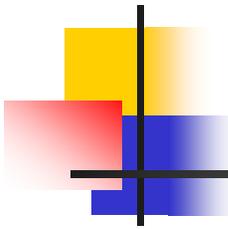


# The Role of Education and Training in RI Prisoner Reentry

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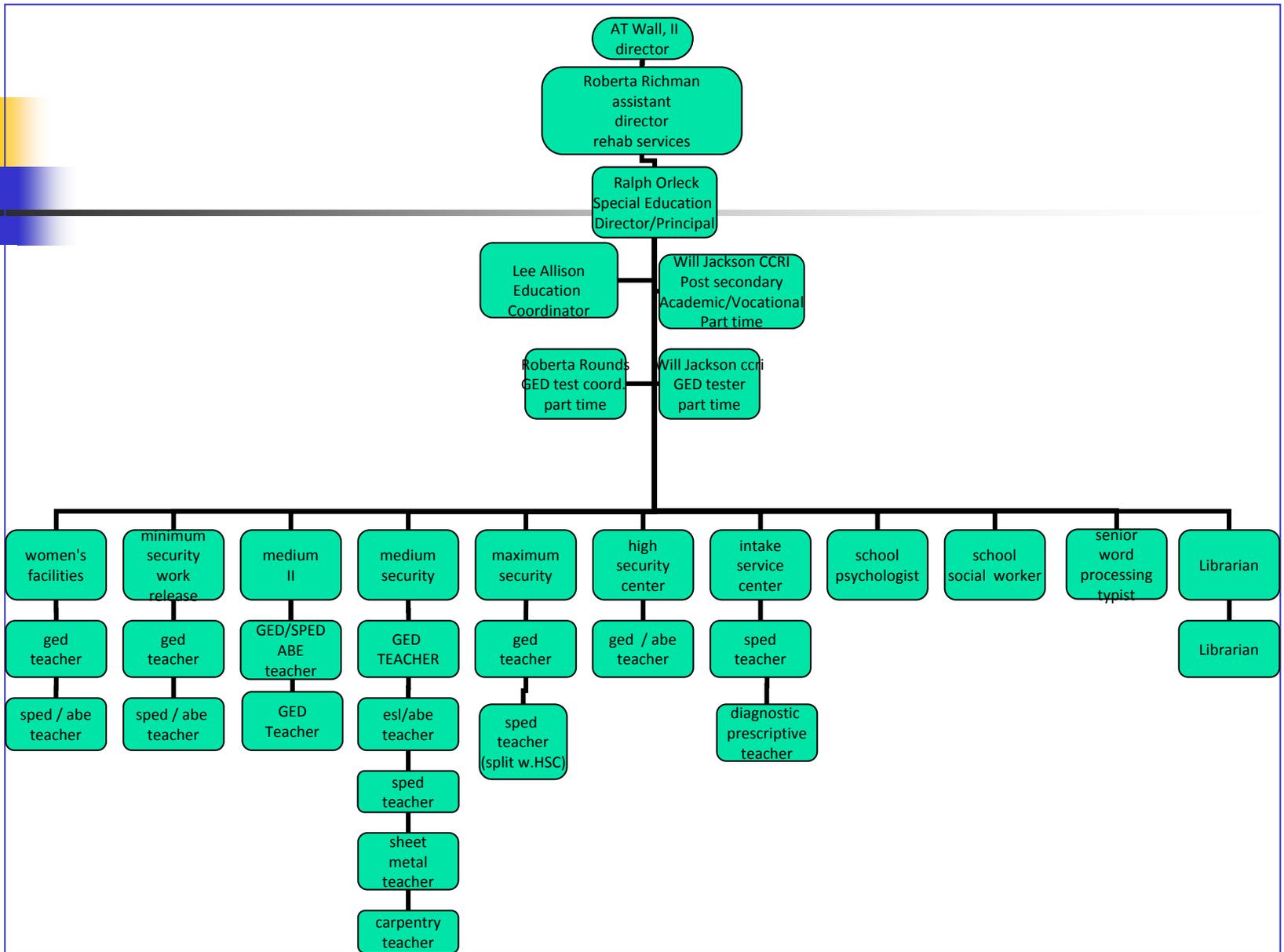
An overview of practices and  
programs



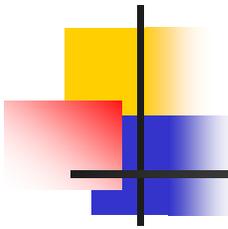
# Why Education?

