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Lessons Learned from the Pandemic

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Let's Review Testing in Corrections



2019 Testing Volume -227,208

GED Test
227,208

GED Ready Test
158,230

College Ready
3%

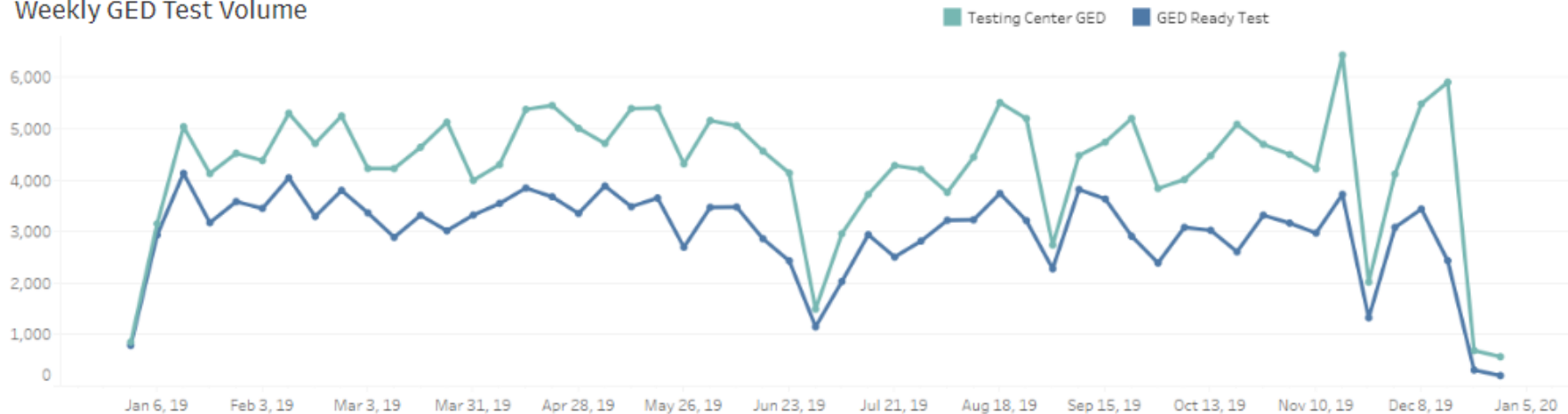
College Ready + Credit
0%

All Tests

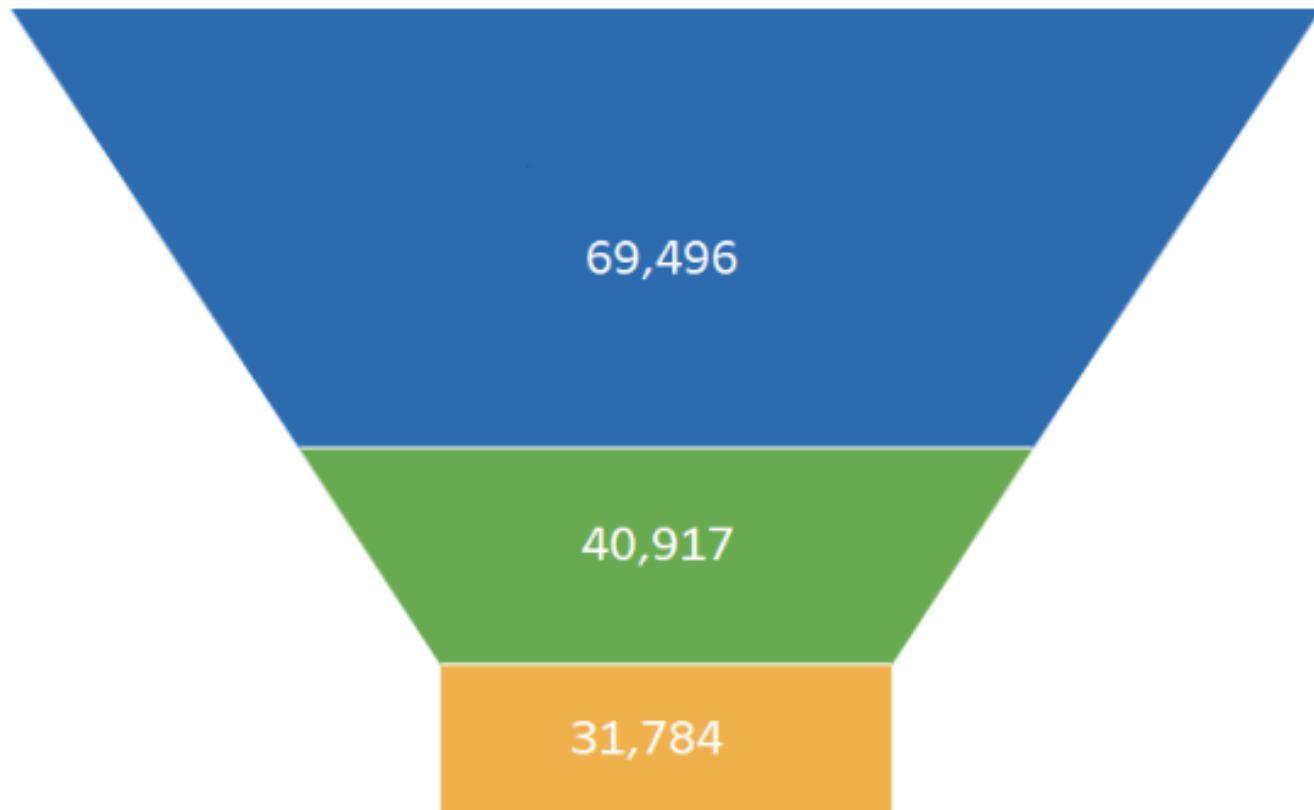
Online Proctored

Testing Center

Weekly GED Test Volume



2019 – Test Taker to Passer Funnel



2020 Testing Volume – 91,780

GED Test
91,780

