

The background of the slide features a large, faint, circular seal of the Department of Education, United States of America. The seal contains a central emblem with a tree and a figure, surrounded by the text "DEPARTMENT OF EDUCATION" at the top and "UNITED STATES OF AMERICA" at the bottom.

Prisoner Reentry: Moving Towards an Education Continuum

State Directors of Adult Education

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Agenda

- Overview of the Federal Reentry Council
- Overview of the correctional population
- Overview the reentry program model project
- Small group discussions
- Next steps



Reentry—Current Priority...



A. G. Holder to Secretary Duncan and other cabinet officials, Dec 7, 2010:

“Since he took office, President Obama has made it clear that reentry is a high priority for him and for this Administration. Because reentry intersects with issues of health and housing, education and employment, family, faith, and community well-being, many of your agencies are squarely focusing on the reentry population as well, with initiatives that aim to improve outcomes in each of these areas. This is a crucial opportunity to work together to coordinate our efforts and convey a consistent message about the Administration's priorities and views pertaining to reentry.”



“Reentry presents a major opportunity to improve public safety, public health, workforce, education, family, and community outcomes.”

A.G. Holder in a letter to Secretary Duncan inviting his participation in the federal reentry council.



Reentry Council Mission Statement

To support the Administration's efforts in advancing public safety and well-being through enhanced communication, coordination, and collaboration across Federal agency initiatives that:

1. Make communities safer by reducing recidivism and victimization;
2. Assist those returning from prison and jail in becoming productive citizens; and
3. Save taxpayer dollars by lowering the direct and collateral costs of incarceration.



Reentry Council Goals

- To identify research and evidence-based practices, policies, and programs that advance the Reentry Council's mission around prisoner reentry and community safety.
- To identify Federal policy opportunities and barriers to improve outcomes for the reentry population.
- To promote Federal statutory, policy, and practice changes that focus on reducing crime and improving the well-being of formerly incarcerated individuals, their families and communities.
- To identify and support initiatives in the areas of education, employment, health, housing, faith, drug treatment, and family and community well-being that can contribute to successful outcomes for formerly incarcerated individuals.
- To leverage resources across agencies that support this population in becoming productive citizens, and reducing recidivism and victimization.
- To coordinate messaging and communications about prisoner reentry and the Administration's response to it.