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- A Correctional Education Association study shows education participants enjoy a statistically significant lower re-incarceration rate of 21% compared to 31% for non-participants
- 56% self reported they did not complete high school (FY 11)
- Inmates who did not complete HS or GED are more likely to recidivate.

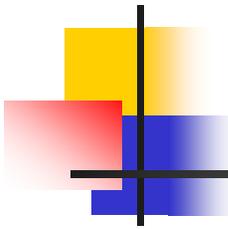


# Assessment:



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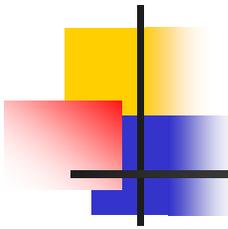
- All inmates that are enrolled in classes.
- Comprehensive Adult Student Assessment System (CASAS) utilized
- CASAS utilized by all Adult Education Centers
- Results entered on Comprehensive Adult Literacy Information System data base through RI Dept. of Education



# What does the CASAS Assess?

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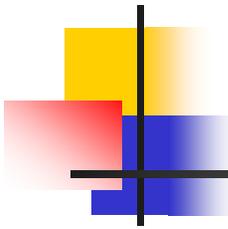
- Reading: Comprehension of words in sentences and passages
- Mathematics: Calculation skills and the ability to comprehend mathematical processes
- All inmates post tested for gains after a minimum of 40 hours of instruction, consistent with RIDE policy.



# CASAS Results:

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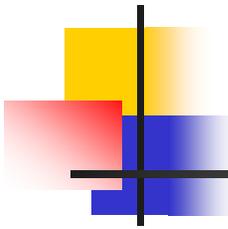
- Of 843 inmates assessed who met minimum attendance rules (12 hours) 768 (91%) were at or below ABE Intermediate High (6.0 – 8.9 grade equivalent range)
- 587 (70%) of this group were at or below the ABE Intermediate Low or below (less than a 4<sup>th</sup> grade equivalent)



# What is offered in school?

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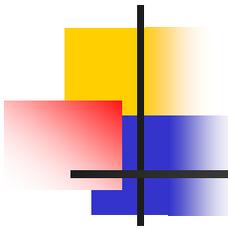
- Adult Basic Education / Special Education for inmates scoring below the 6.0 grade equivalent on the CALIS.
- GED Class for inmates scoring at or above the 6.0 grade equivalent
- Post secondary academic and vocational courses for those with a GED or are high school graduates.



# Other Services

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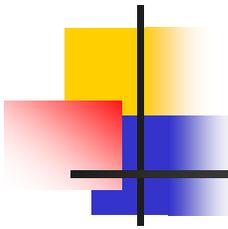
- Diagnostic Prescriptive Teacher to perform academic assessments to guide instruction
- General Reading library services for recreational reading and academic support
- Legal library services to support inmate requests as required by law.



# Adult Basic Education / Special Education

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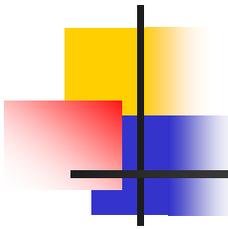
- Geared at improving word attack skills, reading comprehension, mathematics computation and application, and written expression
- English instruction for non-native speakers (included or separate class)
- Goal: Enable participants to enter GED class



# GED Class

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- Instruction focuses on preparation to take the five GED Tests:
- Literature and the Arts
- Writing
- Social Studies
- Science
- Mathematics



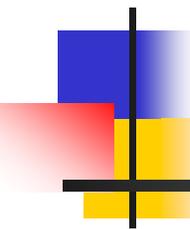
# How are Secondary Education Participants Recognized?

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- Adult Basic Education: Meet minimum attendance requirements; post test showing readiness for GED class
- GED: Meet minimum attendance requirements; post test; complete and pass GED test.
- FY 11: 174 inmates earned GED.

