

Measuring Student & School Progress
Accredited Member of the
New England Association of Schools and Colleges

Community High School of Vermont

Annual Report
July 2014 – June 2015

2015

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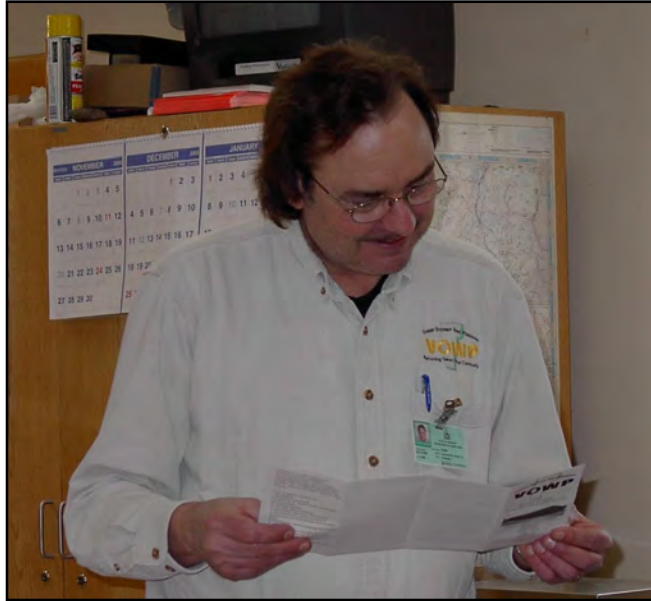
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LIST OF ACRONYMS

ABE	Adult Basic Education	NCCER	National Center for Construction Education and Research
ASE	Adult Secondary Education	NRAEF	National Restaurant Association Education Foundation
AWS	American Welding Society	NEASC	New England Association of Schools and Colleges
ADA	Americans with Disabilities Act	NEKLS	Northeast Kingdom Learning Services
AED	Automated External Defibrillator	NERCC	Northeast Regional Correctional Complex (St. Johnsbury)
ASE	Automotive Service Excellence	NSCF	Northern State Correctional Facility (Newport)
BAPP	Barre Community Campus	NWSCF	Northwest State Correctional Facility (Swanton)
BEPP	Bennington Community Campus	OSHA	Occupational Safety and Health Administration
BRPP	Brattleboro Community Campus	ORAS	Ohio Risk Assessment System
BUPP	Burlington Community Campus	P&P	Probation and Parole Offices
CPR	Cardiopulmonary Resuscitation	RRP	Risk Reduction Program
CTE	Career and Technical Education	RUPP	Rutland Community Campus
CRC	Career Resource Center	SMAW	Shielded Metal Arc Welding
C.I.D.E.R.	Champlain Islanders Developing Essential Resources, Inc.	SBAC	Smarter Balanced Assessment Consortium
CRCF	Chittenden Regional Correctional Facility (Burlington)	SESC	Southeast State Work Camp (Windsor)
CCV	Community College of Vermont	SSCF	Southern State Correctional Facility (Springfield)
CHSVT	Community High School of Vermont	SPPP	Springfield Community Campus
CASAS	Comprehensive Adult Student Assessment System	SAPP	St. Albans Community Campus
DRC	Day Reporting Center	SJPP	St. Johnsbury Community Campus
EFL	Educational Functioning Levels	SIM	Strategic Instruction Model
EETC	Equipment and Engine Training Council	EMG	University of Vermont's Extension Master Gardener
FAPE	Free Appropriate Public Education	VCI	Vermont Correctional Industries
IDEA	Individuals with Disabilities Education Act	VT DOC	Vermont Department of Corrections
IRC	Industry-Recognized Credentials	VSAC	Vermont Student Assistance Corporation
LLW	Living, Learning, Working Plan	VTPSA	Vermont Treatment Program for Sexual Abusers
MVRFCF	Marble Valley Regional Correctional Facility (Rutland)		