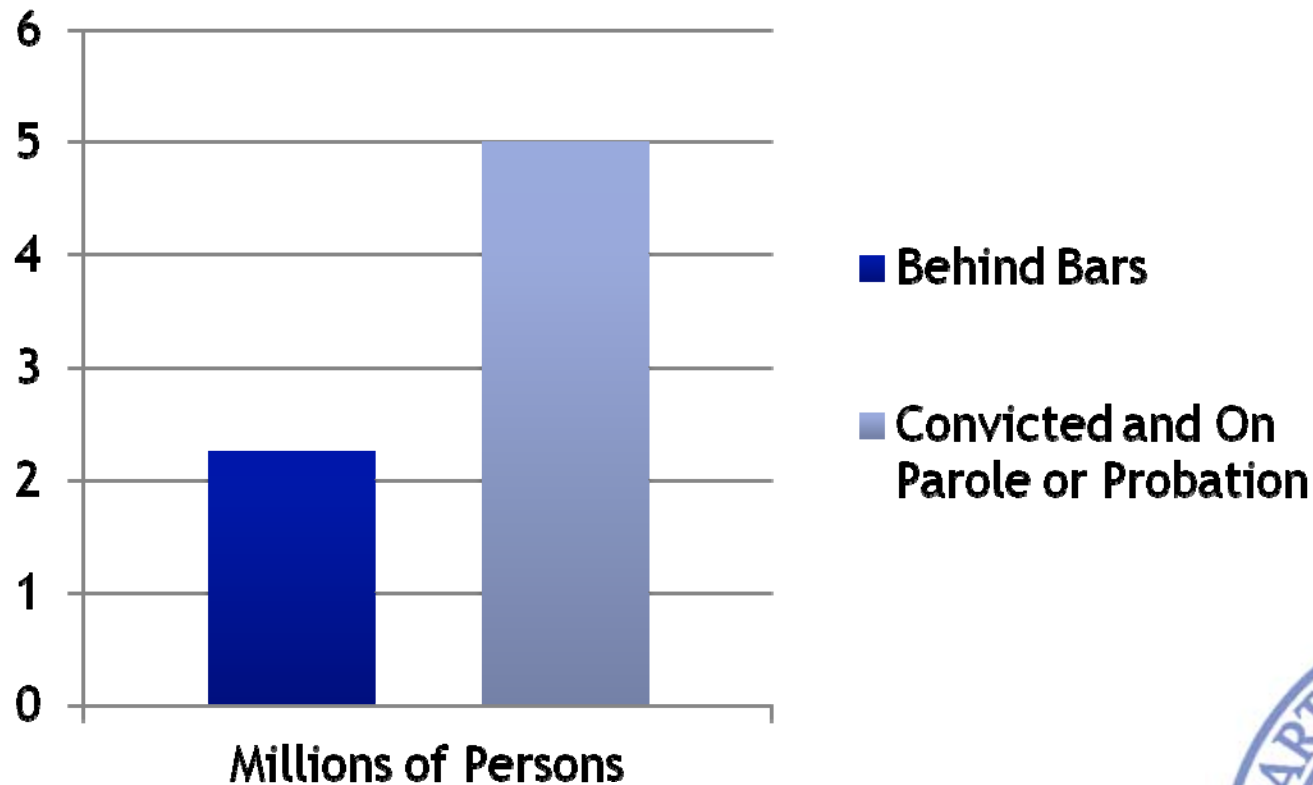


What's the problem?