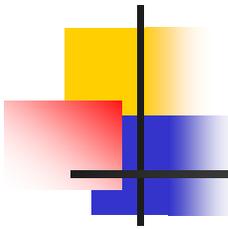
# Partnerships with the Rhode Island Department of Elementary and Secondary Education

*Office of Student, Community and Academic Supports &  
Office of Adult and Career and Technical Education*



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- **Title I Part D, Neglected and Delinquent Youth**
- **Individuals w/Disabilities Education Act (IDEA Part-B)**
- **Adult Basic Education Grant (Workforce Investment Act Title II-A)**



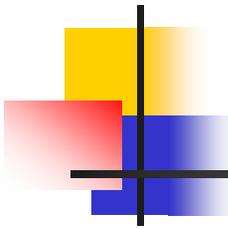
# Numbers to Ponder

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- 300 + Inmates 21 years and under receive education services
- 1/3 are long term serving more than 120 consecutive days
- 1/2 will be re-incarcerated within 1 year
- Approximately 600 will flow through the doors of the DOC annually

# Focus of Title I Part D, N & D and IDEA Part - B

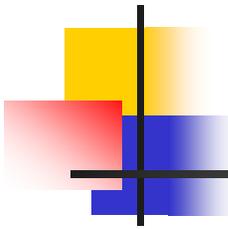
- To improve educational services for these children so they have the opportunity to meet challenging State academic content and achievement standards.
- Helping institutionalized children and youth who are in adult correctional facilities to make the transition into the community for further education or employment is an important element in the success of the program.
- To prevent at-risk youth from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities a support system to ensure their continued education.
- Provide legally required support services for all inmates 21 years of age or younger including those that have received special education services while enrolled in public school, have a learning disability, or have any other need that requires specially designed instruction for the student to benefit from classroom participation.
- Services include assessment, case management, transition planning, and the development of an individual education program when appropriate.



# How are funds be used?

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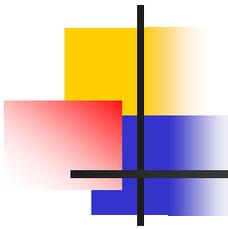
- Hire teachers, aides and other staff members to provide additional instruction in areas of greatest need;
- Train teachers, aides, and other staff members who are actively involved in providing Title I services;
- Procure needed educational materials and equipment for Title I instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training; and



# Where Does Transition Begin?

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- Upon committal to the DOC all inmates 21 years or younger receive pre-screening services
- Implementation of the case management plan
- Based on the information the inmate will;
  - a) Be referred for additional screening and testing.
  - b) Enroll in ABE or Pre-GED classes
  - c) Be referred to post secondary programming



