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**California Department of Corrections & Rehabilitation (CDCR):
From Grade School to Grad School and the Many Transition Services in
Between**

Shannon Swain, Superintendent
Office of Correctional Education



Raise Your Hand if...

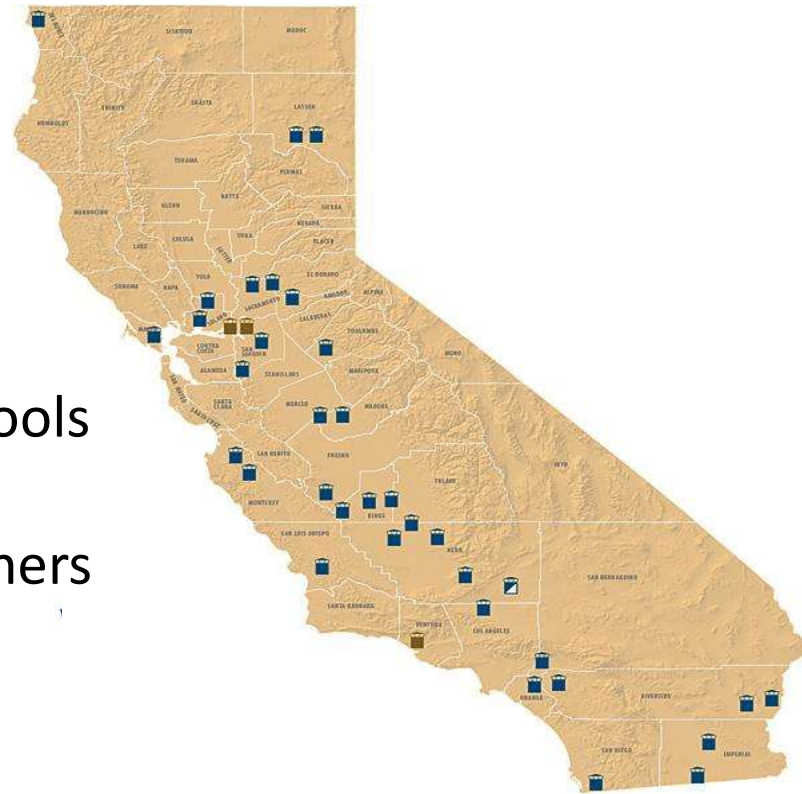
1. You are or have ever been a teacher.
2. You have held some other position in the field of education.
3. You ever attended an adult school as a student.
4. You know someone who is currently incarcerated in jail or prison.



- 31 adult prisons
- 89,450 incarcerated
- \$125,000 annual cost
- 43 fire camps
- 60,000 employees

Office of Correctional Education (OCE)

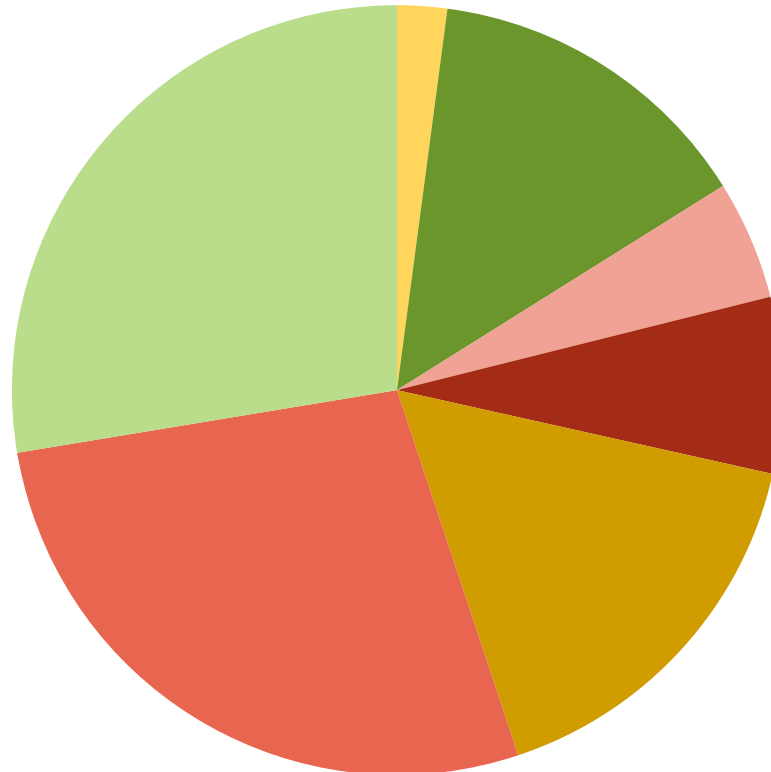
- 31 accredited adult Schools
- 98 site administrators
- 1437 site staff and teachers
- 29,371 unique students
- 43 headquarters staff





Whom We Serve

OCE has the daily capacity to serve over 58,000 students (70,000 if Peer Literacy Students are included)



- 2.1% - High School Enrolled
- 14% - GED Enrolled
- 5% - eLearning Enrolled
- 7.4% - Transitions Enrolled
- 16.4% - CTE Enrolled
- 27.5% - College Enrolled
- 27.6% - ABE Enrolled



Key Findings

- Correctional education reduces recidivism (not returning to prison after new conviction).
- Increases college and career readiness.
- It improves chances of obtaining employment after release.
- Students exposed to computer-assisted instruction learn more in reading and substantially more in math in the same amount of instructional time.
- Providing correctional education can be cost-effective when it comes to reducing recidivism.



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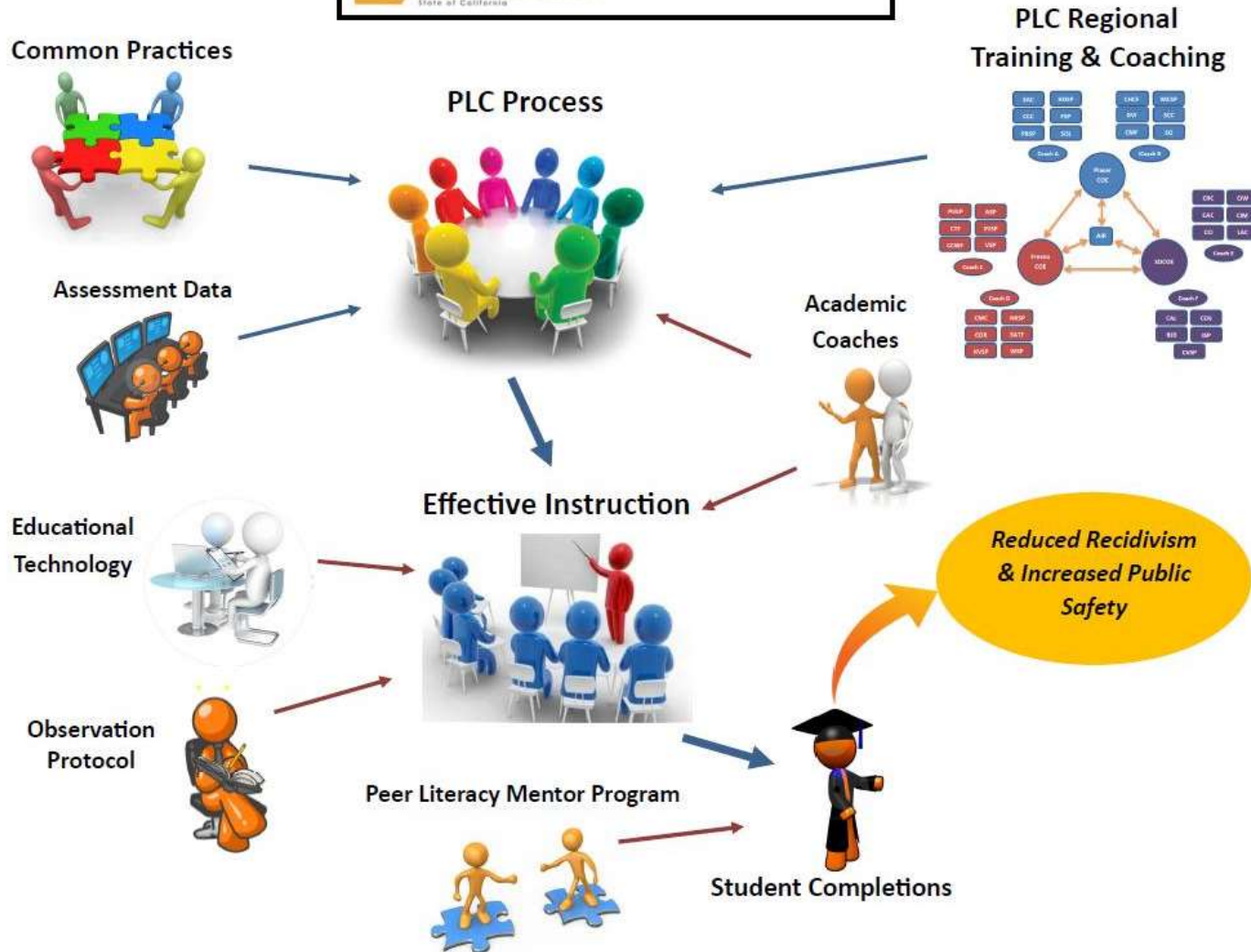
Academics Offered