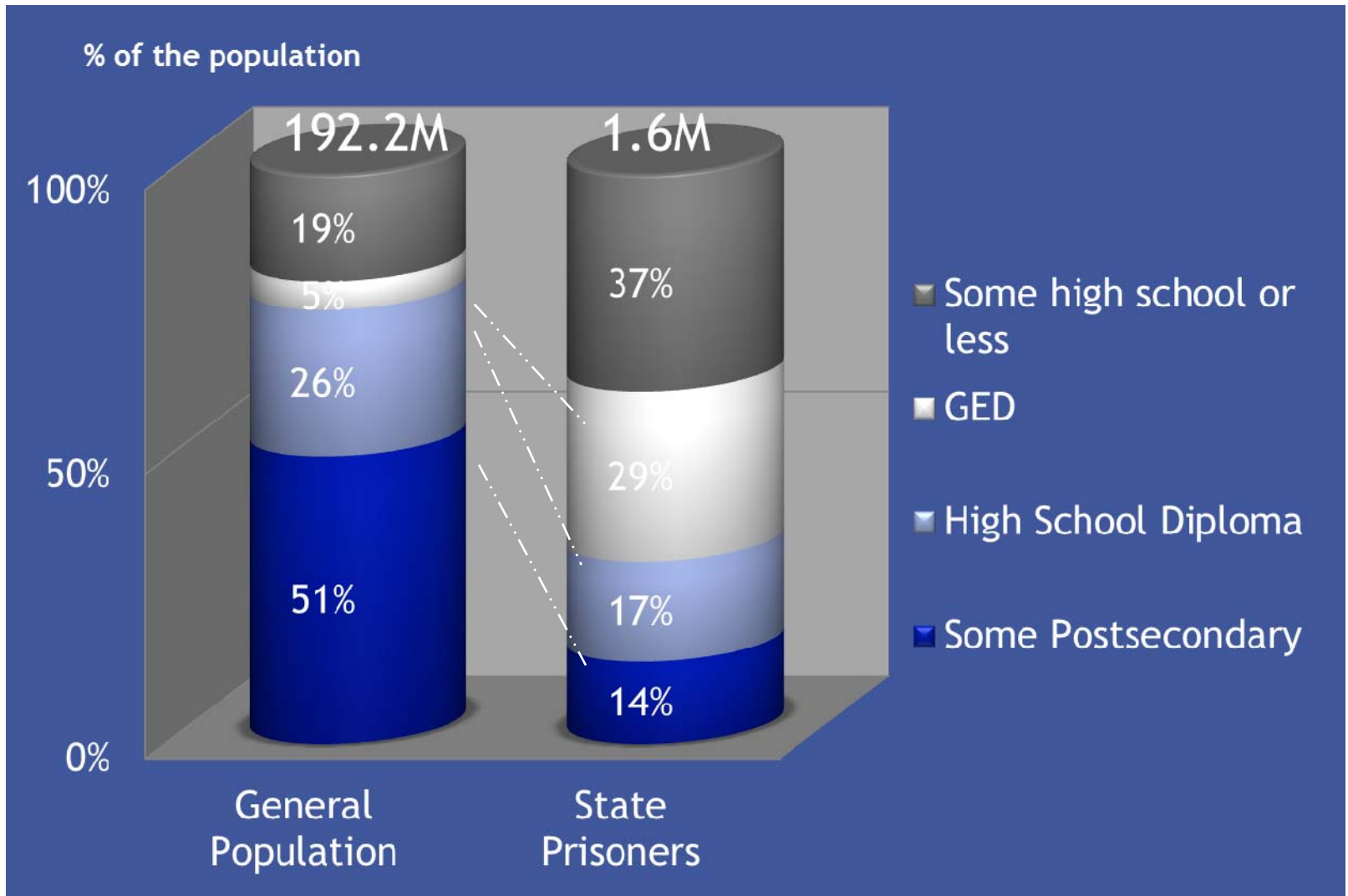


The Numbers: Youth and Adult Correctional Population

- Youth and adult daily correctional population – in excess of 7m, more than 2m behind bars. More than 700,000 releases per year from State and federal prisons.



Educational Profile of State Prisoners



Education while incarcerated has been shown to reduce recidivism

- Consistent positive effect sizes with wide variety of education services, advanced and basic, academic and occupational.
- A broad spectrum of prisoners benefit—unlike other “correctional treatment” services.

“When you put this in perspective, and couple these effect sizes with a significant number of offenders who are released each year who could benefit from correctional education, this elevates correctional education to one of the most productive and important reentry services.”