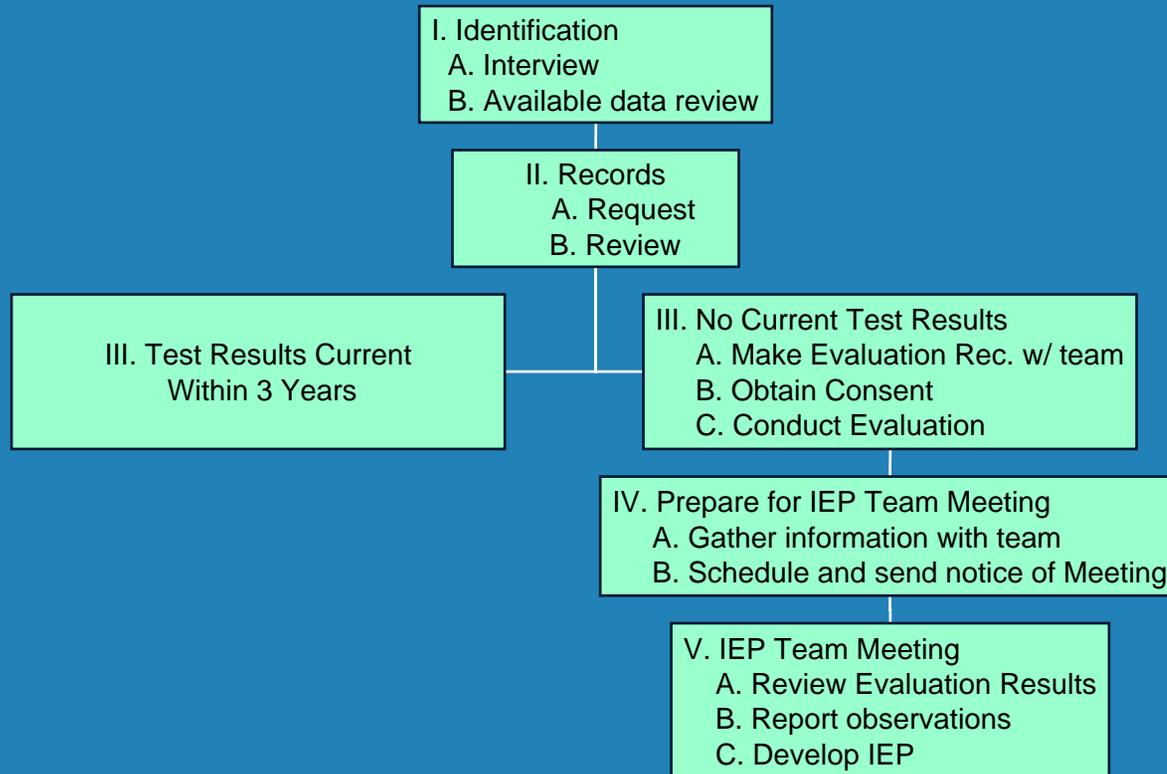
# Focus of Adult Basic Education Grant (Workforce Investment Act Title II-A)

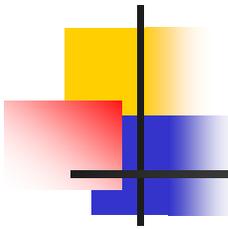
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- The ABE grant program focuses its instruction on basic transferable skills and transitional services.
- The program offers literacy development, ESL instruction, pre G.E.D., and G.E.D. preparation.
- To provide post secondary education and training opportunities while incarcerated to inmates who have earned a High School Diploma or GED.
- To increase its students' functional literacy level and to provide its students with the capability to make a smooth reentry into their community upon release.

# Special Education Process

## Special Education Service Delivery Model

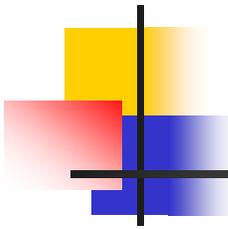




# School Psychologist Role

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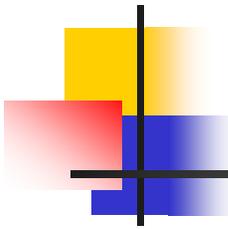
- Administer intellectual and vocational assessments
- Share results at IEP meetings
- Support staff in the creation of appropriate goals for students by defining strengths and needs
- Participate in subsequent treatment team meetings as appropriate



# School Social Worker Role

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- Target the 21 and under population
- Primary responsibility is to those students identified as Special Education
- The objective is to identify and screen all the younger inmates who do not have a high school diploma or GED while at Intake Services Center.

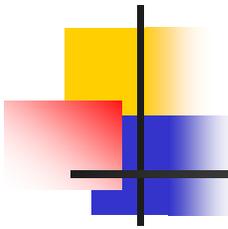


# Advantages of Early Identification

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- Opportunity to begin services right away
- Rapport is established
- Social worker can work with student in any future facility in which they are housed.

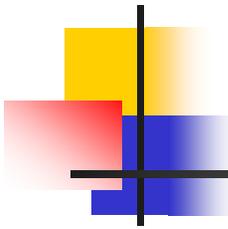
This ability to follow the student has proven effective.