GED Ready Test
57,150

College Ready
4%

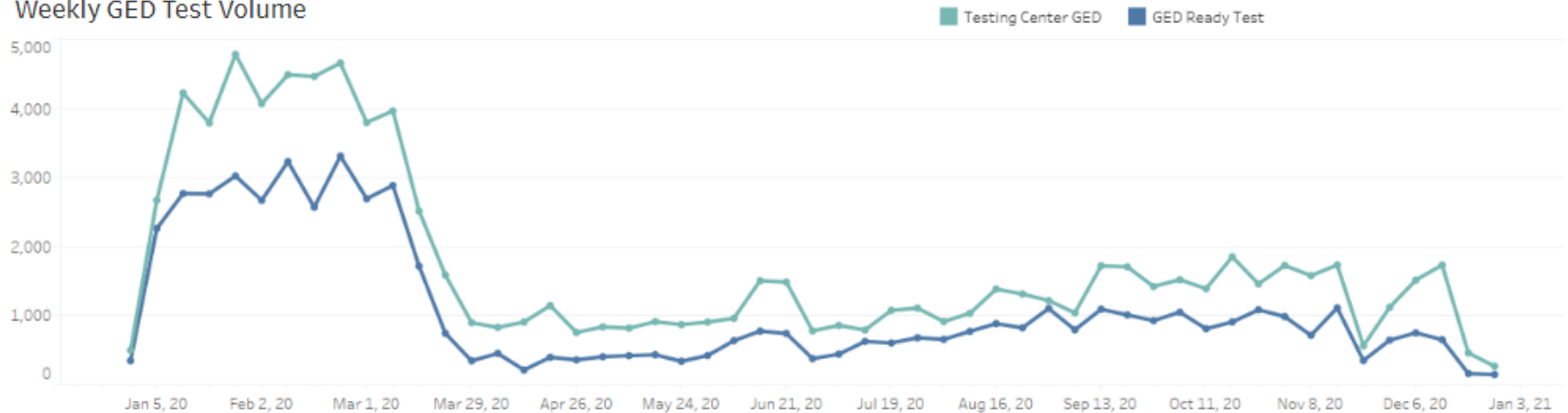
College Ready + Credit
1%

All Tests

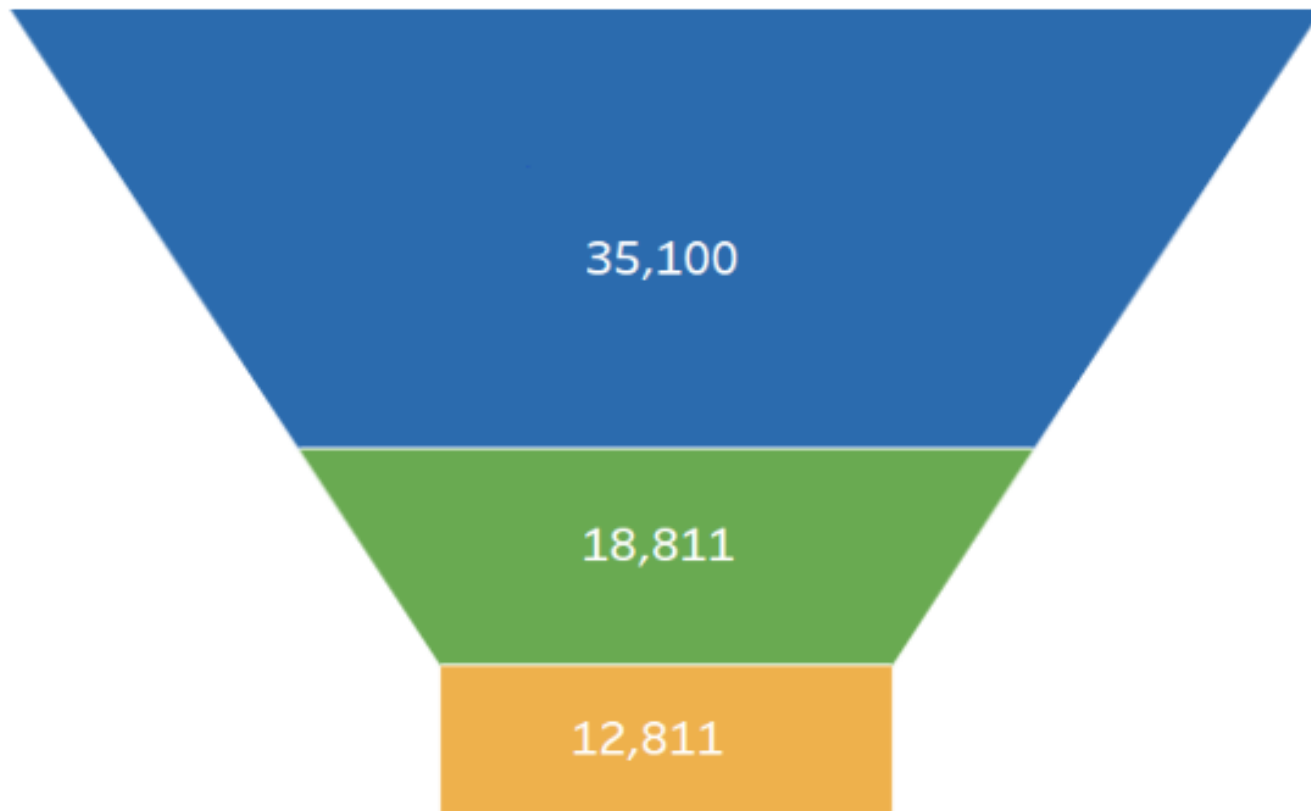
Online Proctored

Testing Center

Weekly GED Test Volume



2020 – Test Taker to Passer Funnel