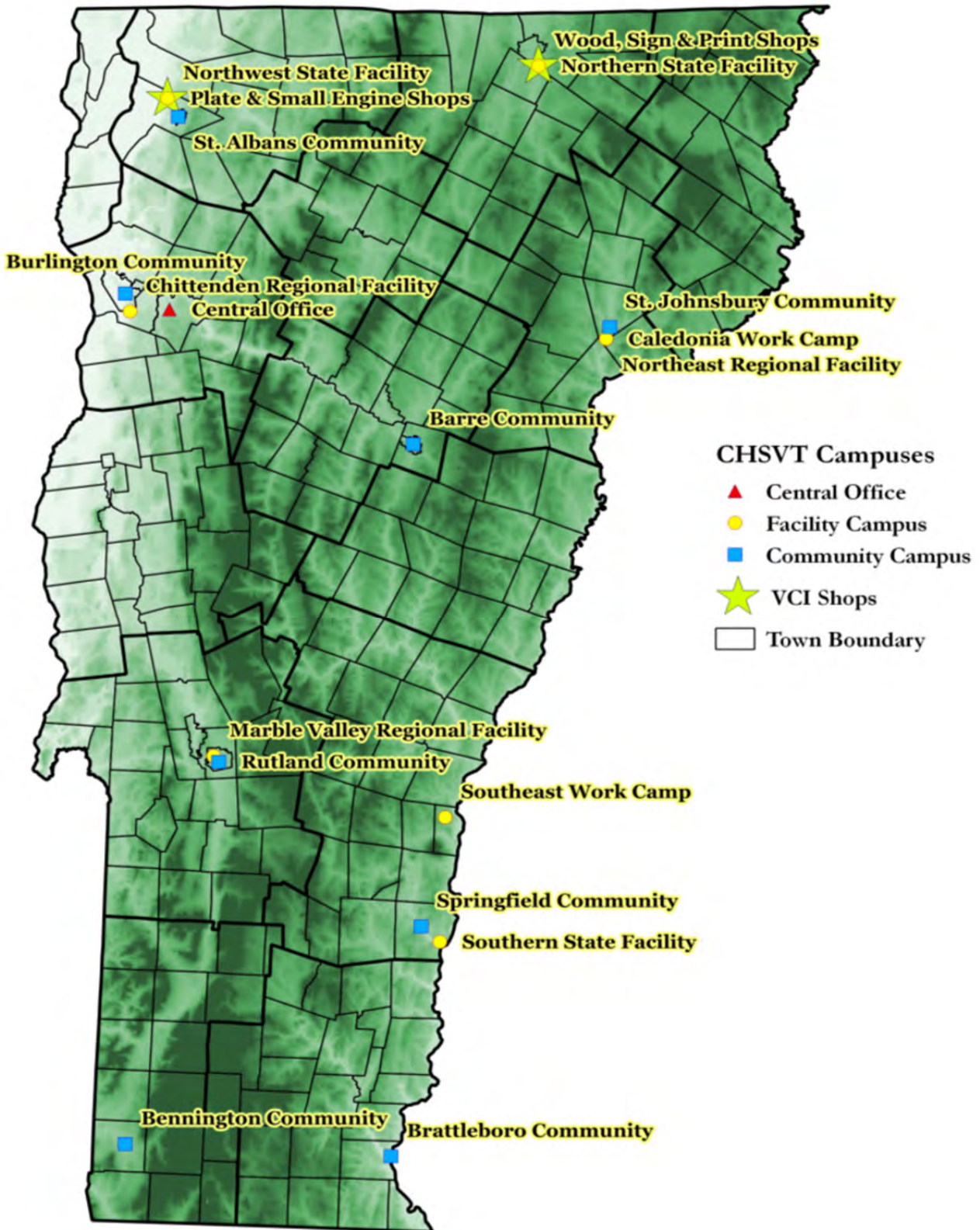
IN MEMORIAM

Leonard “Lenny” Chase



Lenny worked for the Department of Corrections for over twenty-seven years as a Correctional Foreman, and provided vital support to Vermont Correctional Industries with his quiet strength. If there was a business or shop to start, Lenny was the one to do so. He was a faithful employee and friend to many throughout the State of Vermont. Lenny also developed many positive relationships with the inmates he worked with to help them improve the quality of their lives. Lenny always took the time to hear inmate's stories and concerns and helped them to advocate for themselves in a pro-social way. Lenny worked at Dale Correctional Facility, Northwest State Correctional Facility, Northern State Correctional Facility, and Chittenden Regional Correctional Facility. His easy going, quiet smile is greatly missed.

CAMPUS LOCATIONS



OUR SCHOOL MISSION

Community High School of Vermont assists adult students by maintaining campuses throughout the state to develop personalized learning plans and provide coordinated learning opportunities that address educational and criminogenic needs to strengthen their skills in living, learning, and working.

Our school mission encompasses our dual purposes of offering an accredited high school education and providing risk reducing interventions within the Vermont Department of Corrections to decrease recidivism.

CHSVT is an accredited independent high school by the New England Association of Schools and Colleges.

CHSVT is acknowledged as an accredited independent high school by the Vermont State Board of Education.

CHSVT is recognized as an International Habits of Mind Learning Community of Excellence by the Institute for Habits of Mind.

NOTICE OF NON-DISCRIMINATION

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Community High School of Vermont are hereby notified that this school does not discriminate in the operation of any of its programs, services, or facilities on the basis of race, color, religion, ancestry, national origin, place of birth, sex, sexual orientation, disability, age, positive HIV/Hepatitis-related blood test results, genetic information, gender identity or expression, criminal offense or status as a disabled veteran, recently separated veteran, active duty, wartime or campaign badge veteran, or Armed Forces service medal veteran (collectively “protected veterans”), as these terms are defined under applicable law, or any other factor or characteristic protected by law.

The Assistant Directors of Corrections Education will coordinate the school’s efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act, and other non-discrimination laws or regulations. CHSVT has a grievance procedure for discrimination complaints.

WELCOME

This is an exciting time for Corrections Education and the Community High School of Vermont (CHSVT). Vermont has established itself at the national level as a leader in providing models of educational improvement and delivery, and doing so in an economically responsible manner. The programs provided by Corrections Education positively affect recidivism rates by training a strong workforce.

This July 1, 2014 – June 30, 2015 Annual Report presents information about Vermont's correctional education programs – Community High School of Vermont (CHSVT), Vermont Correctional Industries (VCI) and Workforce Development Program. We offer certified educational training programs to our students that complement academic and technical educational programs. CHSVT is also fully compliant with the Vermont Agency of Education's requirement of proficiency-based educational outcomes.

It is with pride that our students, faculty, staff, board, and administration present the following annual report.



Wilhelmina Picard, Director of Corrections Education



Troy Mcallister, Assistant Director of Corrections Education – Instruction/Assessment/Academic



Dana Lesperance, Assistant Director of Corrections Education –Workforce Development



Gerald Schartner, Assistant Director of Corrections Education – VCI/Offender Work Programs

CHSVT STATE BOARD MEMBERS

George Cross, Chair – Winooski (resigned June 2015)
Carol Bokan, Vice Chair – Shelburne
David Luce, Secretary – Waterbury Center
Richard Fraser, Vermont Retired Teachers Association Liaison – South Ryegate
Daniel Alcorn – Rutland
Sarah Flynn – Burlington
Jason Gibbs – Duxbury
Andy MacIlwaine – Burlington (resigned February 2015)
Brian Vachon – Montpelier
Offie Wortham – Johnson (new member February 2015)

CHSVT FACULTY/STAFF

Central Administrative Office - Williston

Wilhelmina Picard, Director
Dana Lesperance, Assistant Director
Troy McAllister, Assistant Director
Dan Hescock, Education Technology Specialist
Charity Baker, Administrative Services Technician IV
Sheila Sayah, Administrative Services Technician IV
Angie Stewart, Correctional Educator

Chittenden Regional Correctional Facility (CRCF) - Burlington

John Long, Correctional Educator
Sharon Renault, Correctional Educator
Ben Irish, Correctional Educator

Marble Valley Regional Correctional Facility (MVRCF) - Rutland

Jeffrey Cassarino, Correctional Educator
Chris Cosgrove, Correctional Educator
Roberta Shutts, Correctional Educator

Northeast Regional Correctional Complex (NERCC) - St. Johnsbury

Cara Berryman, Correctional Educator
Marina Cole, Correctional Educator
Sean Dobbin, Correctional Educator
Pauline Dwyer, Correctional Educator
Nick Rulon, Correctional Educator
Claire Swaha, Correctional Educator

Northwest State Correctional Facility (NWSCF) - Swanton

John Cross, Correctional Educator
Dana Scofield, Correctional Educator
Jeanne Smith, Correctional Educator
Scott Tomlinson, Correctional Educator

Southern State Correctional Facility (SSCF) - Springfield

Susan Chelton, Correctional Educator (resigned August 2014)
Lindsay Dakers, Correctional Educator (resigned December 2014)
Jenn Gaito, Correctional Educator
Jan Noskey, Correctional Educator
John Vorder Bruegge, Correctional Educator

Northern State Correctional Facility (NSCF) - Newport

Jerry Fortin, Correctional Educator
Harmony Harriman, Correctional Educator
Marlena Hughes, Correctional Educator
Mike Lacoss, Correctional Educator
Paul Major, Correctional Educator
Broni Plucas, Correctional Educator
Bill Storz, Correctional Educator
Sharon Strange, Correctional Educator
Chad Thompson, Correctional Educator
Matt Ware, Correctional Educator

Southeast State Work Camp (SESC) - Windsor

Lisa Harrington, Correctional Educator
Mary Beth Heiskell, Correctional Educator

Burlington Community Campus (BUPP)

