

# Professional Development Monthly Advisor and Planner (PD MAP)

## Theme: Correctional Education

March 2014

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### Welcome to the March Professional Development MAP!

Most adult learners go about their lives working and studying within the greater community, but an important segment of adult learners study during periods of incarceration or probation. This PD MAP focuses on the specialized area and unique circumstances of correctional education.

The resources in this PD MAP are organized in two sections. Resources in the Program Models section contain data about incarcerated populations, descriptions of corrections education and re-entry programs, and data on the post-release impact of corrections education. The Working with Offenders section contains resources in which corrections educators share their experiences and resources for use in instruction of incarcerated or paroled students. Other resources of interest for understanding correctional education are found in the Additional Resources section later in the PD MAP.

Look for links to Colorado's Department of Corrections education initiatives in a special box on the last page of this PD MAP.

Spring is the time for national adult education conferences, so be sure to check the Conferences section of the PD MAP. In addition, many World Education online courses for all adult educators start in March, so check the Collaboration with Colleagues section for information and to register.

Best regards,  
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### Self-Study:

#### Program models

##### **Community-Based Correctional Education**

U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC, 2011

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/cbce-report-2011.pdf>

This report begins with a rationale for providing educational services for offenders who are under community supervision, rather than incarceration. It then gives an overview of community-based correctional education programs covering topics such as: characteristics and organizational structure of community-based correctional education programs, target population, curriculum, instructional approaches, and instructor preparation, challenges and suggested solutions. Contributors to the report include 15 community-based correctional education programs from 12 states.

***A Reentry Education Model: Supporting Education and Career Advancement for Low-Skill Individuals in Corrections***

Tolbert, M., MPR Associates, Inc., for the U.S. Department of Education, Office of Vocational and Adult Education, 2012

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>

This report describes the correctional education reentry model supported by the U.S. Department of Education and Office of Vocational and Adult Education. The report begins with statistics on incarceration in the U.S., facts about correctional education programs, and the challenges of offender reentry. The report then describes an educational continuum proposed as a reentry solution to bridge the gap between prison and community-based education and training programs.

***The Current State of Correctional Education***

Crayton, A., and Neusteter, S., Prisoner Reentry Institute, John Jay College of Criminal Justice, 2008.

<http://www.urban.org/projects/reentry-roundtable/upload/Crayton.pdf>

This document provides statistics on the incarcerated populations in the U.S., describes the development of correctional education, shows the literacy levels and educational attainment of the incarcerated and general adult populations, describes inmate participation in education programs, and discusses funding of correctional education.

***Locked Up and Locked Out: An Educational Perspective on the U.S. Prison Population***

Coley, R., and Barton, P., Educational Testing Service, 2006

<http://www.ets.org/Media/Research/pdf/PIC-LOCKEDUP.pdf>

This report provides a profile of the U.S. prison population, the juvenile and adult correctional systems, and correctional education and reentry programs. It discusses educational program availability, inmate participation, and the effects of correctional education on recidivism. Charts compare the prose, document, and quantitative literacy levels of prison populations to those of the total U.S. population.

***What are the Economic Effects of Earning a GED in Prison?***

National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Volume 7, Issue D, September 2005

<http://www.ncsall.net/index.html?id=771&pid=822.html>

This report compares the post-release earnings of offenders who studied for their GED while incarcerated with those who did not study. The article demonstrates the complexity of attributing post-release outcomes to a single variable – obtaining a GED.

***The Top-Nine Reasons to Increase Correctional Education Programs***

Steurer, S., Linton, J., Nally J., and Lockwood, S., Corrections Today, pgs. 40-43, 2010.

[http://www.ceanational.org/images/Steurer\\_August2010-CT.PDF](http://www.ceanational.org/images/Steurer_August2010-CT.PDF)

This brief article provides a nine-point rationale for increasing correctional education programs.

***Office of Vocational and Adult Education: Correctional Education***

U.S. Department of Education

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/correctional-education.html>

This website describes correctional education, gives current status of federal grants, and provides links to a dozen research reports about correctional education.