- Adult Basic Education
- Adult Secondary Education
 - High School Equivalency (GED)
 - High School Diploma
- College
 - Face-to-Face classes
 - Correspondence



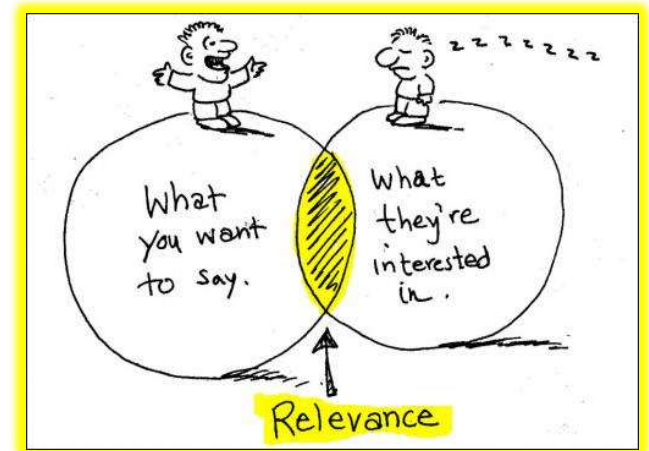
OCE Success Initiatives

Office of Correctional Education
State of California



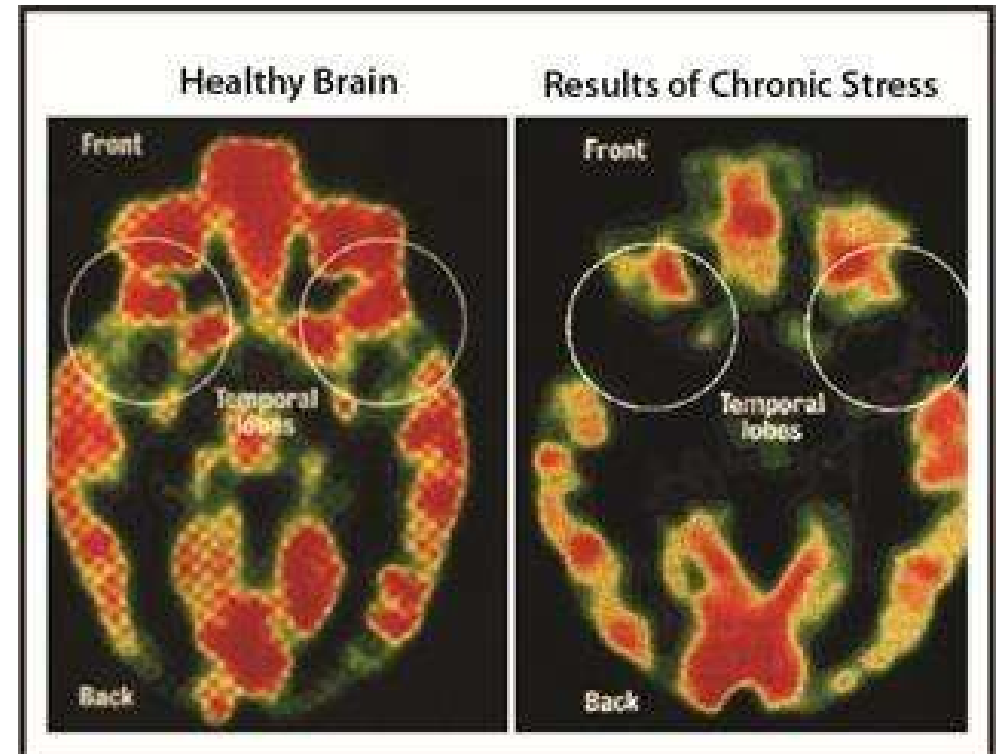
Andragogy

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)



Knowing Our Students

- [Generational Poverty](#)
- [Toxic Stress on Children](#)
- [Toxic Stress Derails Development](#)



Instruction that addresses generational poverty

- Site administrators were asked to review the list of practices that address generational poverty.
- From the research, they identified three instructional practices that would best address the needs of the correctional student population.
- They posted their selected practices on chart paper.



