released = 1

**Completion rate = 87%**

# 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 = 707

Number of enrolled = 1014

Number released = 6

**Completion rate = 70%**

### **Special Education Gains**

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

Number with gains = 12

Number enrolled = 25

Number released = 2

**Gain rate = 52%**

### **Total Program Dropout Rate**

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

Number of dropouts = 167

Number enrolled = 1807

Number released = 31

**Dropout rate = 9%**

# 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.

### FY22 Total Completions by Institution

Institution	ABE/ESL	GED®	Groves*	Life Skills	Vocational
BWCI	11	0	1	18	146
SCI	75	24	19	70	234
JTVCC	155	39	7	0	284
HRYCI	52	15	10	28	43
<b>TOTAL</b>	<b>293</b>	<b>78</b>	<b>37</b>	<b>116</b>	<b>707</b>

\*Groves outcomes reflect only high school diploma completions

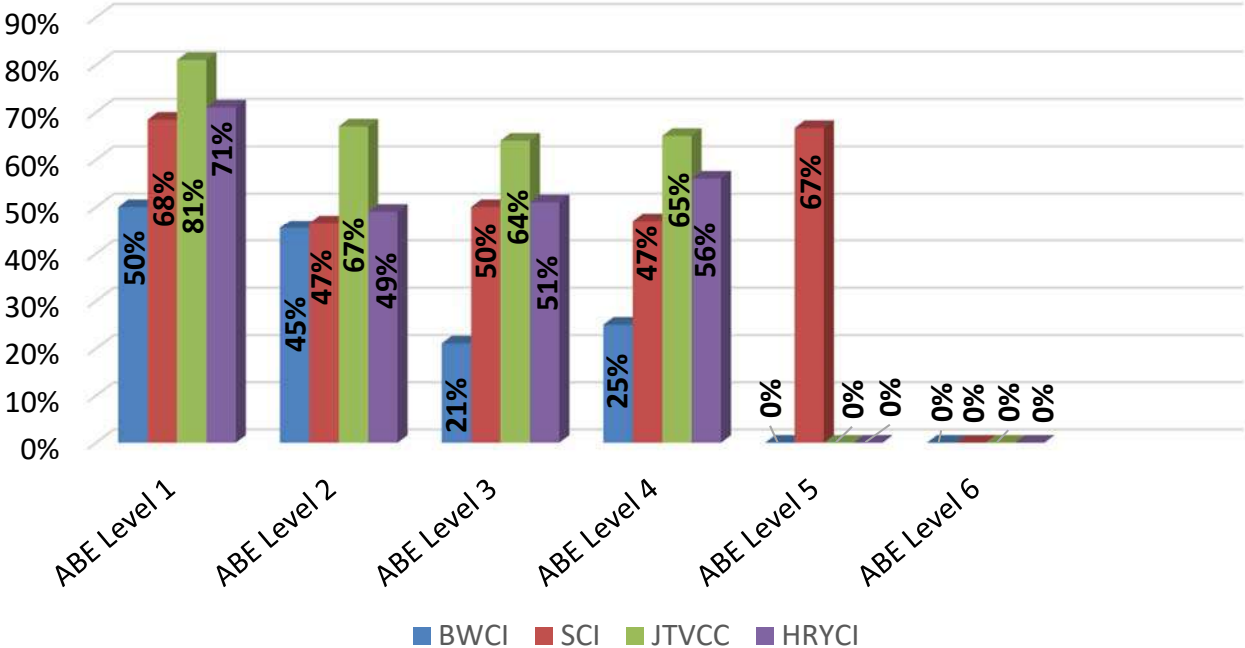
# Prison Adult Education

## 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.

FY22 Student Completions by EFL





# Prison Adult Education

## Student Completions (Continued)

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### GED® Test Pass Rate

194 students took at least one section of the GED® test during FY22, an encouraging amount of test administrations as the effects of the pandemic lingered. The FY22 statewide GED® test pass rate for the Prison Adult Education Program was 86%, which surpassed the national pass rate of 76%. This data is based on GED Analytics™ data from July 1, 2021 to June 30, 2022.

Institution	Took All Sections GED® Test	Passed GED® Test	GED® Test Pass Rate
BWCI	0	0	N/A
SCI	30	24	80%
JTVCC	42	39	93%
HRYCI	19	15	79%
<b>TOTAL</b>	<b>91</b>	<b>78</b>	<b>86%</b>

Institution	Took One or More Sections of GED® Test
BWCI	5
SCI	62
JTVCC	83
HRYCI	44
<b>TOTAL</b>	<b>194</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	11	0	33	1
SCI	45	0	239	19
JTVCC	48	0	143	7
HRYCI	42	2	142	10
<b>TOTAL</b>	<b>146</b>	<b>2</b>	<b>557</b>	<b>37</b>

# Prison Adult Education

## Student Completions (Continued)

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### Life Skills Program

The Life Skills program enrollment was 136 which was a slight increase from FY21 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.

### FY22 Life Skills\* Completions by Institution

Institution	Enrolled	Released	Completed	Completion Rate
BWCI	20	1	18	95%
SCI	83	0	70	84%
JTVCC	0	0	0	0%
HRYCI	33	0	28	85%
<b>TOTAL</b>	<b>136</b>	<b>1</b>	<b>116</b>	<b>86%</b>

\*Program operates 10 months

\*\*The Life Skills teacher position at JTVCC was vacant for 2019-2022

# 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 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. Howard R. Young Correctional Institution (HRYCI) had two training courses, Flagger Certification and the Youth Apprenticeship Project.

### FY22 Vocational Completions by Institution

Institution	Enrolled	Released	Completed	Completion Rate
BWCI	159	4	146	94%
SCI	352	1	234	67%
JTVCC	458	1	284	62%
HRYCI	45	0	43	96%
<b>TOTAL</b>	<b>1014</b>	<b>6</b>	<b>707</b>	<b>70%</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 5% as compared to 15% in the previous year.

### FY22 Separation Rate by Institution

Institution	Enrolled	Released	Dropped	Dropout Rate
BWCI	226	5	11	5%
SCI	626	2	36	6%
JTVCC	736	1	87	4%
HRYCI	219	23	33	17%
TOTAL	1807	31	85	5%

# 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	23
SCI	2
JTVCC	3
HRYCI	0
<b>TOTAL</b>	<b>31</b>

The higher education programs attended were the University of Delaware, Delaware Technical Community College, Ohio University, Adams State University Washington College.

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 classroom 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	6.5	2
SCI	0	10	16
JTVCC	0	15	25
HRYCI	0	8.5	6
<b>TOTAL</b>	<b>1</b>	<b>40</b>	<b>49</b>

\*Employed as of June 30, 2022