## Working with Offenders

### ***Prison Issue***

*Field Notes*, SABES, Vol. 12, Number 3, Winter 2003

<http://sabes.org/files/2014/01/fn123.pdf>

This journal, written by adult educators in MA, showcases the work of corrections teachers who have found creative, respectful ways to approach adult basic education in correctional facilities despite the institutional limitations of the work. Topics include – a reading unit on African-American history, education reintegration model, ESL prisoners' writing workbook, and cultural training of Anglo prison staff by Latino inmates. This issue also includes writings by inmates.

### ***Teaching Adults in a Correctional Facility, Instructor Handbook***

West Virginia Department of Education, office of Adult Education and Workforce Development, 2013-2014

[http://wvde.state.wv.us/abe/tcher\\_handbook\\_pdf/section15.pdf](http://wvde.state.wv.us/abe/tcher_handbook_pdf/section15.pdf)

Some of the information in this handbook is specific to corrections educators in WV. Topics in the handbook that are pertinent across all states include prison terminology, occupational hazards, and survival techniques.

### ***Writing at the House: Bunker Hill Community College's Offender Re-Entry Program at the Suffolk County House of Correction***

Flynn, B., National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Volume 7, Issue D, September 2005

<http://www.ncsall.net/index.html?id=771&pid=833.html>

This article describes a writers' workshop which is part of a multi-faceted re-entry program for offenders. The article describes the philosophy and format of the 8-week writing workshop, and its impact on other coursework, on real life writing purposes, and on offender confidence. Challenges of running a writing workshop in a correctional facility are explained.

### ***Two Ways to Assess Literacy Learners in Prison***

Muth, B., National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Volume 7, Issue D, September 2005

<http://www.ncsall.net/index.html?id=771&pid=830.html>

This article describes the author's two-pronged assessment protocol which can be used by corrections educators to gain a wide base of knowledge about their literacy learners. One assessment looks at inmate's strengths and needs across the Adult Reading Component Study components of vocabulary, decoding, fluency and comprehension. The other part of the protocol is qualitative interviews, conducted to assess the ways that inmates view and practice literacy and learning. Profiles of two learners are included as illustrative examples.

### ***Understanding the Complexities of Offenders' Special Learning Needs***

Weisel, L., Toops, A., and Schwartz, R., National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Volume 7, Issue D, September 2005

<http://www.ncsall.net/index.html?id=771&pid=818.html>

This article shares the results from holistic diagnostic screenings of offenders in two states. The screenings evaluated vision functions, hearing function, scotopic sensitivity, attention difficulties, and information processing. The results reveal specific information on offenders' underlying learning challenges. The article describes how the screening results impacted state policy and teacher professional development around offender education.

**English Language Instruction for Incarcerated Youth**

DelliCarpini, Margo, Stony Brook University, Center for Adult English Language Acquisition (CAELA), 2003

[http://www.cal.org/caela/esl\\_resources/digests/incarcyouth.html](http://www.cal.org/caela/esl_resources/digests/incarcyouth.html)

This digest discusses the issues, challenges, and best practices in providing ESL instruction to linguistically and culturally diverse incarcerated youth ages 16-24. Issues include disconnection, parenting, and mismatch of facility and educational goals. Six factors to consider when designing programs for ESL youth are described.

**Take Charge of Your Future: Get the Education and Training You Need**

Fowler, D., Tolbert, M., MPR Associates, Inc. for the U.S. Department of Education, Office of Vocational and Adult Education, 2012

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/take-charge-your-future.pdf>

The Take Charge guide is designed for people who have been incarcerated, and for those on community supervision (probation and parole). Chapters include: Practical Advice, What Are Your Goals? Gather Information and Get Organized, Earn Your High School Credential, Choose and Enroll in a College Program, and Get Money to Pay for College. Although most suitable as a resource to give to learners, adult education teachers could use excerpts during instruction for literacy development.