Ben Irish, Correctional Educator
Sharon Renault, Correctional Educator

Rutland Community Campus (RUPP)

Gary Harris, Correctional Educator (resigned June 2015)

Barre Community Campus (BAPP)

Sarah Loveless, Correctional Educator
Mary Poulos, Correctional Educator

Bennington Community Campus (BEPP)

Molly Humphrey, Correctional Educator
Eric Marchese, Correctional Educator

St. Johnsbury Community Campus (SJPP)

Sean Dobbin, Correctional Educator

Brattleboro Community Campus (BRPP)

Tod Lessard, Correctional Educator
Robert Salzman, Correctional Educator

St. Albans Community Campus (SAPP)

Laurette Garrand, Correctional Educator

Springfield Community Campus (SPPP)

Jack Carson, Correctional Educator

VCI STAFF

Administrative Staff

Wilhelmina Picard, Director

Jerry Schartner, Assistant Director, Corrections Education

Mark Duquette, Marketing & Sales Coordinator

Steve Maxfield, Marketing & Sales Coordinator

Furniture Shop – Northern State Correctional Facility

Marshall Rich, Program Coordinator

Barry Allen, Correctional Foreman

Mike Carbonneau, Correctional Foreman

Doug Lounsbury, Correctional Foreman

Print and Sign Shop – Northern State Correctional Facility

Howard Deuso, Program Coordinator

Ryan Fletcher, Correctional Foreman

Tim McCarthy, Correctional Foreman

John Trenholm, Correctional Foreman

Plate Shop – Southeast State Work Camp

Mike Place, Correctional Foreman (Retired May 2015)

Garment Shop – Chittenden Regional Correctional Facility

Leonard Chase, Program Coordinator

CORRECTIONS EDUCATION

Community High School of Vermont Vermont Correctional Industries Workforce Development

Community High School of Vermont (CHSVT) is an academic and technical high school, fully accredited through the New England Association of Schools and Colleges (NEASC) and approved as an independent school by the Vermont State Board of Education.

CHSVT operates within the Vermont Department of Corrections (VT DOC) and complies with the regulatory responsibilities of the Vermont Agency of Education. Students are under the custody of the Commissioner of VT DOC; therefore, the design, operation, and continuous improvement of this school is tailored to the context of corrections and provides programs that balance public safety and security with the educational needs of its students.

Students are expected to meet rigorous common core standards in academics and demonstrate proficiency in reading, writing, and numeracy. They must also meet industry and career technical standards in career and technical education, as well as social benchmarks via the standards presented in the “16 Habits of Mind” (Costa & Kallick, 2000). Upon completion of all requirements, students earn a high school diploma, workforce readiness certification, and industry-recognized credentials.

CHSVT operates with the following vision and mission:

MISSION: Community High School of Vermont assists adult students by maintaining campuses throughout the state to develop personalized learning plans and provide coordinated learning opportunities that address educational and criminogenic needs to strengthen their skills in living, learning, and working.

VISION: Offenders will live, learn and work in their communities as self-supporting and productive members.

Corrections Education programs strive to ensure that all academic and career and technical education services adhere to high standards of purpose, empowerment, self-directed decision-making, excellence, recognition, integrity and diversity. Our services offer a choice of learning activities and opportunities to a diverse adult student population.

Our students are adults, and they are offered opportunities to expand their knowledge and application of skills in traditional academic classes, non-traditional activities and applied learning settings. All classes and programs are available to students earning a high school diploma and to those who seek to improve their academic and career and technical education skills, earn industry and workforce readiness certifications, and find employment opportunities.

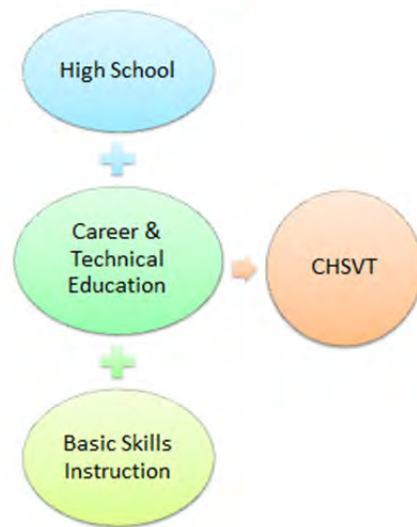
For individuals returning to live in their communities, educational services are provided and supported within the Vermont Probation and Parole Offices (P&P). Community-supervised individuals are encouraged to participate in meaningful educational opportunities in their communities that will assist them to meet their living, learning and working goals.

Through an integrated and coordinated approach to learning, students are offered training, skill development, mentoring, internships and work experiences. Students learn to examine their reactions to, and interactions with, the environment around them through direct instruction, role playing, reflections and project activities. The *Habits of Mind* (Costa & Kallick, 2000) provide a foundation for the language of social awareness and positive change.

Corrections Education operates all programs with the following in the forefront:

- The reduction of recidivism is an intentional outcome of Corrections Education.
- The work of Corrections Education is vision and mission driven. It provides rigorous and relevant academic and career and technical education, as well as social experiences that support offenders' living, learning and working goals in accordance with Vermont Agency of Education's Educational Quality Standards and National Industry Standards.
- Services offered through Corrections Education continue to be implemented and reviewed through evidence-based correctional, educational and industry standards and practices.
- Services are designed to meet the educational needs of participating students, and are consistent with leading adult learning, instructional pedagogy and research.
- Educational opportunities are of high quality, intentionally structured and available to all students who have identified needs in education and employment.

CHSVT Programs



Programs, Curriculum, and Outcomes

With the economic challenges and changes that Vermont faces, it is necessary for Corrections Education to provide a model of education that will work in cooperation and coordination with the VT DOC and other agencies. It is equally important that the programs employ the principles of 21st Century Learning Skills (Partnership for 21st Century Skills, 2015) and the Common Core (National Association of State Directors of Career Technical Education Consortium, 2012) (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a) (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010b). By identifying, organizing and streamlining the services that are provided, teachers and staff are able to assist students in obtaining the education and work skills they need to become productive citizens.

Population served

We serve all persons under the custody of the Commissioner of Corrections, including those who are incarcerated, on parole or on probation. Three distinct populations within the VTDOC receive Corrections Education services:

1. Those individuals, regardless of educational level, who do not have academic, social or technical skills that will allow them to successfully participate in the community upon release, supported by the VT DOC's Risk Assessment and Case Planning process.¹
2. Title 28 VSA §120 (a) – persons who have not completed secondary education which supports every Vermonter's right to an education regardless of their age.
3. Title 28 VSA §120 (f) All persons...who are under the age of 23 and have not received their diploma.