2021 Testing Volume – 114,709

GED Test
114,709

GED Ready Test
76,079

College Ready
3%

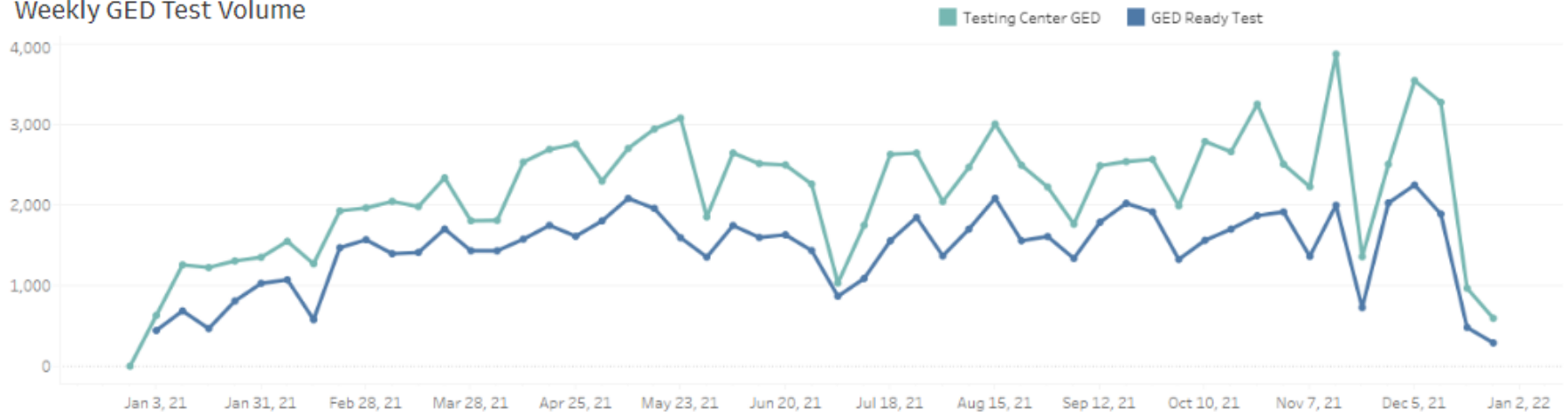
College Ready + Credit
1%

All Tests

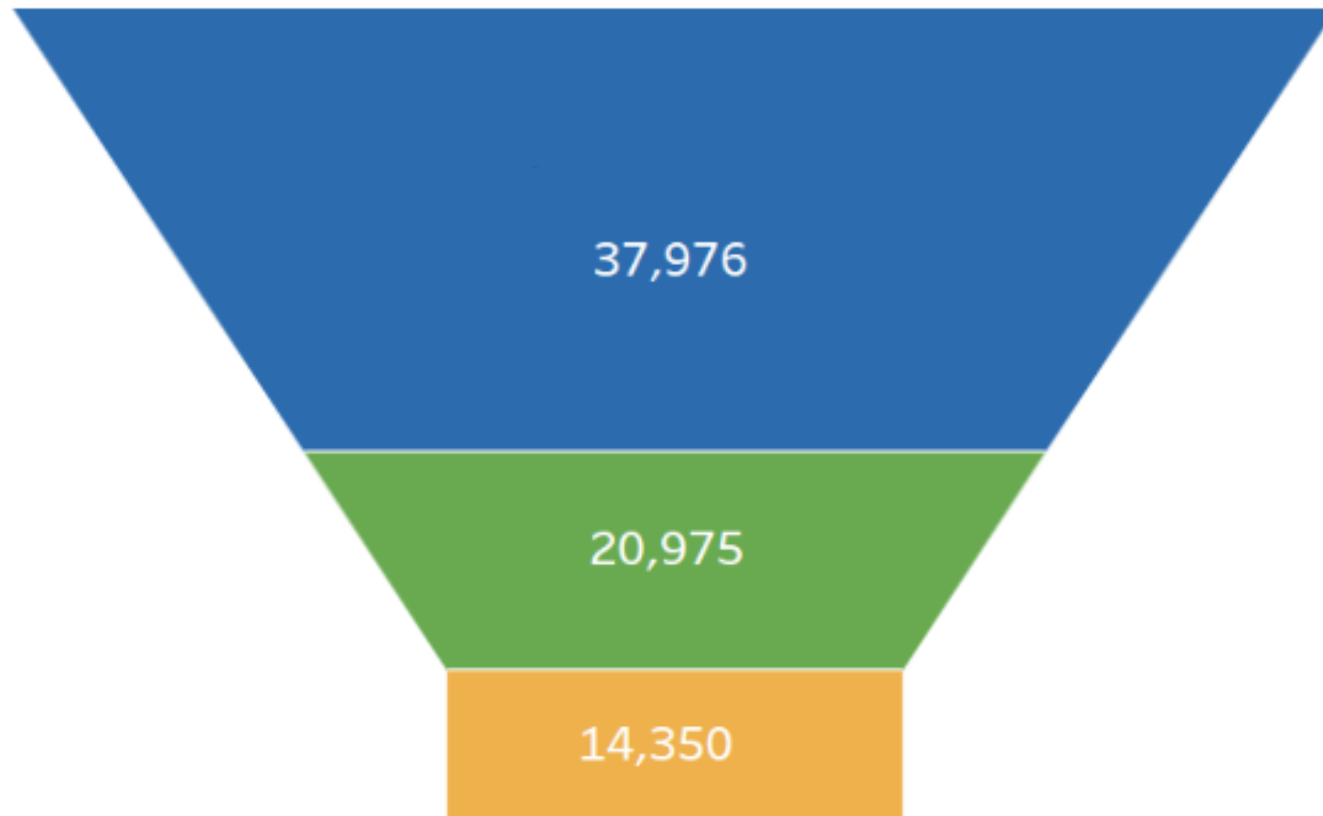
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Testing Center