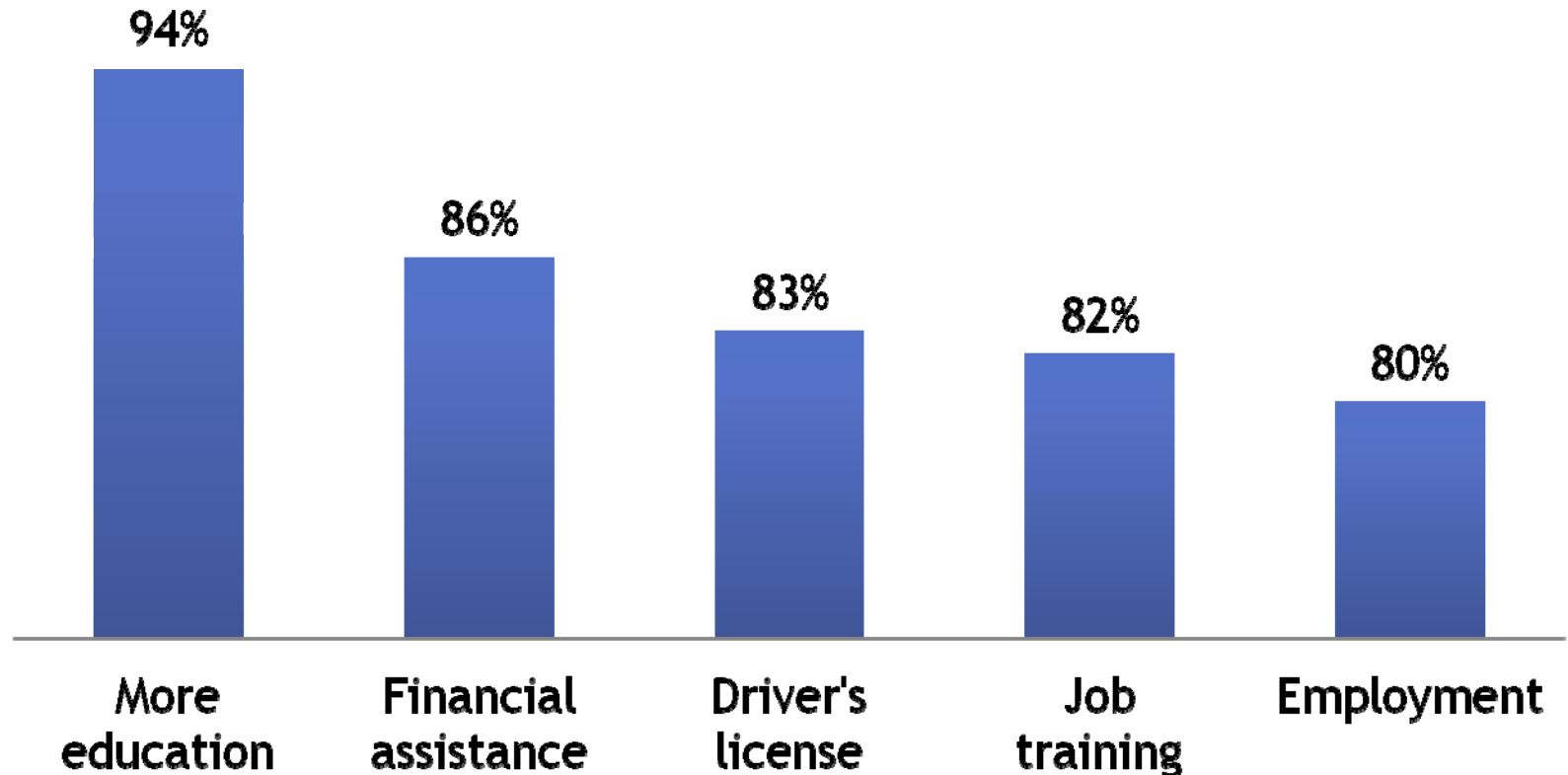
Gerald G. Gaes, *“The Impact of Prison Education Programs on Post-Release Outcomes”*



Prisoners recognize their educational needs

SVORI Multi-site Evaluation

■ Needs individuals recognize for self

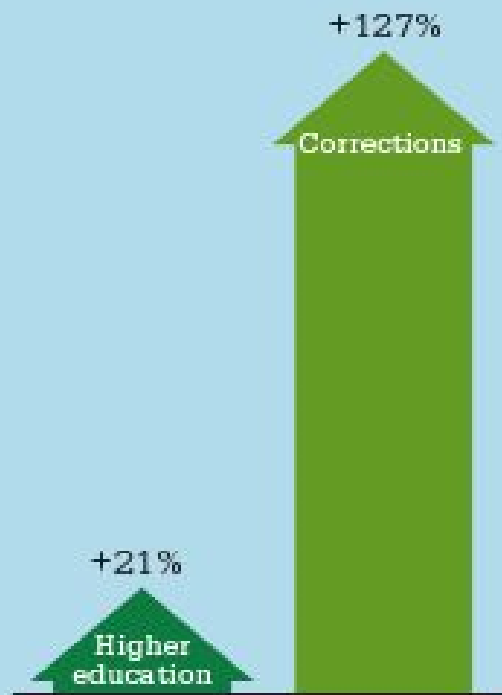


The Numbers: Fiscal Impact

- \$70B annual investment in corrections
- Biggest hit to State general funds
- Rapid increases in this account directly impacts resources available for schools and colleges

OF BOOKS AND BARS

Between 1987 and 2007, the amount states spent on corrections more than doubled while the increase in higher education spending has been moderate.