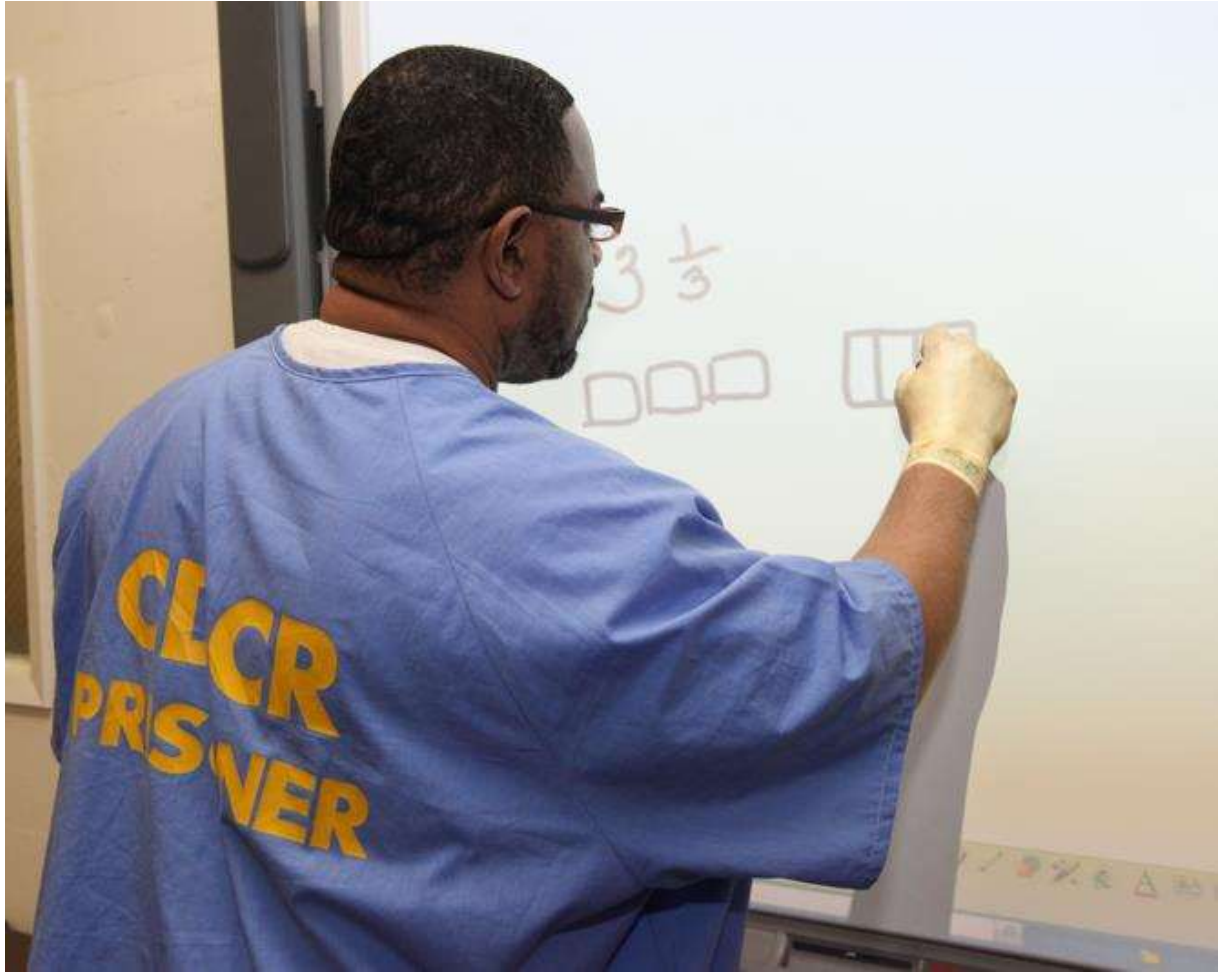
Common Practices

- Structured Student Interactions
- Academic Language Development
- Checking for Understanding
- Graphic Organizers



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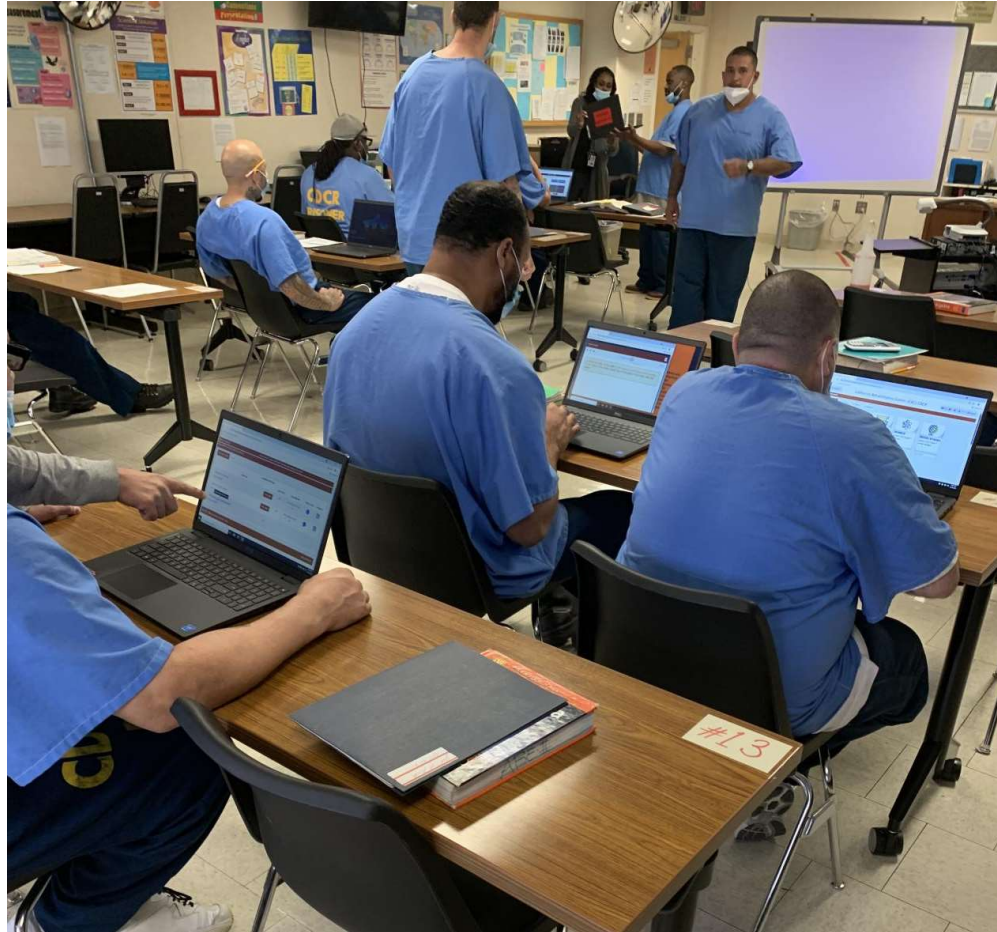




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Educational Technology





Observer: _____

Type of Class: _____

Teacher: _____ Course: _____ Date: _____ Time: _____

Focus	Guiding Questions/Notes/Data	Observed?
Structured Student Interactions	1. Discourse is structured to include: <input type="checkbox"/> student-to-student <input type="checkbox"/> student-to-group <input type="checkbox"/> student-to-teacher	
	2. Discourse is regular, frequent, and focused with accountable discussion from all students	<input type="checkbox"/> Yes <input type="checkbox"/> No
	3. Discourse (oral and/or written) addresses an identified language objective and domain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Academic Language Development	1. Focused on both content vocabulary (bricks) and functional language (mortar)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. Text selection and instruction is based on the rigorous, cognitive demands of the content and the linguistic demands of the learning task.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	3. Lesson includes explicit teaching of the language function being used so that students can identify language patterns.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	4. There are routines for frequent, academic writing practice to improve written expression for various purposes (summarizing, generalizations, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
	5. Teacher consistently models the use of academic language and register.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Checking for Understanding:	1. Understanding of all individuals is checked frequently during <u>direct, explicit instruction</u> .	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. Understanding of all individuals is checked frequently during <u>guided or independent practice</u> .	<input type="checkbox"/> Yes <input type="checkbox"/> No
	3. Formative assessment allows for a range of language and academic proficiencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	4. Formative assessment allows for and encourages a range of perspectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	5. Evidence suggests checking for understanding informs instruction and re-teaching.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Graphic Organizers	1. Supports and is appropriate for the topic and learning task.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. The tool provides the appropriate scaffold to support student learning and performance product.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	3. The complexity of the tool's design responds to student needs.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	4. The tool stimulates and supports critical thinking and/or language skill.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	5. The tool is modeled and referenced to support learning through product completion.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Effective Classroom Learning Environment:	1. The physical environment optimizes student engagement.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. Social development, group responsibility, and cultural understanding are promoted.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	3. Classroom procedures and routines support student learning of concepts and language skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	4. Instructional time is used effectively.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	6. Instruction is based on the adopted instructional materials.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Focus	Guiding Questions/Notes/Data	Observed?
<p>Structured Student Interactions</p>	<p>1. Discourse is structured to include: <input type="checkbox"/> student-to-student <input type="checkbox"/> student-to-group <input type="checkbox"/> student-to-teacher</p> <p>2. Discourse is regular, frequent, and focused with accountable discussion from all students</p> <p>3. Discourse (oral and/or written) addresses an identified language objective and domain.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Academic Language Development</p>	<p>1. Focused on both content vocabulary (bricks) and functional language (mortar)</p> <p>2. Text selection and instruction is based on the rigorous, cognitive demands of the content and the linguistic demands of the learning task.</p> <p>3. Lesson includes explicit teaching of the language function being used so that students can identify language patterns.</p> <p>4. There are routines for frequent, academic writing practice to improve written expression for various purposes (summarizing, generalizations, etc.)</p> <p>5. Teacher consistently models the use of academic language and register.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Online Version