Weekly GED Test Volume



2021 – Test Taker to Passer Funnel



2022 Testing Volume -72,146 (1.1.22 to 7.6.22)

GED Test
72,146

GED Ready Test
34,056

College Ready
4%

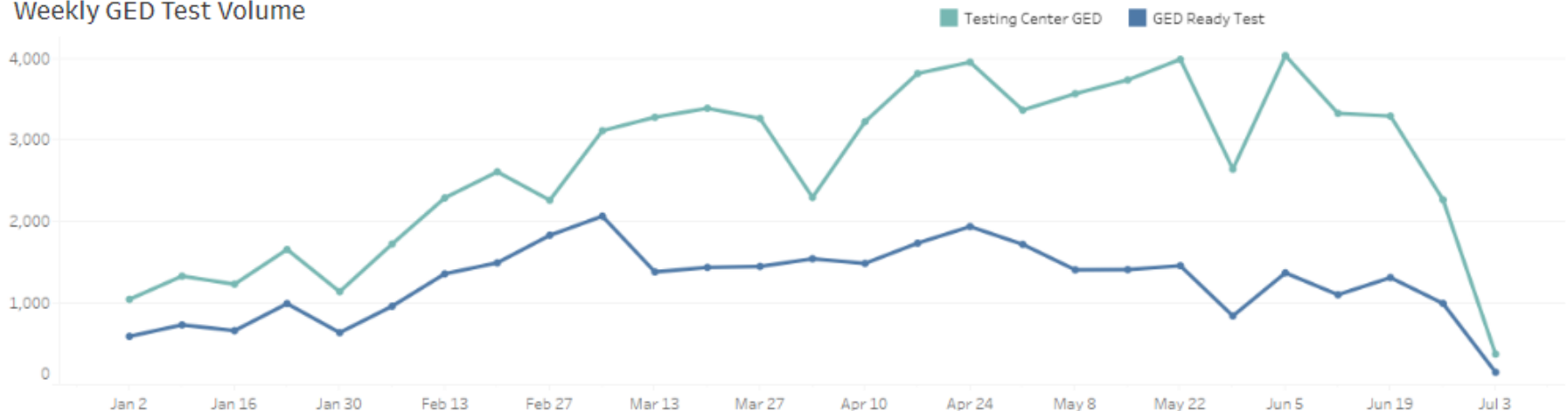
College Ready + Credit
1%

All Tests

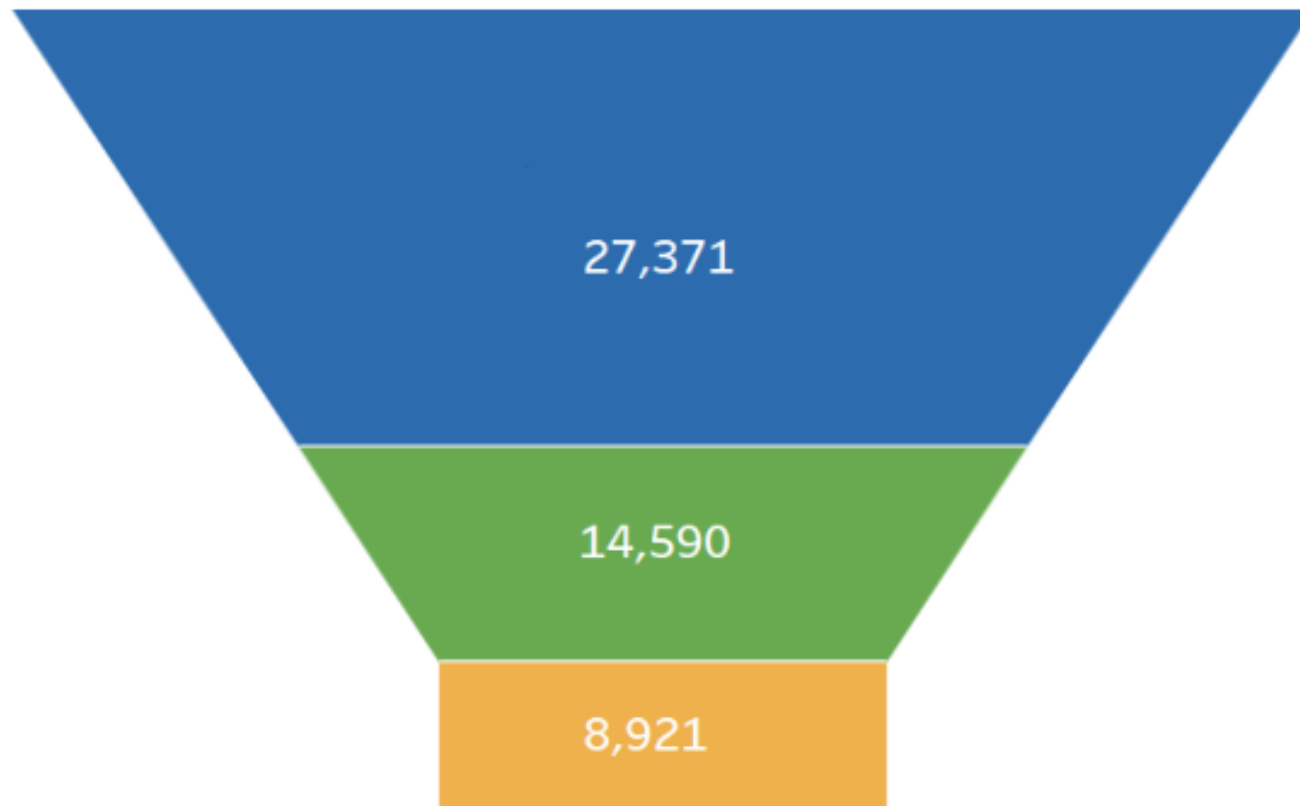
Online Proctored

Testing Center

Weekly GED Test Volume



2022 – Test Taker to Passer Funnel



Jennifer Irvin





Testers Accommodated Per Session Prior to COVID	Testers Currently Accommodated Per Session
580	328

July		
Reason	Test Dates Cancelled	Test Dates Held
	81	6



Challenge: GED Testing

- Technical College TA Vacancies
 - 20 Colleges
 - 84 Prisons
 - Contracts
- Canceled Tests
 - Goal – 3000 GEDs
- GDC Staff Certified
 - Five Currently Certified
- Paper Test
 - Ordering
 - Grading
- Computer Test
 - Technical Infrastructure

Challenge: Class Attendance

- Classroom Sizes
 - 7000 Students
- Alternative Class Attendance
 - Longer Classes
 - M/W – T/TH
 - Weekend Classes
 - Dorm Packets



Challenge: Staff Shortages

- Regional and Central Office Staff
- Distance Learning – Synchronous Sessions
 - USDA RUS DLT
 - CARES Act
- Distance Learning – Dorm Broadcasts
- Distance Learning – Recorded Sessions
 - Share Point
- Future Solutions



Questions?



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Shaketta Thomas



Building Self-Efficacy Through Dialogue & Personal Learning Plans

Shaketta Thomas



What is self-efficacy?

What percentage of your students would you say have a high level of self-efficacy?



Paradigm Shift for Adult Education

- 2014 GED®
 - Knowledge and Skill Alignment to college and career readiness
 - Increased Rigor
 - Depth of Knowledge
- Decrease in student eligibility and pass rates
 - Prior to 2014
 - 2,000 eligible students
 - 85% pass rate
 - 2014-2015
 - 100 students eligible
 - 27% Pass Rate
 - 2016-Present
 - 300 students eligible
 - 89% Pass Rate



What does the Research say?



- Adult Learning Theory

- Malcolm Knowles

- John Hattie

- Alfred Bandura*

- Lev Vygotsky's*

- Learners who take an active role in guiding their own learning are more engaged

- (Duffy and Cunningham, 1996; Honebein, 1996; Hannafin, Land and Oliver, 1999 as cited by Driscoll, 2005)*



Do you use a Personal Learning Plan in your program? If yes, what are some of the elements?