SOURCE: National Association of State Budget Officers, "State Expenditure Report" series; Inflation adjusted general fund figures are based on a reanalysis of data in this series.

Numbers: Children Impacted

- 1.7 million children, age 18 and younger, have an incarcerated parent.

“Children and families with incarcerated parents have been a relatively invisible population to the public, to policymakers, and to funders. Programs and policies, which have traditionally focused on the offender, his or her victims, and the public safety of the community, ignore the vast and growing number of other victims-children.”

(When A Parent is Incarcerated: Primer for Social Workers) from Children and Families with Incarcerated Parents-Exploring Development in the Field and Opportunities for Growth



By 2020, this nation will once again have the highest proportion of college graduates in the world. President Obama

I ask every American to commit to at least one year or more of higher education or career training. President Obama

The Department of Education's Strategic Plan

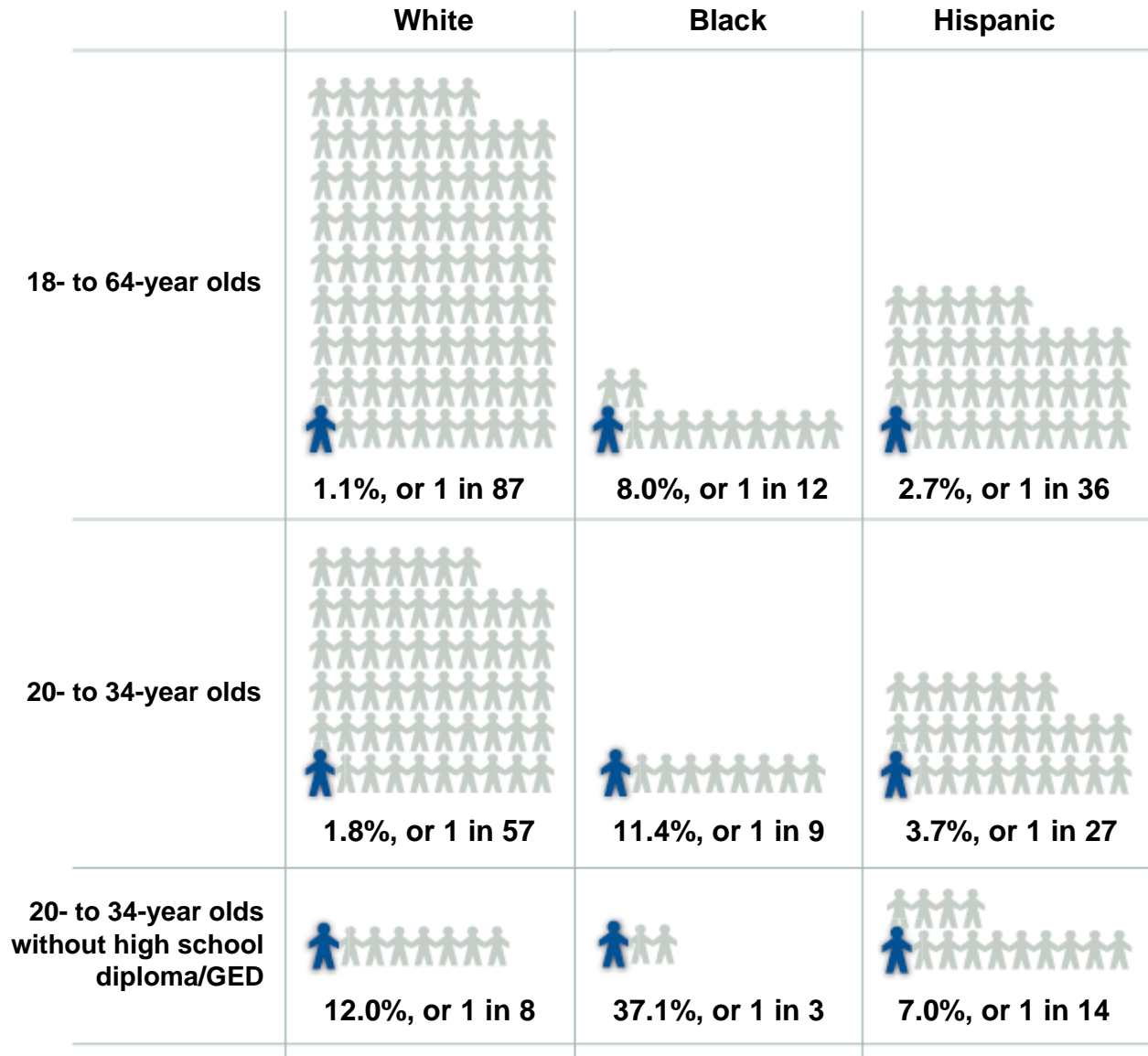
Increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults.