# Areas of Impact

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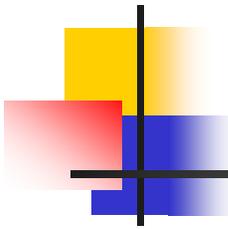
- High School Diplomas – 3 in the past year from different school departments
- Follow-through with IEP recommendations
- Advocacy with teachers, classification, parole, etc.
- Mental Health Screening
- Safety and Security issues



# Transitioning at ACI

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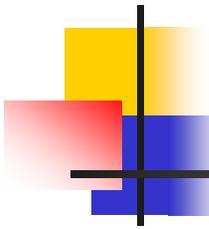
- Pre-Ged to GED
- Referrals to CCRI programs
- Industries skills programs
- Self-study higher education programs
- Self-study character development programs



# Transitioning to Community

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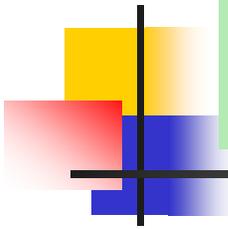
- Referrals for GED programs in the community
- Referrals to training programs and schools
- Coordination with discharge planning
- SSI, ORS, Mental Health and substance abuse programs



# Future Goals

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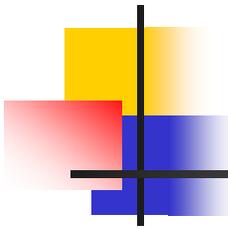
- Greater coordination with probation and parole prior to and post release.
- More monitoring and support first few months after release.



# Bottom Line

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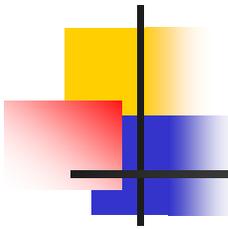
- Our students have experienced a great many failures during their educational careers. We want to provide the opportunity for success



# Post Secondary

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- Academic : 3 credit courses offered by the Community College of RI leading to AA degree
- Vocational Certificate courses: Hands on certificate offerings in trade areas such as construction, foods, computers
- All course offerings vary by semester.



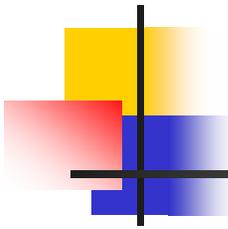
## FALL 2011 CCRI/DOC Credit Courses Start date: 9/6/11

MATH 0500-DC1	Fundamentals / Math	Candelmo	MED ONE (SLF)
ENGL 0500-DC1	College Writing	Steele	MED ONE. (SLF)
ENGL 1200-DC1	Intro/Literature	Gracer	MED ONE
SOCS 1010-DC1	Sociology	Mezahav	MED ONE
PHIL 1010-DC1	Intro Philosophy	Shikiar	MED ONE
PHIL 1010-DC1	Ethics	Tull	MED ONE
MUSC 1700-DC1	Intro Music	Santaniello	MED ONE
BUSN 2050-DC1	Management	Marcussen	MAXIMUM
MATH 0500-DC1	Fundamentals / Math	Clarke	MAXIMUM
BIOL 1050-DC1	Man + Environment	Craig	MAXIMUM

## FALL 2011 CCRI/DOC Certificate Courses Start dates vary

CNST 3000-DC1	Building Construction	Team	MIN
WKFT 4100-DC1	OSHA Workplace Safety	Austin	MIN (3 sec.)
FOOD 4000-DC1	Food Service/Culinary	Tribelli	WF1
FOOD 1000-DC1	Food Safety Mgr (ServSafe)	Tribelli	MIN (2 sec.)
LEAD 2000-DC1	Lead Abatement Supervisor	Waring	MIN
PDEV 9400-DC1	Computer Basics	Araujo	MED ONE (3 sec.)
PDEV 9400-DC2	Computer Basics	DaSilva	WF1
PDEV 9400-DC3	Computer Basics	DaSilva	WF2
PDEV 9400-DC4	Computer Basics	Allison	MIN
PDEV 9402-DC1	Computers: Excel	DaSilva	WF1
PDEV 9402-DC2	Computers: Excel	DaSilva	WF2

Planned for fall: Computer Basics (MAX); Computer Repair (MED ONE)



# How are Post Secondary Participants Recognized

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- Certificate of Completion issued by the Community College of Rhode Island.
- Inmate must complete all class requirements.
- Certificate issued for each class or program.