Program Design, Research and Alignment with VT DOC

Traditionally, CHSVT has served the educational needs of offenders associated with the VT DOC who are either incarcerated in facilities or supervised in Vermont communities. In the last three years, there have been changes in case planning for offenders that make it clear that the traditional definition of Corrections Education must be reviewed, expanded and integrated into the overall Corrections system.

One of the strongest indicators is the research. Addressing criminogenic needs or dynamic risk factors reduces criminal thinking, builds skills, and reduces recidivism. (Latessa & Lowenkamp, 2005, pp. 15-16) Factors to be considered include:

- 1) antisocial attitude,
- 2) antisocial peers,
- 3) antisocial personality,
- 4) history of antisocial behavior,
- 5) family,
- 6) education and employment,
- 7) substance abuse, and
- 8) lack of prosocial leisure activity

These dynamic risk factors can be assessed, addressed, and changed once they are specifically identified and targeted for instruction and remediation.

There are workforce program components that can be used for individuals with criminal histories to improve their employment outcomes, including education and training, soft/cognitive-skill development transitional job placements, non-skill-related interventions, subsidized employment, job development and coaching, retention and advancement services, and financial work incentives. In most circumstances, program components need to be used in combination to meet individual's complex needs as they change over time. Research has shown that simply helping a high-risk/high-need individual with a criminal history who is not job ready to write a resume and apply for jobs is not enough (Council of State Governments (CSG) Justice Center, 2013).

¹ Please note that individuals in this category may also qualify for services under items #2 and #3.

A 2009 study in Washington State found a reduction in recidivism of 8.3% for education programs in corrections that offer education or postsecondary education (Drake, Aos, & Miller, 2009). Referencing Piehl (2003), the Council of State Governments (CSG) Justice Center asserts that “Education and training are key components of job-readiness preparation and are critically important for increasing access to higher-quality employment opportunities” (2013, p. 23) .

Special Services

CHSVT provides education to all students in compliance with the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). CHSVT does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities.

Eligible individuals under the age of 22 enrolled in and attending CHSVT are provided a Free Appropriate Public Education (FAPE) regardless of their disability or disability category. Pursuant to Vermont Agency of Education Special Education Rules, Least Restrictive Environment and certain Individual Education Plan requirements may be adjusted due to the nature of the student’s placement.

Campuses

CHSVT campuses are traditional and at the same time non-traditional. Traditional academic courses are taught on a regular basis, and integrated learning environments are available at all of the facilities. All campuses offer a wide variety of educational learning opportunities that culminate in a high school diploma or industry based credential. Educational programming tends to have the greatest impact on employment outcomes if it results in credentialing or a trade license (Strawn, 1998).

In a continued effort to provide appropriate flexible pathways for our students, services are provided in accordance with students’ case plans and Living, Learning, Working (LLW) plans. CHSVT provides a full range of corrections educational services, including special education, 504 and accommodations under the Americans with Disabilities Act (ADA), providing seamless educational transition services from incarceration to community, increasing enrollment in skill development courses, and placing a greater emphasis on Workforce Readiness.

The integration of CHSVT, VCI and Workforce Development as Corrections Education support the findings of studies conducted on a national level that demonstrate inmates who are educated, employed and trained during incarceration achieve a higher rate of employment upon release, and that employment is at higher rates of pay (Council of State Governments Justice Center, 2013).

CHSVT brings accredited and certified teaching into the VCI shops, allowing the offenders to stay on the job and develop skills needed to succeed in the workplace. In a very competitive job market where offenders are already at a disadvantage, valid fundamental skill training by correctional staff is important. As stated in *What Works: Effective Recidivism Reduction and Risk-Focused Prevention Programs*, “Offenders that have the lower levels of educational skills, and are therefore less employable, are also the most likely to return to prison time and time again” (Przybylski, 2008, p. 38). Career and technical education training is a valuable investment. In addition to CHSVT’s own outcomes, several studies conducted in 2006 demonstrated that this vocational training can provide \$5.67 in taxpayer benefit for every \$1 of cost (Przybylski, 2008, p. 40). A study in Washington State (Drake, Aos, & Miller, 2009, pp. 184-186) found a reduction in recidivism of 9.8% for facility-based career and technical education programs and a 4.6% reduction for community-based employment programs.

Program Planning and Assessment

The CHSVT curriculum is integrated and specialized to the specific learning needs of each individual. Programs are tailored to address criminogenic and learning needs beginning with an assessment of criminogenic needs with the Ohio Risk Assessment System (ORAS) (2014) and an educational assessment with the Comprehensive Adult Student Assessment System (CASAS) (2015). The data from these assessments is used to develop a Living, Learning, Working (LLW) plan, or individual learning plan.

CHSVT's LLW plans mirror the Personal Learning plans outlined in the Education Quality Standards (Vermont State Board of Education, 2014). With assistance from a teacher, each student develops a LLW plan when enrolled at CHSVT and updates the plan each year. The LLW plan reflects the student's emerging abilities, aspirations, interests and dispositions. The plan defines the scope and rigor of academic and experiential opportunities necessary for the student to successfully complete secondary school and attain college and Workforce Readiness in accordance with the Vermont Educational Quality Standards.

Education is not one-size-fits-all. The use of flexible pathways recognizes that traditional schooling does not fit everyone's needs or abilities. CHSVT provides another pathway for students who, for whatever reason, have not been successful in the traditional school setting, and have not attained the skills needed to obtain and maintain a job. Students demonstrate their learning through flexible and multiple pathways outlined in the LLW plans.

Academic Education

Students are expected to meet rigorous Common Core standards in academics and demonstrate proficiency in reading, writing, and numeracy. CHSVT offers a full complement of academic courses. The courses are determined by educational assessment results and the student's individual LLW plan that is developed when the student enrolls. Each plan addresses the courses necessary to complete the graduation requirements and outlines possible career paths for further exploration, along with the courses that complement those pursuits.

CHSVT Career and Technical Education

Students must also develop industry-recognized credentials in career and technical education. Workforce Readiness skills apply to a variety of contexts and include skills necessary to obtain, perform and retain work in any industry or occupational level. The mastery of basic Workforce Readiness skills is essential to become a productive citizen in the world of work, family, or community involvement.

CHSVT/VCI Integrated Programs

This program integrates the learning opportunities and environment of school and industry in real-life learning situations. This process provides guidelines to help participants, teachers, and school partners offer school-supervised, work-based learning programs. For example, SolidWorks, a computer assisted design program, is taught in a CHSVT technical education course located in a classroom situated within the VCI Wood Shop. The students learn the basics of the program from a certified teacher, and transition into an apprentice experience directed by VCI to a fulltime paid job working for VCI as a Wood Shop employee. Students are eligible for industry-recognized credentials through this educational experience.