Main	SSI	ALD	CFU	GO	ECM	<u>Full</u>
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Location

 A dropdown menu with "ASP" selected and a blue arrow pointing down.

Teacher

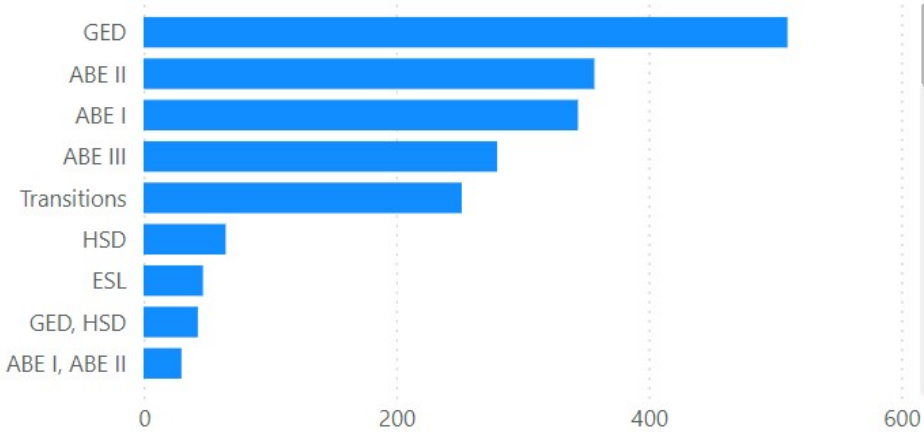
 A dropdown menu with "ACOSTA, ARMANDO" selected and a blue arrow pointing down.

Period

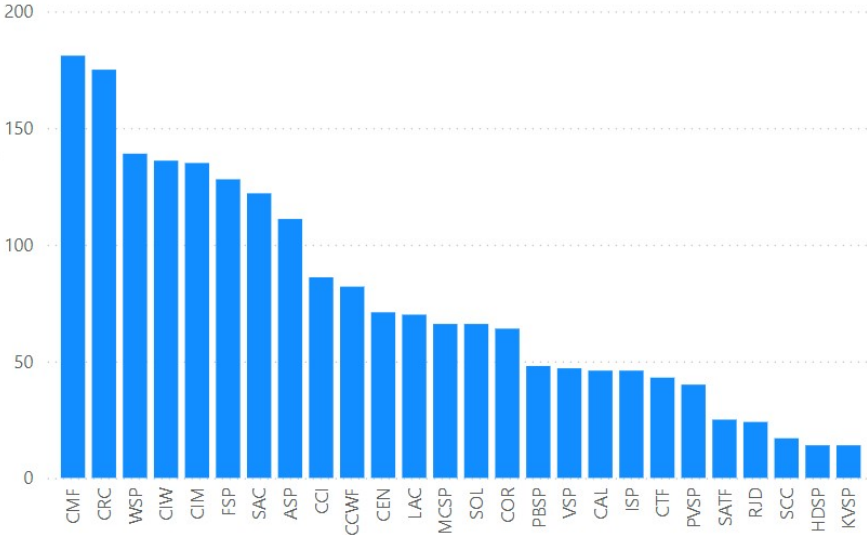
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Supporting the Administrators

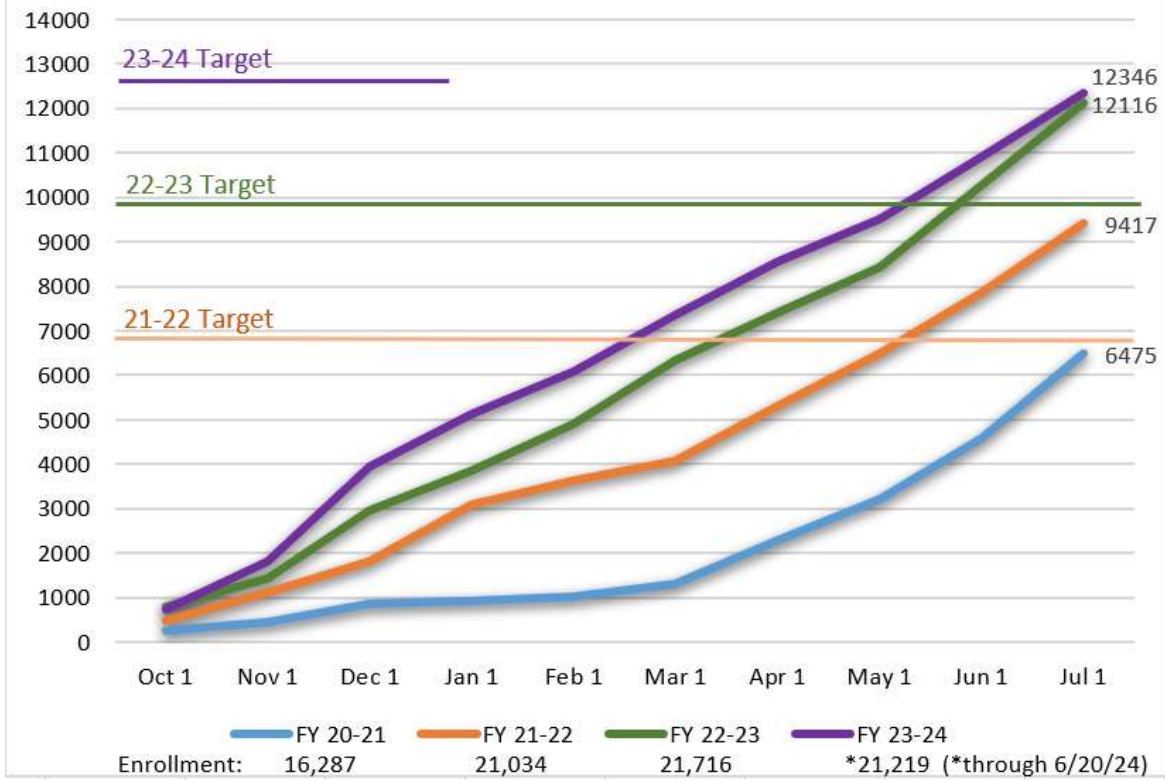
Observations by Course



Observations by Site



ABE/ASE Learning Gains 2020-2024





Academic Outcomes & Expansion

Number and Percentage of the In-Custody Population with a:

- Verified High School Diploma (HSD)
- High School Equivalency (HSE)/ GED Earned While the Offender was Incarcerated