*Community College of Rhode Island*

# Certificate of Completion

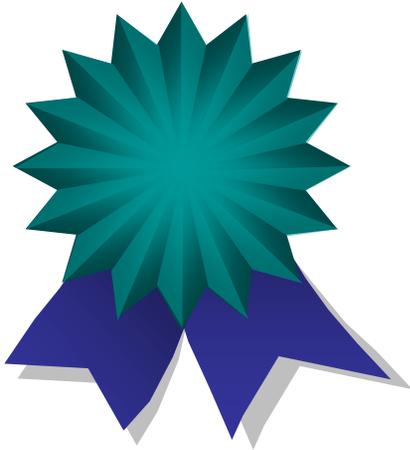
is hereby granted to:

*John Q. Public*

to certify that they have completed 30 hours of instruction to  
satisfaction for:

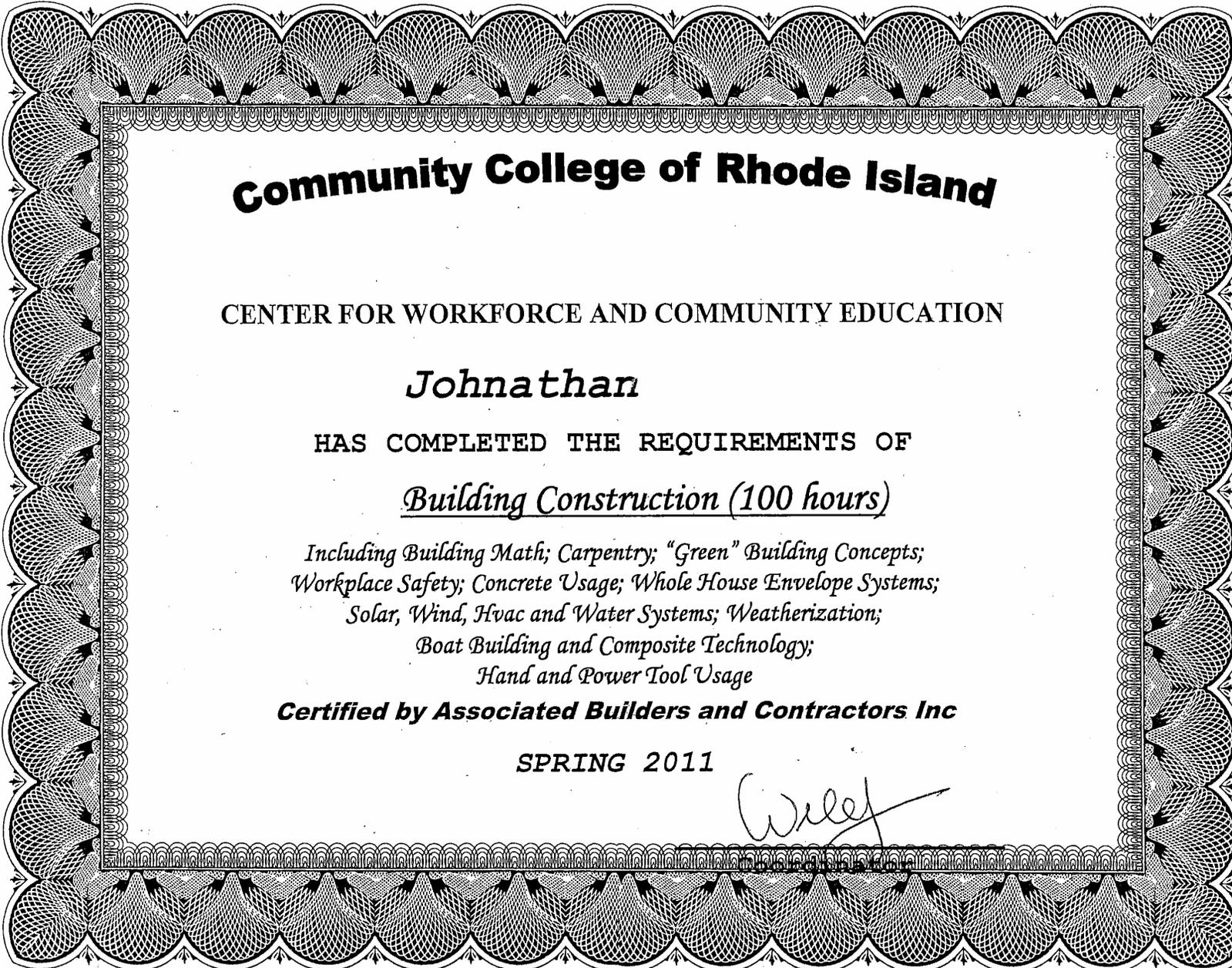
*Computer Literacy*

Granted: January 9<sup>th</sup>, 2009



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*WILLIAM JACKSON, COORDINATOR*