Vermont Correctional Industries

VCI offers a traditional industry experience that has been transformed to include a more comprehensive educational experience. Workers may enroll as CHSVT students and acquire career and technical education credits through learning opportunities in the VCI shops. Workers may also intern through the partnership of CHSVT and VCI to complete requirements for a Workforce Readiness certificate or learn the trade through fulltime employment. All individuals in these programs have well defined criteria, job descriptions, and performance expectations that help assure their success.

Workforce Development Program

Currently in its first year of development, this program integrates the universal concept of work into the culture of VT DOC. All facility jobs performed by offenders are structured to follow the tenets of the Workforce Readiness certificate process. Workforce Readiness certification recognizes a participant's mastery of employment skills to help participants explore career interests and gain credentials. This process allows participants to document their skills, allows employers and teachers to assess the skills quality employees need to know, and allows teachers to customize instruction to help participants overcome real or perceived employment barriers. These efforts help offenders to succeed and reduce the likelihood of recidivism.

PROGRAM OUTCOMES

In the past, CHSVT has been measured by the number of diplomas granted. Over the last eight years, we have seen VT DOC population changes, a gradual reduction in the number of issued diplomas, and a significant increase in the number of industry-recognized credentials and higher paying jobs acquired upon release. More individuals entering VT DOC supervision already possess high school diplomas, but many still lack technical and job skills needed to obtain and retain employment.

As of July 1, 2014, we began measuring the success of our programs using the attached outcome-based Evaluation Plan for Corrections Education. This plan outlines our progress and the areas in need of improvement.

Logic Model

Inputs	Processes	Outputs	Short-term outcomes	Intermediate outcomes	Long-term outcomes
Eight Correctional Facility Campuses	Academic Teaching	Diplomas	Increase in functional literacy and numeracy	Increased confidence that learner can manage formal and informal learning environments	Increased reliability and improved judgment
Eight Probation Campuses	Career & Technology Teaching	Workforce Readiness Certificates			
38 teachers	Career Counseling	Industry-Recognized Credentials (IRC)	Increase ability to find appropriate employment	Appropriate employment in jobs based upon previous learning	Salary is sufficient to meet independent living needs
Three Administrators	Academic Counseling	Students Served			
Four Central Office staff	Tutoring	Portfolios	Increased interest in attending schooling and training	Improved attitude toward self and society	Engaged in community through work and other connections
Approximately four million dollar budget	Career & Academic Assessment	Resumes			
Student & Administrative Computers	Education/Career Transition Planning	Community Donations			
SMART Boards at all campuses					
Instructional laptops/tablets					

High School Diplomas

High School Diplomas awarded from July 1, 2014 to June 30, 2015

Timothy Adair	Brandon Foy	William Nelson
Holly Bates	McKennie Gabert	Jonathan Nielsen
David Beer	Kenneth Gray	James Ouimette
Michael Benedict	Stephen Green	Zachary Patterson
David Billings	Steven Guyette	Jordan Powers
Troy Borland	Michael Hughes	Branden Premont
Patrick Bostwick	Michael Immich	Samuel Ramsey
Branden Brooks	Melissa Kelcey	Eric Reeves
Casim Burns	Christopher King	Brent Sarazin
Harry Burns	Robin Kitchens	Joe Scalzo
Tyler Bushey	Marcus Koritz	Justin Schoppe
Timothy Colby	Christopher LaFlam	Johnathan Scott
Christopher Davis	Laura Lagasse	Jason Sheldrick
Patrick DeBonville	Christopher Lewis	Cyrus Smith
Tyler Distefano	Dustin Malinowski	Edward Thompson
Walter Englehardt, III	Natasha Morse	Cathlyne Tirell
Mathew Enman	Nathaniel Murano	Amber White
David Fletcher	Stephanie Murano	Aaron Wilson

Workforce Readiness Certificates

Workforce Readiness Certificates awarded from July 1, 2014 to June 30, 2015

Timothy Adair	Jessie Germain	Lucinda Smith
Amber Baker	Heather Holcomb	Tonya Sprano
Lisa Barbour-Nutbrown	Norajean Lamanna	Laird Stanard
Jen Berube	Jeanette Maxfield	Susan Tucker
Sheila Conley	Jordan Powers	Rebecca Wetter
Joshua Finefrock	Yvonne Schwank	Anne-Marie Whiteway

Outcomes-Based Evaluation Plan

Corrections Education: Community High School of Vermont, Vermont Department of Corrections

Key:

Yellow: Enrolled in Corrections Education Program

Blue: One year from program completion

Green: Two – four years from program completion – following cohort from blue

Outcome	Indicator(s)	Source of Data (records, clients, etc.)	Method to Collect Data (questionnaires, interviews, etc.)	Who Collects Data	When Collect Data
Increase in functional literacy and numeracy	100% of program completers will meet proficiency requirements in reading, writing and numeracy	CASAS scores (see table on page 15) SIM Writing records/work Work samples Project based learning samples	Record review	Central Office	Quarterly
Increase ability to find appropriate employment	60% of students enrolled in career exploration & development activities complete the checklist for successful employment	Records	Record Review	Central Office	Quarterly
Increased interest in attending schooling and training	2% increase in case plan compliant in education & training	Attendance records Performance records	Record review	Central Office	Quarterly
Increased confidence that learner can manage formal and informal learning environments	Increase in motivation survey results	Students	Survey	Teachers	Yearly
Appropriate employment in jobs based upon previous learning	Number of completers obtaining employment in career cluster of training	Department of Labor	Unemployment Insurance Report	Central Office	Yearly
Improved attitude toward self and society	Increase compliance with DOC expectations for participants enrolled for six months or more	DR History Intermediate Sanctions Case Plan Compliance	Record Review	Central Office	Yearly
Increased reliability and improved judgment	Reduced recidivism	OMS	Record Review	Central Office	Every year for four years
Engaged in community through work and other connections	Increased engagement	Community involvement survey	Review of survey results	Central Office	Every year for four years
Salary is sufficient to meet independent living needs	Increase in income to meet needs (same cohort from mid-term)	Department of Labor	Unemployment Insurance Report	Central Office	Every year for three years beyond mid-term measurement

CHSVT Completers' Performance FY 2015

CASAS Relationship to NRS Educational Functioning Levels (EFL) for ABE and ASE

NRS	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	CHSVT Percentage
1	Beginning ABE Literacy	A	200 and below	0
2	Beginning Basic Education	B	201 - 210	0
3	Low Intermediate Basic Education	B	211 - 220	2
4	High Intermediate Basic Education	C	221 - 235	28
5	Low Adult Secondary Education	D	236 - 245	25
6	High Adult Secondary Education	E	246 and above	38

NRS	Educational Functioning Levels	CASAS Level	Math Scale Score Ranges	CHSVT Percentage
1	Beginning ABE Literacy	A	200 and below	0
2	Beginning Basic Education	B	201 - 210	4
3	Low Intermediate Basic Education	B	211 - 220	4
4	High Intermediate Basic Education	C	221 - 235	13
5	Low Adult Secondary Education	D	236 - 245	21
6	High Adult Secondary Education	E	246 and above	13

About CASAS

CASAS (Comprehensive Adult Student Assessment System, 2015) is the most widely used system for assessing youth and adult basic reading, math, listening, writing, and speaking skills. It is the only system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both ABE and ESL participants.