Fiscal Year	In-Custody Population	Inmates with HSD/HSE/GED	% of In-Custody Population with a HSD/HSE/GED
2013-2014	172,698	6,160	3.6%
2014-2015	172,105	7,518	4.4%
2015-2016	165,749	8,784	5.3%
2016-2017	166,148	10,998	6.6%
2017-2018	168,342	13,210	7.8%
2018-2019	165,283	13,447	8.1%
2019-2020	151,844	12,792	8.4%
2020-2021	132,145	11,565	8.8%
2021-2022	129,907	11,846	9.1%
2022-2023	128,400	12,520	9.8%



The Number of GED Tests Given and Test-Takers

- 2013-14 was the transition from paper version of GED to the introduction of Computer Based Testing in January 2014
- 2018-19 was the last “normal” year prior to the pandemic
- 2022-23 was encouraging as we returned to levels prior to the pandemic

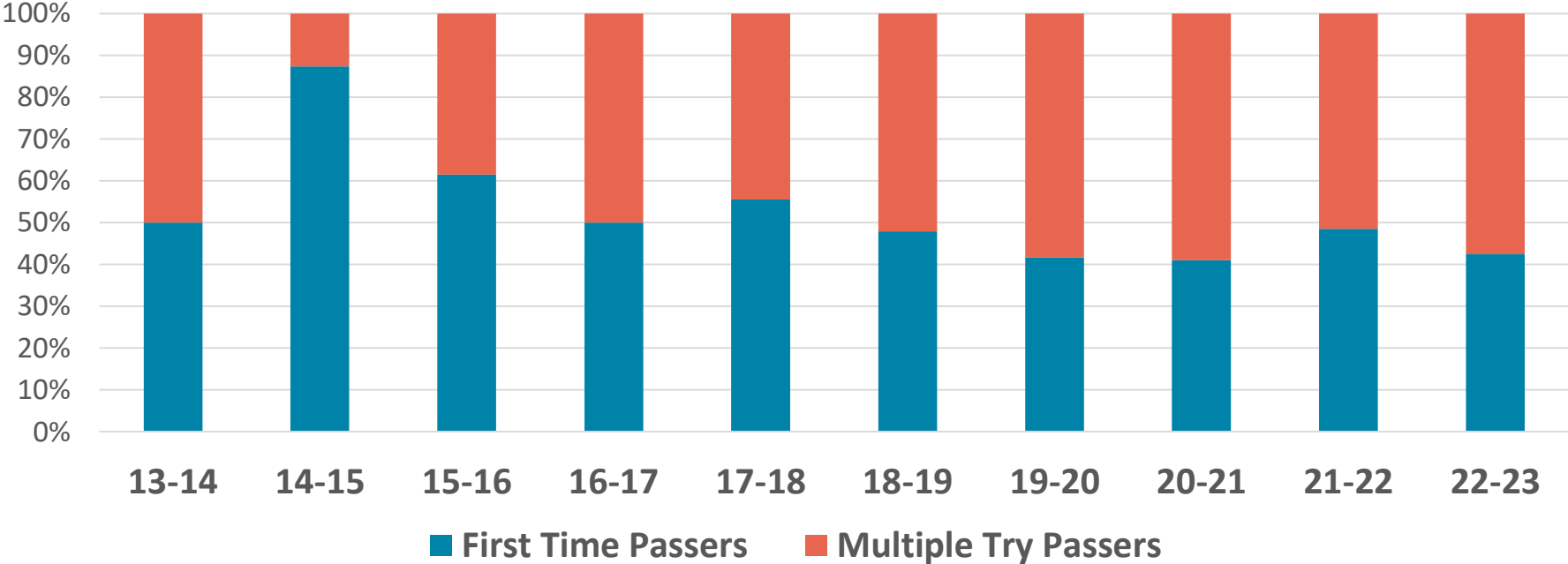
July 1— June 30	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Tests	271	4,658	14,846	19,382	18,708	17,819	773	4,448	9,361	14,832
Test Takers	92	1,156	3,603	4,971	5,468	5,276	4,180	1,736	3,071	4,271

Focus on Success

- We celebrate the passers, with the goal of students to be **FIRST TIME** passers in all four content areas
- 47-50% was the average prior to the pandemic; we are slightly below that now, but steadily improving to return to pre-pandemic levels

July 1— June 30	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Passers	16	315	1,777	2,498	2,656	2,652	1,855	580	1,360	2,081
1 st Time Passers	8	275	1,093	1,250	1,329	1,271	773	238	660	883

First Time Test Passers vs. Multiple Try Passers



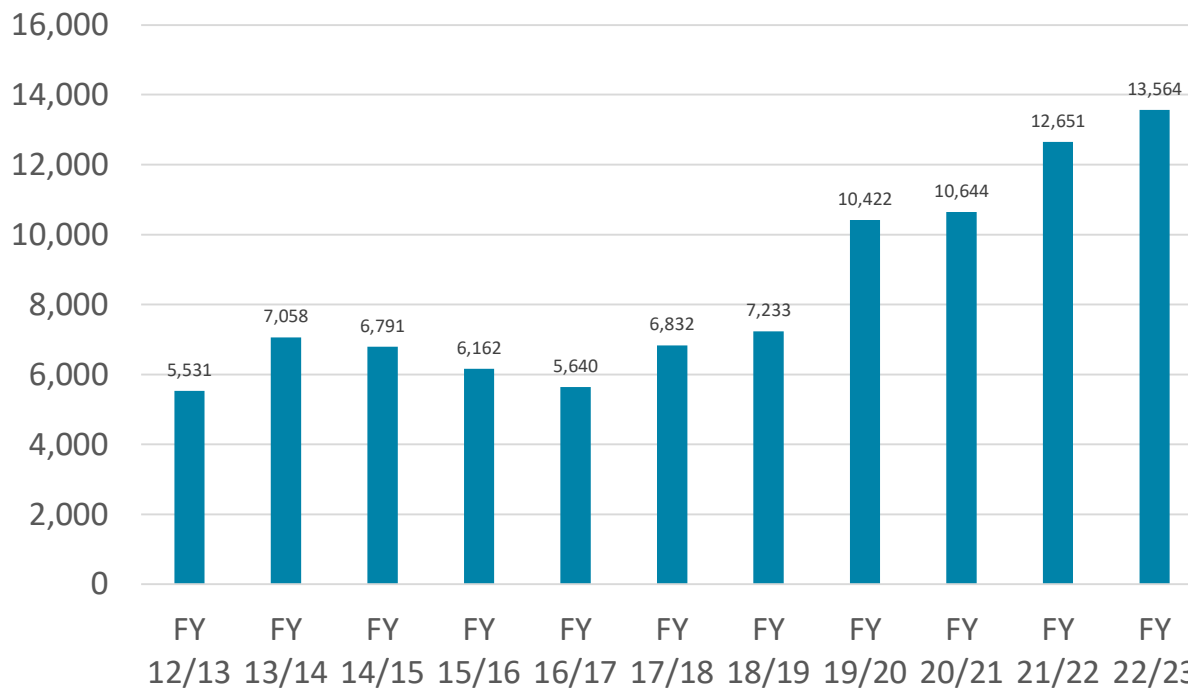
CDCR's GED Data

Fiscal Year	GEDs Completed	GED Subtests Completed	Unique GED Enrollment
FY 12/13	3108	15383	5531
FY 13/14	4444	22469	7058
FY 14/15	4666	14183	6791
FY 15/16	1912	8406	6162
FY 16/17	4006	12470	5640
FY 17/18	3178	8782	6832
FY 18/19	2952	3007	7233
FY 19/20	1716	1832	10422
FY 20/21	567	445	10644
FY 21/22	1111	1406	12651
FY 22/23	1997	2741	13564