Personal Learning Plan

Continuous
improvement





PERSONAL LEARNING PLAN

Student Name

Name (last, first, middle)

ID #

Instructor

Initial Date

Testing Records All tests must be CCRS, TABE, and GED aligned.

TABE Scores

	Reading	Language	Math
Test Date			
Form/Level			
Scale Score/NRS			
Prev Score/NRS			
Score +/-			

GED Ready Scores

Subject	Social St	Science	RLA	Math
Test Date				
# Attempts				
Current Score				
Previous Score				
Score +/-				

Alternative Assessments

Assessment					
Subject					
Test Date					
Test Form					
Scores					
Previous Score					
Score +/-					

GED Scores

Subject	Social St	Science	RLA	Math
Test Date				
# Attempts				
Current Score				
Previous Score				
Score +/-				

Where am I now?

- Demographics

- Data

- Feedback

- PLP Snapshot Features

- User friendly

- Drop down menus
- Score Calculations
- Visual Graphics
- Academic Review

- Test Records

- TABE Scores
- GED Ready
- GED



No Awareness

No Action

Student Survey

1. What career, college, employment or technical fields interest you? Why? *(i.e., carpentry, construction, culinary arts, horticulture, or other)*

2. What do you want to do with the knowledge and skills gained from this class over time? *(long-term goal)*

3. How do you prefer to learn, and how do you learn best in school? *(visual, auditory/verbal, discussion, hands on, social, solitary, other)*

4. What motivates you to work towards your learning goals in class? *(family, work, re-entry)*

Student Signature

Date

Teacher Signature

Date



Do you have a formal goal setting process that you use with your students? What are the impacts?



The Importance of PLP Goals

- Goals help students to understand the tasks before them.
- Goals help students to be accountable for their learning.
- “Having goals makes learners aware of their actions, efforts, and even their time management skills.”

(<https://www.newtimes.co.rw/lifestyle/importance-setting-goals-students>)



Long and Short-Term Goals



My short term goal is . . .

When I take my GED Ready test in September 2021, I will score 10 points higher than I did in May on the Math, so I can qualify for the GED Math test.




My long term instructional goal is ...

Suggestions for completing form:

- I would like to _____ because _____
- My goal is to _____ because it will help me to _____
- This information will come from a conversation with the student, the student surveys, testing data, etc.;
- This goal should come from the student;
- Should be in student friendly language;
- This goal will most likely stay the same for several PLP iterations.



Learning Objectives

	Learning Objectives <i>I have reached my goal when ...</i>	Measurement Date	Measurement Tool	Learning Outcome Progress
	<i>I can accurately place fractions, improper fractions, and mixed numbers on a number line consistently with 80% accuracy.</i>	6/1/2021	Teacher Sheet	81%
		6/30/2021	Scoreboost	80%
		7/18/2021	Steck-Vaughn	84%
		8/5/2021	GED Academy	89%
	<i>I can find the lowest common denominator of fractions, improper fractions, and mixed numbers consistently with 80% accuracy.</i>	6/1/2021	Teacher Sheet	74%
		6/30/2021	Scoreboost	75%
		7/18/2021	Steck-Vaughn	82%
		8/5/2021	GED Academy	76%



Student Reflection



When I think about the progress toward my goal. . .

Date: 9/15/2021

We were on lockdown for a whole week, but I still learned and made progress. The next time we can't come to class, I will do more to help myself. It's hard to study in the pod, but next time I will. I have done very well on locating fractions on a number line. I still need a lot of help on finding the lowest common denominator. I really liked using the Scoreboost Math book. I do not think the extra work on my own helped me very much. I also think that my attendance in class needs to be better if I want to score higher. I feel confident that I can pass the GED Ready on my next attempt.



After learning about the Personal Learning Plan, is this a tool you could use with your students?