CASAS and SBAC

CASAS and SBAC (Smarter Balanced Assessment Consortium, 2015) are two different assessments, and any comparisons between the two need to be highly scrutinized. The SBAC and CASAS assign Scale Score and Levels, but there is not a direct correlation between the scores or levels. Looking at both scores when available can provide a more complete view of a student's educational functioning. Very broadly speaking, CASAS Levels D & E would be proficient, Levels B & C (NRS 3 and 4) would be nearly proficient, and Levels A and B (NRS 1 & 2) would be below proficient.

ACADEMIC EXPECTATIONS

In 2007, the Community High School was accredited through the New England Association of Schools and Colleges (NEASC) (2015). This prestigious membership came with a list of recommended improvements that CHSVT has been responsible for implementing before its next review in 2016. Over the course of the last seven years, teachers and administrators have been working to identify the standards and proficiency levels that students should master before earning a high school diploma from the Community High School of Vermont. Using the Common Core standards (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a), (2010b), (2012), Habits of Mind (Costa & Kallick, 2000), and 21st Century Learning Skills (Partnership for 21st Century Skills, 2015), CHSVT identified the skills essential to our students' success.

After many years of hard work, the CHSVT *Curriculum Framework* was implemented in 2013 (Community High School of Vermont, 2012). Courses were redesigned to meet the rigor recommended by the NEASC review committee, Common Core standards and 21st Century Skills standards are now used to assess students at the high school level, and courses are being delivered with fidelity and consistency. With the increased rigor and uniformity of the criteria from campus to campus, the instructional supervision that has been implemented on a consistent basis and, the increase in proficiencies, the school administration is confident in the efficacy of the programs and consistent high expectations and criteria for performance.

In order to support the continuous rigor of our curriculum, schoolwide professional development, coaching and modeling is occurring with all faculty to improve the consistency of instruction. This consistency is resulting in positive outcomes for the learning and success of our students.

INDUSTRY-RECOGNIZED CREDENTIALS

Industry-based standards promote consistency in the quality and rigor of the training provided through Corrections Education. Technical education and skills training provide our students with the opportunity to earn Industry-Recognized Credentials (IRC) and provide students with transition opportunities to postsecondary education, training and employment opportunities.

The direct benefits of incorporating skill and technical certifications into programs of study include:

- increased instructional effectiveness through the use of industry-based curriculum;
- assessment strategies within the certification process that can be used to inform decision-making regarding the allocation and coordination of educational resources;
- a focus on priority careers that can be aligned with state and regional economic development priorities; and enhanced program quality and responsiveness to business, industry partners and community stakeholders; and
- direct career and educational benefits for students participating in personalized learning plans that provide industry credentials.

All Corrections Education trades/industry courses and training have connections to national certification. Students may work toward a high school diploma while working toward industry-recognized credentials. In the same vein, an individual may be working toward industry-recognized credentials, but already have a high school diploma. The educational path for each individual is based on areas of interest, need and risk.

The following industry opportunities are available for students and workers:

- American Welding Society (AWS)
- Automotive Service Excellence (ASE)
- Barbering, State of Vermont Board of Barbering and Cosmetologists
- Certified Automotive Information Specialist (ALLDATA LLC, 2014)
- First Aid/CPR/AED
- Mastercam (computer-aided manufacturing software)
- National Center for Construction Education and Research (NCCER) construction and maintenance
- National Restaurant Association Educational Foundation (NRAEF) ManageFirst management development
- NRAEF Pro Start fundamental management and culinary skills
- NRAEF ServSafe food handling
- Occupational Safety and Health Administration (OSHA)
- ProTech Training (Identafix, Inc., 2014)
- S/P2 automotive safety training (S/P2, 2015)
- Snap-on AC Service (Snap-on, 2014)
- Solid Works computer-assisted design software
- University of Vermont Extension Master Gardener

Below is the list of students who have earned IRC in one of the above industries during the July 1, 2014 to June 30, 2015 School Year.

Automotive Technology

Certified Automotive Information Specialist

Ronald Barraza	Mike McCray	Jordan Orcutt	David Rosario
Philip Savage	Kyle Yandow		

Equipment and Engine Certification

Charles Baker	Thomas Bryan	Harry Burns	Cecil Campbell
Forrest Coleman	Steven Cross	Roland Cyr	Duane Immich
Ricardo Rocha	Cody Shores		

Identafix ProTech Training

Prepare your students for real-world diagnostic and repair challenges with the FREE ProTech Training program from Identafix.® ProTech delivers the experience-based training students need to handle unique issues on today's most sophisticated and complex vehicle systems. ... training brings industry-exclusive diagnostics, OEM service & repair, and Factory Scheduled Maintenance plans to your classroom ... students ... learn what it takes to be a skilled technician with the same award-winning tool used by the pros. (Identafix, Inc., 2014)

Christopher Billado	Andrew Davis	David Fletcher	Mark King
Ronald Rushford	Toby Williams	Kyle Yandow	

Snap-On AC Service

David Fletcher	Bruce Fuller	Mark King	Mike McCray
Eugene Missouri	Scott Myers	David Rosario	Ronald Rushford
Thomas Shambo	Toby Williams	Kyle Yandow	

S/P2

S/P2 is the automotive industry standard for online safety and pollution prevention training, with courses that provide the knowledge and skills necessary for employees and students to complete their work effectively, efficiently, and safely. S/P2 industry-specific content helps managers, technicians, safety supervisors, shop owners, instructors, and students alike stay safe and compliant on the job or in the classroom. (S/P2, 2015)

S/P2 PPE (personal protective equipment)

Christopher Billado

S/P2 Land That Job

Covering the interview process in three parts—before, during, and after—the course features key information automotive students need to know to interview well. From researching the company and questions they may encounter, to what to wear, what to say, and appropriate ways to follow up, this 25-minute course helps students feel confident and prepare using best practices.

Cecil Campbell	David Fletcher	Mark Mayville	Willie Thompson
Kyle Yandow			

S/P2 Collision

From personal protective equipment to paints and residues and the paint rule, this three-course bundle has your collision shop’s safety needs handled. S/P2 Collision includes safety, pollution prevention, and a supervisor’s course specifically designed for your shop (S/P2, 2015) .