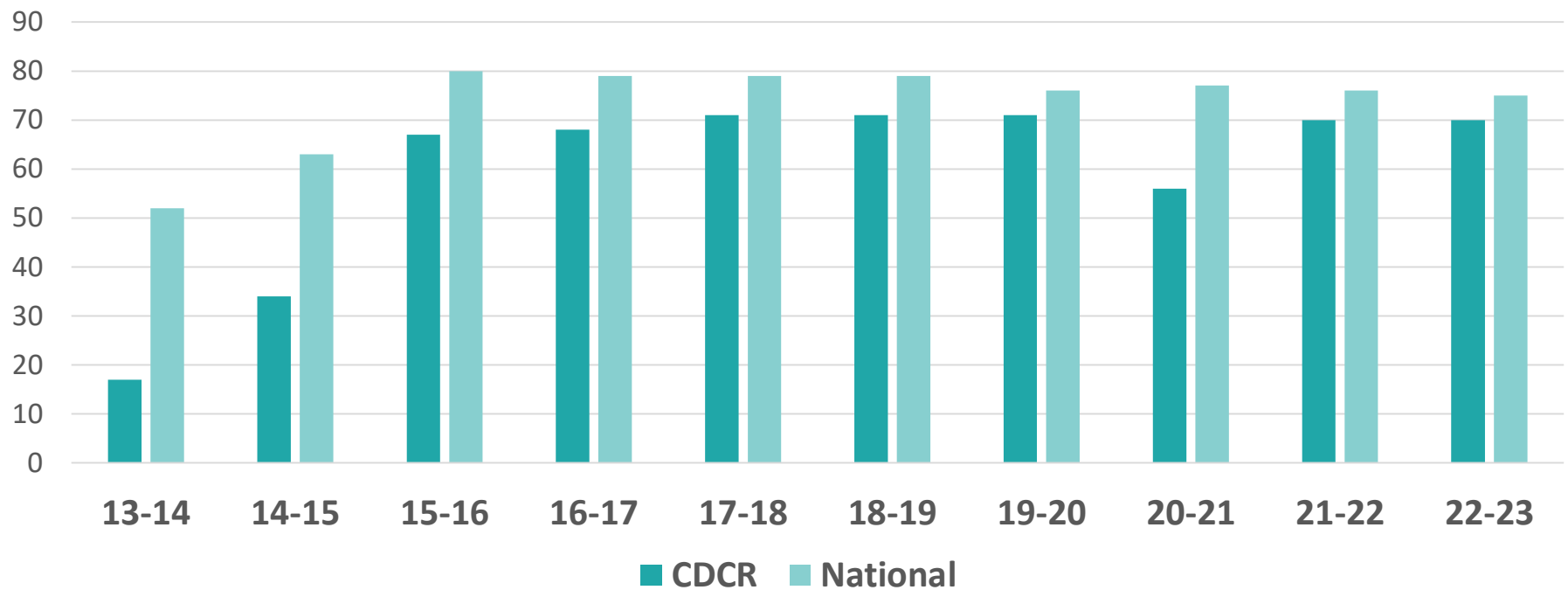


GED Enrollment at CDCR

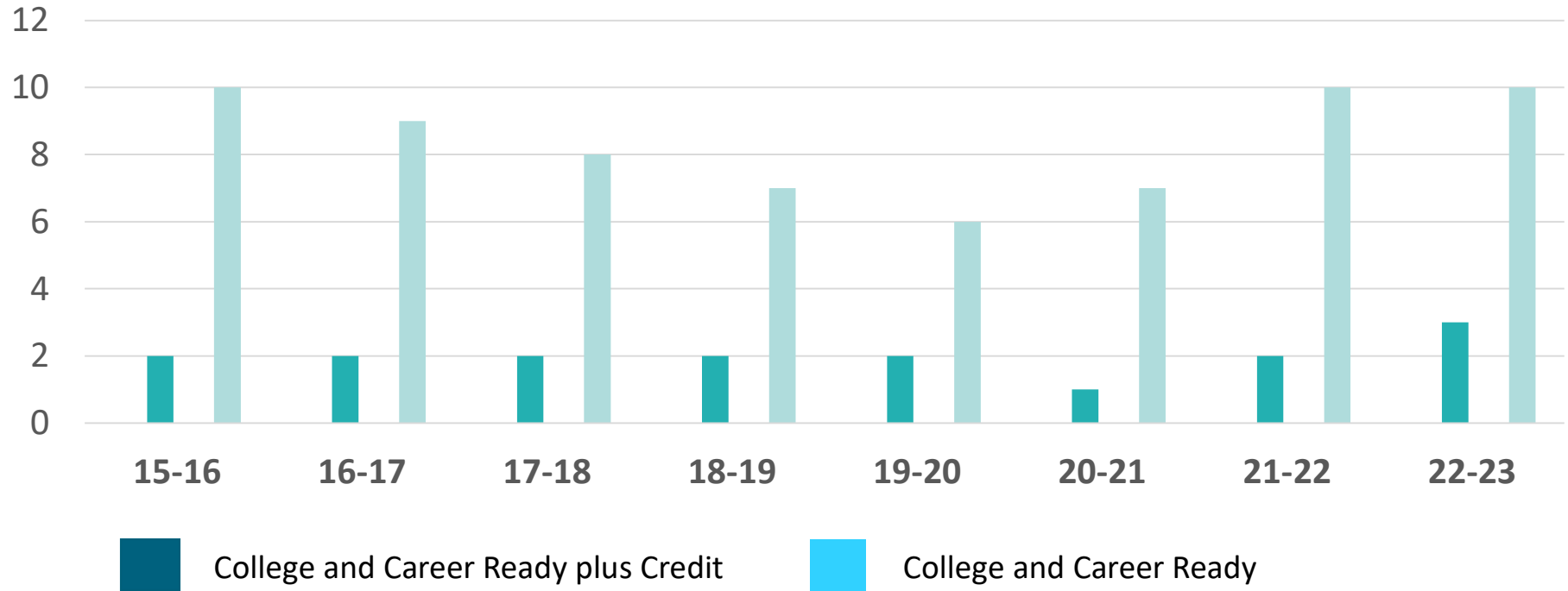
Unique GED Enrollment



GED Pass Rate Percentage



Percent of test takers who score at CCR and CCR+ Credit Level



College and Career Ready plus Credit

College and Career Ready

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Why Introduce Postsecondary Programs?