Goal 1

...access to college and workforce training, especially for low-income students, first-generation college students, individuals with disabilities, and other chronically underrepresented populations.

Sub-goal 1.1

Working age men, proportion in prison



Education behind bars or post release...

- 1) OVAE wants to support both.
- 2) We see diminished opportunities in facilities.
- 3) Can we support individual planning for post release educational participation?
- 4) Can we identify program examples—programs serving those under CJ supervision in communities?
- 5) Can we identify effective practices, serving in the community setting?
- 6) Can we promote focus on and of implementation of effective practices?



Project Overview: Original Purpose

To develop a reentry education model that:

- Addresses the chronic issue of underemployment for ex-offenders
- Provides a more constructive use of time for those under community supervision



Project Overview: Model Development

- Developed using findings from an environmental scan of the literature. The scan included research on:
 - Correctional education interventions, including adult education and postsecondary education
 - Employment reentry programs
 - Other reentry interventions
 - Adult learning theory
- Revised based on feedback from three subject matter experts



Project Overview: Panel Meeting

- Held a panel meeting to review draft model. Panel's suggested revisions included:
 - Broadly illustrate the sequence of services from incarceration to community supervision
 - Include key program features (e.g., strategic partnerships, data collection/use, staff training, etc.) needed to support education continuum
 - Demonstrate how individuals move in and out of the education continuum for various reasons
 - Make education the main focus, but show connection to employment and support services



Revised Model: Purpose

To develop an education continuum model that:

- Coordinates services among institutional and community-based education providers and their partners
- Ensures individuals in the correctional population can progress through their education and career path as their correctional status changes



Revised Model: Target Population

The model illustrates the education continuum from two perspectives:

- Education providers serving incarcerated individuals and those under community supervision (parole and probation)
- Individuals in the correctional population



Revised Model: Program Perspective

- States the goal of the model
- Illustrates program activities that occur at each step of the education continuum
- Describes critical program features needed to support the education continuum
- Shows different entry points for individual
- Highlights the model outcome:
 - Individual is employed long-term in a living wage occupation and transitions successfully out of court supervision



Revised Model: Individual Perspective

- Illustrates individual activities that occur at each step of the education continuum
- Shows connection to employment
- Illustrates stops offs from education path
- Notes program activities supporting the individual and education continuum
- Highlights the model outcome:
 - Individual is employed long-term in a living wage occupation and transitions successfully out of court supervision



Small Group Discussions

- What activities are you doing in your state that is reflected in this model?
- Does the model suggest activities your state might want to develop and implement or activities that could be enhanced?
- Based on your experience, what activities or strategies needed to support the education continuum are not adequately reflected in the model?



Next Steps

- The model will be fine-tuned based on your feedback.
- A publication summarizing the model's research basis and content will be written.
- The publication and model will be disseminated to the field.



Questions and Additional Feedback

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