**Community College of Rhode Island**

CENTER FOR WORKFORCE AND COMMUNITY EDUCATION

*Johnathan*

HAS COMPLETED THE REQUIREMENTS OF

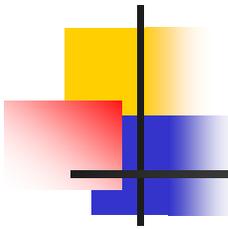
*Building Construction (100 hours)*

*Including Building Math; Carpentry; "Green" Building Concepts;  
Workplace Safety; Concrete Usage; Whole House Envelope Systems;  
Solar, Wind, Hvac and Water Systems; Weatherization;  
Boat Building and Composite Technology;  
Hand and Power Tool Usage*

***Certified by Associated Builders and Contractors Inc***

SPRING 2011

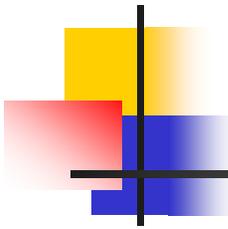
*Wiley*



# Industries Programs:

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- Auto Body
- Garments
- Printing
- Graphic Arts Quick Copy
- Furniture Refinishing
- Assembly Manufacturing – Dorm Furniture, Office Systems
- Work Crews



# Industry Skill Classes

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- Introduction to Print Shop Operations
- Basic Carpentry
- Upholstery / Carpentry
- Tailoring
- Computer Graphics
- Mind Your Own Business

## Rhode Island Department of Corrections Correctional Industries Auto Body Report

Name \_\_\_\_\_ Inmate # \_\_\_\_\_ D.O.B. \_\_\_\_\_

Facility \_\_\_\_\_ Mod/Cell \_\_\_\_\_

• **SOCIAL SKILLS**

- Cooperative
- Respectful
- Shows interest in learning
- Comprehends Instructions
- Performs tasks at an acceptable level

**SKILL LEVEL**

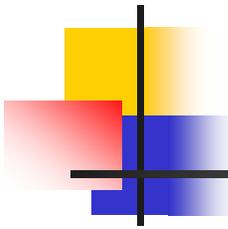
1	2	3
1	2	3
1	2	3
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1	2	3

• **JOB SKILLS**

- Hand Tools
- Phneumatic Tools
- Total Vehicle Refinish
- Spot Panel Refinishing
- Operate Mig Welder
- Operate Arc Welder
- Acetylene Torch
- Operate Brake
- Operate Sheer
- Grit Blast
- Operate Band Saw
- Body Panel Replacement
- Body Panel Repair
- Detailing – Buffing & Waxing
- Mechanical Aptitude

1	2	3
1	2	3
1	2	3
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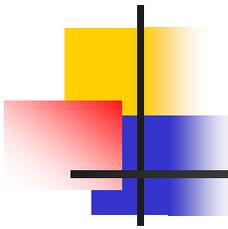
❖ **INSTRUCTOR** \_\_\_\_\_



# OpenDoors (at a glance)

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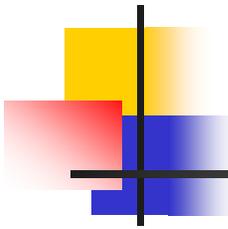
- Private not-for-profit whose mission is to strengthen the community by supporting the formerly incarcerated.
- Has been in existence since 2003 (formerly named “The Family Life Center”).
- Provide a variety of services exclusively available to men and women with criminal records.