- Test takers consistently score at levels similar to the public sites for the college and career ready higher performance levels
- **Education must continue beyond the GED or High School Diploma**

July 1— June 30	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
% College and Career Ready	N/A	N/A	10%	9%	8%	7%	6%	7%	10%	10%
% College and Career Ready Plus Credit	N/A	N/A	2%	2%	2%	2%	2%	1%	2%	3%



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Career Technical Education





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CTE Achievements (2020-21 through 2022-23)

CTE Achievements	FY 2020-21	FY 2021-22	FY 2022-23
CTE Component Completions	2,315	5,933	3,886
CTE Program Completions	1,369	1,496	3,801
CTE Industry Certifications*	3,291	7,455	5,708

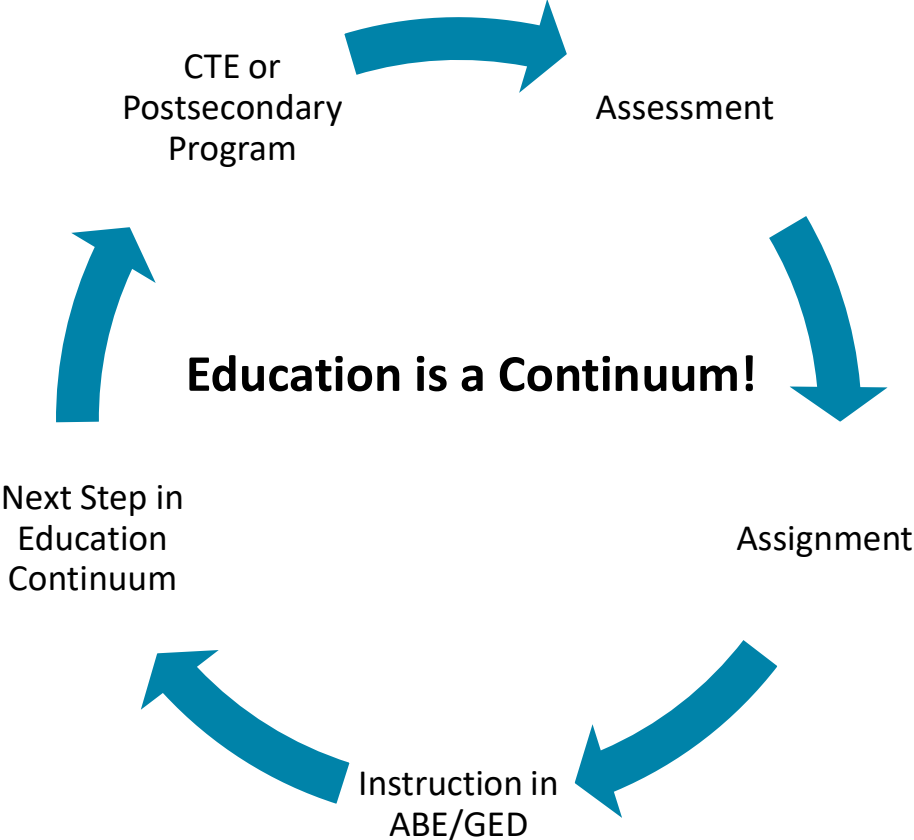
*In Fiscal Year 2022-2023 CDCR began providing a full count of CTE Industry Certifications regardless of their connection to either a program or component completion. The information for FY 2020-2021 and FY 2021-2022 has been updated with this new counting rule.

Source: Data provided by Division of Rehabilitative Programs.

CTE Partnerships for Reentry

- CDCR and California Prison Industry Authority (CALPIA), collaborate to provide offenders with education and/or workforce training and certification that provide individuals with a marketable set of skills. They work with other state agencies to integrate reentry services and workforce services in all 14 regions of the state.
- CDCR and CALPIA provide Local Boards and CBOs information on the educational and training background of individual being served so that local program and CBO staff can utilize this information for job placement efforts and to build on the education and training that individuals received pre-release.
- CDCR, CALPIA, California Workforce Development Board (CDWB), and the California Workforce Association (CWA), have partnered to reduce recidivism. CDCR CTE has several initiatives which include installing California Workforce Development Board case managers inside of prisons to increase the preplanning for and with CDCR residents for entering a career soon after parole.

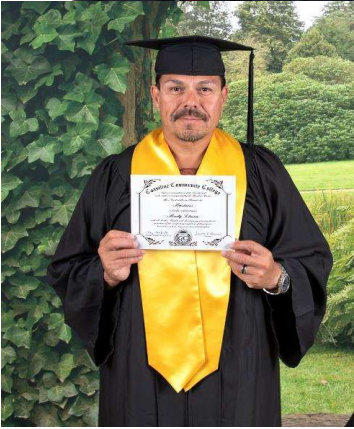
LEARNING NEVER ENDS!



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College



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Equipping Individuals for Life Beyond Bars:

The Promise of Higher Education and Job Training in Closing the Gap in Skills for Incarcerated Adults

Source: New America Analysis of US Department of Education, National Center for Education Statistics, US Program for the International Assessment of Adult Competencies (PIACC) US National Supplement: Prison Study 2014 (Public Use File)

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While an overwhelming majority of those in state prisons will rejoin society, many are released without the necessary education and skills to obtain gainful employment upon reentry.

Conviction Rates by Educational Achievement

Educational Achievement	Number Released	One-Year	
		Number Convicted	Conviction Rate
GED	1,572	122	7.8%
High School Diploma	190	30	15.8%
High School Equivalency	117	8	6.8%
College Certification (Non-Degree)	76	3	3.9%
Associates Degree	309	4	1.3%
Bachelors Degree	12	0	NA
Masters Degree	8	0	NA
All Educational Completions	2,168	165	7.6%
No Education Completed During Incarceration	32,389	4,449	13.7%

2019-2020

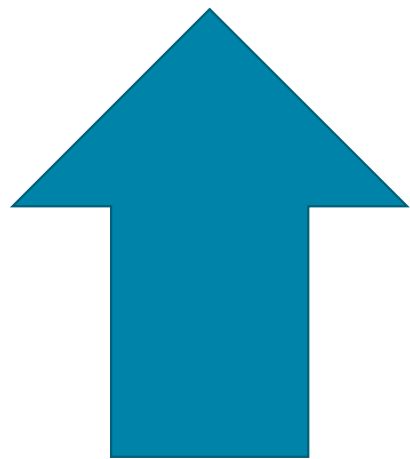
Conviction Rates by Career Technical Education Achievement

Career Technical Education Achievement (CTE)	Number Released	One-Year	
		Number Convicted	Conviction Rate
Auto Repair	58	1	1.7%
Collision Repair	18	2	NA
Computer Literacy	505	37	7.3%
Computer Related Technologies	867	61	7.0%
Construction	909	57	6.3%
Construction/Solar	788	50	6.3%
Data Cabling	50	3	6.0%
Environmental Protection Agency	10	0	NA
Landscape	2	0	NA
Machine Shop	10	0	NA
Plumbing	3	0	NA
Small Engine	12	1	NA
Welding	25	0	NA
All CTE Completions	2,044	140	6.8%
No CTE Completion During Incarceration	32,513	4,474	13.8%

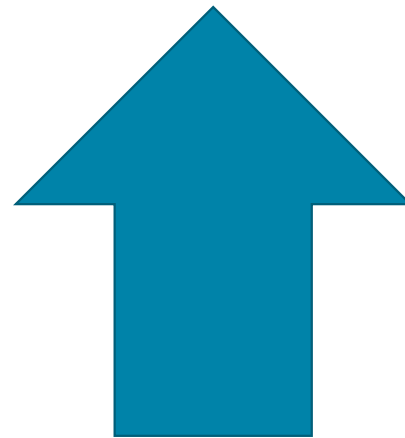
2019-2020



Completing a postsecondary credential while incarcerated significantly reduces and even eliminates the gap in skills.