Contact Information

Shaketta Thomas

School Assessment Coordinator

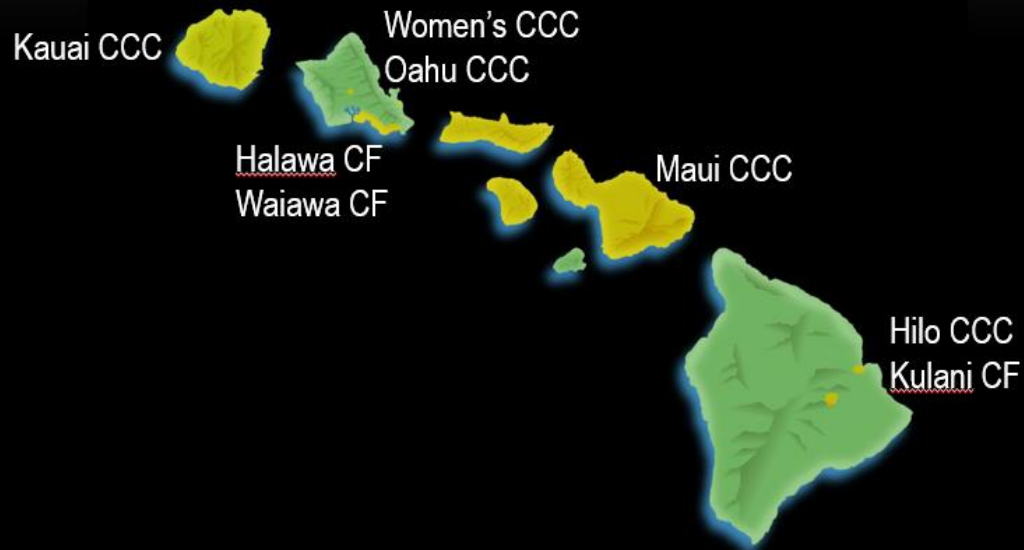
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Lance Jyo



MCSA & HAWAII DPS CORRECTIONS SITES



EDUCATION PROGRAM FOR IMPRISONED WOMEN

A JOINT EFFORT



- Hawai'i Friends of Restorative Justice (HFRJ)
- Women's Community Correctional Center (WCCC)
- McKinley Community School for Adults (MCSA)
- Windward Community College (WCC)
- University of Hawaii at Manoa College of Social Sciences (UHM)

GOVERNOR'S EMERGENCY EDUCATION RELIEF (GEER) HAWAII GEER INNOVATION GRANT



To provide grants directly to education entities in Hawaii to fund innovative initiatives that address the impact the Coronavirus pandemic has had, and continues to have, on students, families and educators in Hawaii

1. WHAT SPECIFIC PROBLEM RELATED TO THE IMPACT OF THE COVID-19 PANDEMIC ARE YOU TRYING TO SOLVE?



WCCC imprisoned women suffered educational loss from course cancellations and reductions in educational services due to COVID-19.



2. SPECIFY HOW WILL FUNDS HELP SOLVE THE PROBLEM THROUGH INNOVATION?

- Four Part Plan:
 - **Training select women as GED tutors for their less educated peers. Financial incentives were provided for tutors and for those who passed the GED.**
 - Keeping Windward Community College at Women's Community Correctional Center.
 - Providing correspondence courses to imprisoned women
 - Transitioning Women's Community Correctional Center students into community college after release.

3. WHAT WILL RESULTS LOOK LIKE?

- Imprisoned tutors and tutored women will:
 - Participate in tutoring programs
 - Pass GED's
 - Experience less prison rule violations;
 - Complete college courses;
 - Participate in reentry planning circles to make educational plans;
 - Plan transition into college after release



GOVERNOR'S EMERGENCY EDUCATION RELIEF (GEER) HAWAII GEER INNOVATION GRANT



- *Governor David Ige awarded 31 innovation grants totaling \$8.1 million to schools, colleges and other educational entities across the state.*
- *Grant amounts ranged from \$100,000 to \$500,000.*
- *Education Program for Imprisoned Women was awarded \$250,000.*

WOMEN'S COMMUNITY CORRECTIONAL CENTER BY THE NUMBERS: GED COMPLETERS



- 2019-2020: Zero GED Completers
- 2020-2021: Zero GED Completers
- 2021-2022: 18 GED Completers (January 2022-April 2022)



EDUCATION PROGRAM FOR IMPRISONED WOMEN A JOINT EFFORT



- Partners: HFRJ, MCSA, WCCC, WCC, UHM
- Department of Public Safety
- GED Testing

NEXT STEPS

- Using the same model, expand program to sites on Oahu and Big Island.



MAHALO!

May 2, 2022 Civil Beat Article