# Services offered

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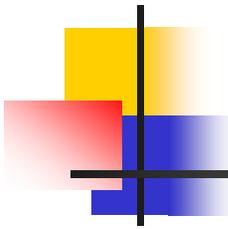
- Discharge planning
- Resource Center (485 Plainfield St. Providence, RI)
- Mentoring
- Financial literacy and computer classes
- Policy advocacy ("Right to Vote," 32F law reform)
- One on one case management (accessing community programs and entitlements programs, goal setting, relapse prevention, anger management, etc.)
- Men's and women's support groups
- Housing
- Employment readiness and job placement



# Employment services offered at the ACI

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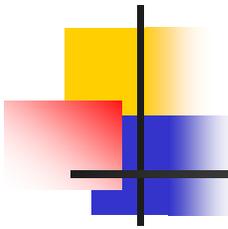
- Services are available in all facilities (with the majority happening in Men's Minimum, Medium 1 and Dix).
- Goal is to give participants the knowledge, skills and tools they need to be able to find a job while having a record in a difficult economy (and to do it as quickly as possible upon release).



# Target populations

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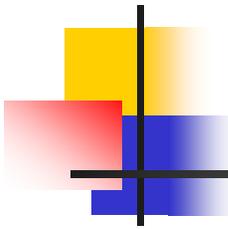
- Inmates that have been granted parole, but need a job to be released.
- Inmates working in any of the prison industries
- Inmates enrolled in educational programs (run by either CCRI or DOC)
- Inmates nearing release



# 3 steps to job-search success

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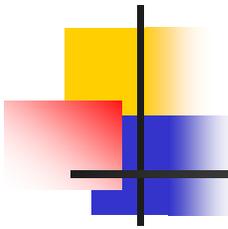
- Step 1- Attending our Employment Readiness seminar:
  - Hour long overview of the most critical information to know
  - Opportunity for us to collect information regarding the previous work history of participants
  - Opportunity for participants to set up one on one appointments with our Employment Case Manager.



# 3 steps to job-search success

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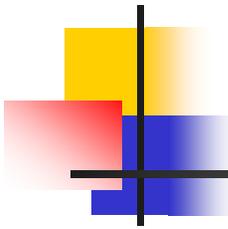
- Step 2- Individual meetings with the Employment Case Manager
  - Perfecting the “30-second commercial”
  - Creating a “Job Search Plan”
  - Creating an updated resume
  - Participating in a mock interview
  - Help addressing other barriers to employment (besides just “the record.”)



# 3 steps to job-search success

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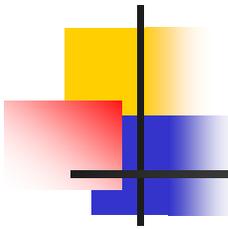
- Step 3- Connecting with our services outside of the prison and/or potential job placement with our employer contacts
  - Guaranteed a seat in our 9-hour Basic Employment Program in the community
  - Special consideration for our Advanced Employment Program
  - Potential job placement with one of our employer contacts
  - Assistance accessing education/training



# Success Story

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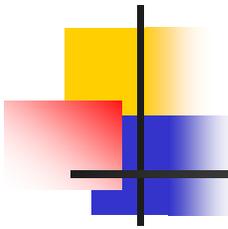
- "TJ"
  - Strong connection to OpenDoors pre-release (mentoring and employment)
  - Immediately came to OpenDoors and continued to succeed (intensified employment services, more mentoring)
  - Was referred to a job
  - Is currently working!



# Success Story (cont.)

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- Wrap-around services are crucial
  - Violence in communities men and women are returning to
  - Lack of affordable housing
  - Hitting a “ceiling” with wages, but not having enough money to go back to school.



# Wrap up / Questions

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- [Ralph.Orleck@doc.ri.gov](mailto:Ralph.Orleck@doc.ri.gov)
- [Lewis.Allison@doc.ri.gov](mailto:Lewis.Allison@doc.ri.gov)
- [William.Jackson@doc.ri.gov](mailto:William.Jackson@doc.ri.gov)
- [jcapece@opendoorsri.org](mailto:jcapece@opendoorsri.org)
- [Susan.Heffner@doc.ri.gov](mailto:Susan.Heffner@doc.ri.gov)