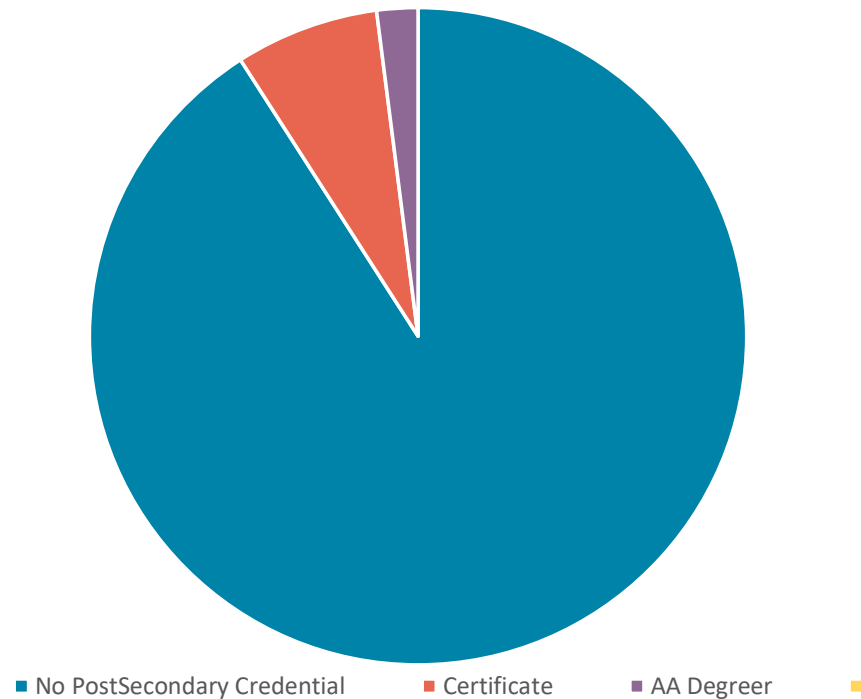
26%
Points
Higher
for
Literacy



38%
Points
Higher
for
Numeracy

Source: New America Analysis of US Department of Education, National Center for Education Statistics, US Program for the International Assessment of Adult Competencies (PIACC) US National Supplement: Prison Study 2014 (Public Use File)

Although postsecondary education equips adults with the critical skills necessary for employment, fewer than 1-% complete a postsecondary credential while in prison.





Higher Education (College) in CDCR

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What Research show us about Higher Education in Prison

Providing access to college education for incarcerated adults can help reduce the nation's substantial recidivism rates

- For successful reentry, the educational and skills deficits of incarcerated individuals need to be addressed.
- Correctional education and postsecondary programs are effective in reducing recidivism.

- Correctional education is also cost-effective.
- There are a number of challenges to implementing prison education programs (in CA we mostly have it figured out!)
- Restoring access to Pell Grants will help address some, but not all, of the funding support needed for in-prison college programs.

Higher Education in CDCR

- Education is a continuum: We meet incarcerated folks where they are and help them go as far as they want to go! Adult Basic Education, GED and High School Diploma students are motivated by the opportunity to go to the next level in terms of their growth, be that a CTE program or College
- CDCR has 13,000 college students every semester; 13.5% of the entire incarcerated population

- CDCR community college programming focuses on credit-earning, fully transferable degree pathways leading to an AA that will be transferable to a BA program
- College is the second-largest OCE program after ABE; other than ABE, college is larger than everything else combined
- Over 1,000 associate degrees earned by CDCR students each year
- We need correspondence and face-to-face, but CDCR is **legally required** to prioritize face-to-face making classroom space available whenever possible

Successful college programming

- Strong partnership with CA Community College Chancellors Office and each community college district as well as the college providing face to face instruction AND the main correspondence colleges
- The buzz around federal Pell funds mean that LOTS of colleges and universities (often based on one or two passionate faculty) want to partner with CDCR
- Many of the colleges and university faculty that make inquiries are unaware of the extensive work behind the scenes occurring to create a systemic higher education solution for CDCR, which will create a context for the expansion of upper division course offerings. They often do not understand the complexities of each university, financial aid, curriculum approval process, admissions and records processes, etc.

Successful college programming (cont'd)

- Some of the college and universities believe that 100% distance learning via computer will allow them to expand their student base; this is not the direction CDCR hopes to go.
- 2+2 Model: Transferable AA degree + BA opportunity for upper division requirements
- ANY incarcerated person can attend ANY college (religious, private, etc.) that they get accepted into, if the college is willing to provide it via correspondence, and if the student can afford it.
- Laptops have been deployed at every institution for face-to-face college students and are in the process of being deployed for correspondence college students.
- CANVAS Learning Management System allows INTERESTED college faculty (NOT mandatory!) to build courses in CANVAS, which allows for integration of film clips, documents and articles, etc. Students can write papers offline and upload assignments to faculty wirelessly

Bachelor's Degree and Pell Grants

- Pell Grant funds go directly to the university; no money goes to the student or to CDCR
- Pell Grants funds are used only for tuition, fees, books, and supplies
- Department of Education regulations require that any college seeking to use Pell Grants go through HQ and receive permission

- Pell Grants have been approved for Sac State (FSP and MCSP), Cal State LA (LAC, CIW and maybe CIM), Fresno State (VSP and CCWF), San Diego State (CEN), and Cal Poly Humboldt (PBSP)- No other universities have applied or been approved to use Pell in CDCR
- Pell Grants cover only about half the university's cost to provide the BA; **CDCR has no more funding for new BA providers**, but we are working on it
- Community colleges in CA don't use Pell Grants

Achievements in Post-Secondary and Continuing Education (2020-21 through 2022-23)

Academic Achievements	FY 2020-21	FY 2021-22	FY 2022-23
College Course Completions	43,206*	42,253*	38,101*
AA Degrees Earned	812	1,056	831
BA Degrees Earned	29	24	17
MA Degrees Earned	5	11	2

Source: Data provided by Division of Rehabilitative Programs.

*In fiscal year 2022-23 the department corrected their college achievement counting rules and subsequently updated prior years to reflect this change.



Transitions: Working towards Successful Reentry

- **Basic Needs:** CAL-ID/CDL, SS card, birth certificate, transitional housing, Medi-Cal/SSI, coordination with TCMs and PSAs, conditions of parole
- **Self-knowledge:** personality assessments, skills assessments, strengths and weaknesses
- **Employment:** career exploration, workforce readiness, job applications, resumés, interview prep and mock interviews, communication skills, time management
- **Financial Literacy:** banking, saving, budgeting, money management, credit repair, and building credit
- **Planning:** SMART goals, backwards planning, pre-release and post-release plans

Transitions Course Content

- Course is 80 hours of instruction, 5 modules, 5 exams, and takes about 8 to 10 weeks to complete
- Students must attend at least 80 hours, complete all assignments, pass each exam with at least 70% and compile a portfolio of their work to successfully complete.
- Successful completion earns the student a certificate, eligibility for one-week time-off credit, a wealth of useful information (and sometimes a fist-bump)

Male/Female Community Reentry Programs

- Launched in 2015, M/FCRP is designed to provide a range of community-based, rehabilitative services that assist with substance use disorder, mental health care, medical care, employment, education, housing, family reunification, and social support.
- M/FCRP assists participants to successfully reenter the community from prison and contributes to reduced recidivism by using community-based rehabilitative services. Rehabilitative services may include guidance and support, family reunification, community resources, education, employment, health care services, recovery groups, and housing.
- Individuals are eligible to participate up to two years, but no less than 60 days, before their Earliest Possible Release Date (EPRD)

Fact Sheets and Program Descriptions

- <http://www.cdcr.ca.gov/rehabilitation/what-we-do.htm>

Contact Information

SHANNON SWAIN

Superintendent

Office of Correctional Education

Division of Rehabilitative Programs

California Department of Corrections and Rehabilitation

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