Willie Thompson	John Wiggins
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Vermont State Inspection Certification

Ronnie Rushford

University of Vermont Extension Master Gardener

Christopher Akey	Joshua Camp	Oscar Delgado	Cory Delorme
Jeffrey Gerrow	Arthur Guyette	Robert Labonte	Earl Rosen
Nathaniel Serre	Cyrus Smith	Laird Stanard	Robert Stricker
Alexander Walker			

National Restaurant Association Educational Foundation (NRAEF)

ServSafe, ManageFirst, ProStart, Restaurant Management, Restaurant Supervision

Jesse Anderson	Brad Avery	Daniel Barmore	Jennifer Bassett
Nicole Batease	David Beer	Trisha Belliveau	Ryan Berte
Adrienne Bowen	Kathleen Bresnahan	Amber Butler	Lynn Campeau
James Careau	Chris Cerutti	Haley Colburn	Kayla Cowdrey
Michelle Davis-Estes	Howard Dease	Michelle Deatte	David Dunn
Sara Ennis	Danielle Feather	Caitlyn Fregeau	Destiny Garrow
Virginia Gillet	Tristin Goodwin-Hicks	Derek Hackett	Leslie Hall
Waylon Hawkins	Jason Henderson	Julie Herron	BobbiJo Hodgdon
Rafael Jaquez	Charles Jenkins	Mike Kilbansky	Christopher King
Natalie Kirk	Marcus Koritz	Brandon Lee	Heather Lonergan
Thomas Lussier	Anton Lutz	Alva Lynch	Blake Manning
William Manson	Stephen McGee	Andrea Miller	Scott Minshull
Kristy Moore	Daniel Morales	Kristy Morse	James Myers
Scott Myers	Corey Ostroski	Jessica Partlow	Matthew Patry
Charles Peccolo	Ashley Plowman	Chelsea Robinson	Danielle Rogers
Christopher Russell	Gerald Sargent	Mark Savary	Jonathan Scott
Angela Simpson	Alan Tanguay	Susan Tucker	Vallentina Velasquez
Sean Wallace	Elliott Watkins	Aaron Wilson	John Winter
Alyssa Young			

National Center for Construction Education and Research (NCCER)

General Construction

Basic Safety, Basic Communication, Basic Employability Skills, Introduction to Construction Drawings, Introduction to Hand Tools, Introduction to Power Tools, Introductory Materials Handling, Tools for Success, Introduction to Construction Math, National Career Readiness Certificate

Christopher Akey	Pascal Benjamin	Troy Borland	Lee Bradeen
John Cabot	Trevor Conn	Robert Cote	Cory Delorme
Jason Dougherty	Peter Drutchal	Daniel Dunn	Tracy Eastman
Matthew Enman	Charles Farnham	Jeffrey Finnegan	Joseph Giarratana
Anthony Gonzalez	Jivan Gray	Ervin Greenslit	John Griffin
Donald Hanscom	Tyler Hastings	Dean Hill	Trevor Hood
Douglas Huntley	James Hutchins	Daniel Jones	Jerome Kendrick
James King	Casey Langlois	John Latimer	Jonathan Lieske
Jonathan Maskell	Garret Molesky	Scott Myers	Travis Papineau
Duane Placey	Jordan Powers	Gerard Roberts	Wayne Sabens
Jacob Sexton	Christopher Thurston	Anthony Vero	Mark Whiting

Welding

Welding Safety, SMAW (Shielded Metal Arc Welding) – beads and fillet welds, electrodes, equipment set up, groove welds w/backing, open v-grooves, weld quality, oxy/fuel cutting, welding safety, plasma arc cutting, base metal prep, welding symbols (American Welding Society, 2015).

Sean Bailey	John Bertolini	Robert Cote	Cory Delorme
Zachary Dessert	Daniel Dunn	Louis Gilbeau	Anthony Gonzalez
Jivan Gray	Michael Immich	James King	Anthony Manning
Jason Merrill	Nicholas Moretti	Joseph Robar	Mark Sparks
Christopher Thurston	Anthony Vero	Mark Whiting	

Occupational Safety and Health Administration (OSHA)

OSHA – 10-Hour Construction

Richard Bailey	Donald Hanscom	David Oleson
Erik Barker	John Harrel	James Paul
Tyson Beaudry	Tyler Hastings	John Powers
Deborah Beayon	Waylon Hawkins	Samuel Ramsey
Pascal Benjamin	Ken Hill	Joseph Raymond, Jr.
Ryan Berte	Joseph Hoadley	Gerard Roberts
Matthew Branch	Jerry Hoffman	Gene Rollins
Kathleen Bresnahan	Corine Holder	Nathan Roy
Casim Burns	Douglas Huntley	Donald Russell, Jr.
Harry Burns	Dan Jones	Wayne Sabens
Phillip Bushey	Jerome Kendrick	Earl Scott, Jr.
John Cabot	William Kimmick	Steve Sedotto
Christopher Carreau	Taniqua Lang	Derrick Shippee
Christopher Cerutti	Jason Langmaid	Rick Smedley
Forrest Coleman	Travis LaPlant	Ryan Smith
Daniel Coon	Joshua Laraway	Mark Snow
George Coy	John Latimer	Chelsie Southworth
Christopher Davis	Lenon Lester	Allen Spaulding
Michelle Deaette	Norman Lizotte	Kyle Stevens
John Desabrais	Kyle Lowe	Cortney Strachota
David Donaldson	Michael Lucier	Walter Susee
Tracy Eastmand	Anton Lutz	Juliane Tamasi-Bowers
Charles Farnham	William Marks	Todd Thompson
Jeffrey Finnegan	Jessie Marshall	Christopher Thurston
Kyle Fletcher	Jonathan Maskell	Ryan Trapani
Tina Fox	Cara Mason	Landon Urban
Collen Garoner	Mark Mayville	Cortland Wade-Bailey
Jonathan Gassert	Robert Meacham	Conald Wescott
April Gauthier	Garrett Molesky	Robert West
Joshua Geraw	Timothy Montagne	Matthew Williams
Charles Gramby	Wayne Morris	John Winn
John Griffin	KC Myers	David Woods

OSHA – 10-Hour General Industry

John Adams
Matthew Adrion
Cody Ahonen
Mike Alexander
David Ames
Benjamin Angell
Brandon Arie
Eduardo Aviles
Travis Barbour
Michael Barnes
Tyson Beaudry
Aaron Bell
Shayne Bessette
David Billings
Mitchell Bowen
Jake Buck
Austin Burnett
Joshua Camp
Terrance Chipp
Joseph Ciaramitaro
Scott Clark
Vincent Constantino
Andrew Cota
Robert Cote
Nathan Couture
Julio Davila
Maynard Davis
James Davis
Nathan Dearing
John Desabrais
David Dunn
Joshua Ellsworth
Joshua Emery
Kevin Emery
Roy Erno
Desmond Feurtado
Brenden Fisk
David Fleming
Daniel Flint
Timothy Gabriel
Justin Gero
Elvin Gonzalez