**Poe, Alcoholism and ESOL**

McCarthy, L., & Comeau, B., National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Volume 1, Issue D, December 1997

<http://www.ncsall.net/index.html?id=771&pid=434.html>

This article describes two teachers' experiences teaching English language skills to incarcerated Latino men, most of whom struggle with substance abuse. The article describes the teachers' rationale for using Edgar Allen Poe's poems and stories, the materials and teaching strategies they used, classroom discussions, and the resulting impact on the students.

**Adult College Completion Toolkit**

U.S. Department of Education, Office of Vocational and Adult Education, 2012

<http://www.ed.gov/about/offices/list/ovae/resource/adult-college-completion-tool-kit.pdf>

This toolkit from OVAE was developed to connect state administrators and local adult education practitioners to strategies and resources developed by the USDOE. Appendices B-E are handouts for learners "Five Steps to Prepare for College" for adult learners, individuals in corrections, veterans, and high-skill immigrants.

**Online Courses sponsored by Correctional Education Association:**

<http://ceanational.org/prodev.htm>

The CEA offers many courses online for college credit through Ashland University, a fully-accredited institution. Some pertinent courses are: Implementing GED 2014 in Correctional Education, Reflective Practice in Correctional Education, Fundamentals of Correctional Education and Facilitating At-Risk Student Learning. Fees apply.

**Collaboration with Colleagues:****Locally facilitated staff discussion**

To conduct a 60-90 minute staff discussion of any articles in the Self-Study strand, use the following resource:

*Guidelines for Facilitating Discussion Groups*

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

### **Correctional Education Association**

<http://www.ceanational.org/index2.htm>

This national association, founded in 1945, brings corrections educators together for professional development through courses, resources, and an annual conference.

### **Facilitated Online Courses (multi-week)**

World Education, fees apply

*Differentiated Instruction* (starts March 4)

For course description, schedule and to register:

<http://elearningpd.worlded.org/differentiated-instruction/>

*Helping Students Stay: Exploring Program and Classroom Persistence Strategies*

(starts March 11)

For course description, schedule and to register:

<http://elearningpd.worlded.org/helping-students-stay/>

*Foundations of Teaching Adult Numeracy* (starts March 13)

For course description, schedule and to register:

<http://elearningpd.worlded.org/foundations/>

*Algebra: Introducing Algebraic Reasoning* (starts March 20)

For course description, schedule and to register:

<http://elearningpd.worlded.org/algebra/>

*College Readiness for Adults: Beyond Academic Preparation* (starts March 20)

For course description, schedule and to register:

<http://elearningpd.worlded.org/college-readiness/>

## Workshops, Trainings, Conferences:

### **2014 COABE PAACE National Conference**

**March 16-19, 2014, Pittsburgh, PA**

Commission on Adult Basic Education (COABE) and Pennsylvania Association for Adult Continuing Education (PAACE)

For more information: <http://coabe.org/html/conferences.html>

### **2014 TESOL International Convention and English Language Expo**

**March 26-29, 2014, Portland, OR**

Teachers of English to Speakers of Other Languages

For more information: <http://www.tesol.org/attend-and-learn/international-convention/convention2014>

### **Correctional Education Association**

69th Annual International Conference

**June 22-25, 2014, Arlington, VA**

For information: <http://www.ceanational.org/69th%20conference.htm>

***Time to Reframe Politics and Practices in Correctional Education***

LoBuglio, S., Review of Adult Learning and Literacy, Volume 2: Chapter 4, 2001

<http://www.ncsall.net/index.html?id=771&pid=560.html>

This chapter provides an overview of the field of corrections, including various types of facilities and correctional programs, as well as demographic and educational data on the U.S. incarcerated population and an overview of educational programs aimed at this population. The chapter includes data revealing the literacy needs of offenders, as determined by the 1992 National Adult Literacy Survey (NALS). The author examines important issues in correctional education, including shifting attitudes about the role of incarceration (i.e., punishment vs. rehabilitation), declining resources for educational programs, the mobility of incarcerated learners as they are moved from facility to facility, and the challenges of preparing incarcerated adults for increasingly demanding employers. The author describes three studies that shed light on the link between educational programming and reduced rates of recidivism. Successful corrections education programs from a variety of states are described. Recommendations for policy, practice, and research are provided.

***Chronology of Corrections Education***

Chlup, D., National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Volume 7, Issue D, September 2005

<http://www.ncsall.net/index.html?id=771&pid=865.html>

This resource is an interesting chronology of key events and developments in corrections education from 1789 to 1995.

***Literacy Behind Bars: Results from the 2003 National Assessment of Adult Literacy Prison Survey***

Greenberg, E., Dunleavy, E., Kutner M. American Institutes for Research, 2007

White, S., US Department of Education, Washington, DC, National Center for Education Statistics, 2007

<http://nces.ed.gov/pubs2007/2007473.pdf>

This report documents the survey results of the incarcerated participants of the 2003 National Assessment of Adult Literacy (NAAL). The report begins with an overview of how the NAAL was conducted and how results were interpreted. Additional chapters cover changes in the prison population and prisoners' literacy from 1992 to 2003, literacy results of prison population compared to non-incarcerated households, education and job training in prison, work and literacy experiences in prison, and criminal history and current offense.

***Current Issues in Correctional Education: A Compilation and Discussion***

Spangenberg, G., Council for Advancement of Adult Literacy (CAAL) and Correctional Education Association, 2004

[http://www.caalusa.org/correct\\_ed\\_paper.pdf](http://www.caalusa.org/correct_ed_paper.pdf)

This resource compiles and analyzes the results of interviews with fifteen top leaders in correctional and adult education. Broad questions were asked concerning public policy about correctional education, funding, state-level relationships between the state departments of education and corrections, and future directions.

***Partnerships Between Community Colleges and Prisons: Providing Workforce Education and Training to Reduce Recidivism***

U.S. Department of Education, Office of Vocational and Adult Education, Washington, DC, 2009

[http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/prison-cc-partnerships\\_2009.pdf](http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/prison-cc-partnerships_2009.pdf)

This report describes how community colleges and prisons can partner to provide educational services for offenders. Topics covered include incentives for partnerships, partnership management, funding, instruction, program completion and building public support.

***Education and Correctional Populations Special Report***

U.S. Department of Justice, Bureau of Justice Statistics, 2003

<http://www.bjs.gov/content/pub/pdf/ecp.pdf>

This report presents numerous statistics on education and incarcerated populations, including pre-incarceration educational attainment, education programs offered during incarceration, education by age, gender, race, ethnicity, citizenship, family background, disabilities, offense, income, and employment.

**CDE/AEFL Professional Development Hours**

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/sites/default/files/GuidetoPDRreporting10-13.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.

<http://www.cde.state.co.us/sites/default/files/documents/cdeadult/download/pdf/annualpdactivityrecordfy09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the Portfolio training hours or for renewing an Authorization in Adult Basic Education. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

**Follow-up to This Month's Professional Development**

The CDE/AEFL office is hosting two 1-hour discussions on Thursday, April 3rd, 9:00 - 10:00am and 3:00 - 4:00pm to follow-up with teachers and directors who complete any of the PD options listed in this month's PD MAP. The conference call allows adult educators across the state to connect with each other to ask and answer questions about this month's theme of Correctional Education, to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. Please register online by Tuesday, April 1st for one of the two discussions at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUlVHU3UTNsajNpWVN6eHc6MA>

**PD Advisory Group Mission Statement**

*To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.*

**April/May 2014 PD Monthly Advisor & Planner**

Theme: Text Complexity and Close Reading

**Corrections Education in Colorado**

The Colorado Department of Corrections operates correctional education for our state. This website contains their mission, vision, educational goals and a matrix of programs offered at each correctional site in the state:

<http://www.doc.state.co.us/education>

The CDOC Certificate and Program Course Descriptions website is:

<http://www.doc.state.co.us/program-course-descriptions>

For CDOC Educational Facts and Statistics, including GED testing:

<http://www.doc.state.co.us/statistical-information>

**CDE/AEFL Professional Development Advisory Group members:**

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