Michael Goodwin
Stephen Green
Joshua Greenough
James Haley
Jamal Hall
John Harrel
Michael Harris
Joshua Hartwell
John Haskins
Waylon Hawkins
Jason Heaslip
Ken Hill
Jerry Hoffman
Michael Hughes
Sean Hurd
Daniel Hutchins
Jonathan Hutchinson
Charles Jenkins
Derek Jensen
David Jenzen
Jacob Johnson
Mike Jokinen
Jahfari Joseph
Leonard Kenyon
Jason Kimball
Joshua Koch
Travis LaPlant
Joshua Laraway
Brendon Lee
Christopher Legacy
Jeff Legacy
Josh Loura
Alva Lynch
William Manson
Ronnell Marable
Jonathan Maskell
Michael McFarland
Corey McKay
Justin McLaren
Cuwan Merritt
Merlin Meroow
Ricky Mines

Kevin Monroe
Cory Munger
James Nestor
George Onuoha
Andrew Ouellette
David Pecor
Robert Pelland
Steven Pelletier
John Powers
Nicholas Ranglin
Eric Reeves
Shawn Riley
Shaun Ritchie
Zedric Rivera
Ronald Rogers
Dana Roones
Daniel Rosales
Terry Russ
Leon Russell
Lamar Scales
Johnathan Scott
Michael Seagren
Gregory Shaw
Lanny Slayton
William Slingerland
Eric Smith
Mark Snow
Mark Stratton
Jay Sweeney
Alan Tanguay
Todd Thompson
Ryan Trapani
Richard Tripaldi
Derek Tucker
Jafari Tyrell
Carlos Vazquez
Paul Voight
Cortland Wade-Bailey
Ray Whitney
Matthew Wilbert
Tim Williams
Royan Wint

First Aid and CPR w/AED

Reginald Adams	Jesse Anderson	William Aviles	Ryan Barber
David Beer	Shayne Bessette	Shawn Boyd	George Burch
Tyler Bushey	Christopher Cerutti	Lee Charnonneau	Daniel Coon
Andrew Cota	Robert Cote	Nathan Couture	Cody Davis
Levi Davis	Cory Delorme	Daniel Dunn	David Dunn
Joshua Emery	Jeff Finnegan	Jesse Forrett	Kevin Fuller
Timothy Gabriel	Collen Gardner	Louis Gilbeau	Quinn Glover
Charles Gramby	Jivan Gray	Stephen Green	John Griffin
Michael Harris	Joshua Hartwell	Waylon Hawkins	Joe Hoadley
Trevor Hood	Michael Immich	Charles Jenkins	Michael Jennings
Leon Jiggetts	Christopher Keating	Christopher King	James King
Marcus Koritz	John Latimer	Joshua Loura	Anton Lutz, Jr.
Dustin Malinowski	Blake Manning	Jonathan Maskell	Merlin Merrow
Ricky Mines	Roberto Miranda	Jeffrey Mitchell	Wayne Morris
Jason Naylor	Adam Nisen	Jacob Olcott	Joe Peets
Kyle Pickett	Jordan Powers	Joe Raymond	Eric Reeves
Oscar Rivera	Raul Rodriguez	Earl Rosen	Terry Russ
Donald Russell	Wayne Sabens	Thomas Savard, Jr.	Joseph Scalzo
Justin Schoppe	Earl Scott, Jr.	Sundance Seals	Cody Shores
William Slingerland	Cyrus Smith	Eric Smith	Mark Sparks
Laird Stanard	Kyle Stevens	Alan Tanguay	Luis Tiburcio
Richard Tripaldi, Jr.	Jafari Tyrell	Carlos Vazquez	Alexander Walker
Lynwood Whittemore	David Woods		

Barbering, State of Vermont Board of Barbering and Cosmetologists

Jason Gagne	Alva Lynch	William Marks	William Nelson
Daniel Riggs	Thomas Savard		

BERYLE GARDNER STUDENT SCHOLARSHIP AWARDS

This year two students were awarded Beryle Gardner Scholarships. Cory Delorme received the Trades Award and Kyle Yandow received the Living, Learning, Working Award. Both students received high recommendations from their education teams from Northern State and Northwest State, respectively. We wish both students good luck and the best with their future plans.

The Beryl Gardner Committee is pleased to announce a recent, major new donor, Robert K. Jackson. Mr. Jackson's mother was a former member of the Vermont Retired Teachers' Association (Windsor chapter). Mr. Jackson has stipulated that the donation be used to fund one scholarship in one of either the Higher Learning or Trades Scholarships and that it be awarded to a Southern State Community High School of Vermont graduate. This scholarship will be awarded next year for the first time.

In committee news, we thank Bill Storz for his service to the committee. A new faculty, Jenn Gaito (from Southern State), will be filling in Bill's current term of office. We look forward to working with Jenn and having the south end of Vermont represented. The committee also would like to recognize the new contact person for the committee with the Vermont Retired Teachers' Association: their new treasurer, Elliott Greenblott.

Current committee members are: Paul Major, Charles Thompson, John Cross, Jenn Gaito, and Cara Berryman.



Beryle Gardner Scholarship Winner Cory Delorme, Spring 2015.

FORMER STUDENT SUCCESS STORIES

Jeremy MacKenzie

Jeremy MacKenzie is a Champlain College student who turned to his particular art—wood scrollwork—after being incarcerated at the Lee Adjustment Center in Beattyville, Kentucky, a private corporate facility run by Corrections Corp. of America. While in prison, serving a total of eight years for bank robbery and drug trafficking, MacKenzie drew the “blueprints” for the intricate carvings he planned to create upon his release. These drawings, comprised of many sheets of paper taped together, had to be kept secret or they would have been confiscated. He successfully kept the drawings hidden for years and began his scrollwork following his release. MacKenzie documented his progress as he worked, which was done in a sweltering attic. MacKenzie is currently a full-time cinematography student at Champlain College.

– from the Amy E. Tarrant Gallery (Flynn Center for the Performing Arts, 2015)



Laird Stanard

My experience with CHSVT

When I came back to Vermont from a long term facility out of state unit, I spoke to a Probation Officer and they told me about a low wage job lined up for me. This was relief, because I thought I was only going to be doing unskilled work for the rest of my life. I was afraid to set ambitious goals because of my preconceived notion that my lot in life was to suffer because I had committed a crime. I believed I was doomed to drudgery and that academic achievement and office work were not realistic options.

Fast forward two years: After numerous hours working as a mentor in the Newport campus, my feelings have been completely transformed. After earning the first Workforce Readiness Certificate, after all the many conversations and classes with the teachers, I feel that I have more to offer. The prospect of a job search is arduous, and compounded with having to explain a felony, but I now know that I can, with a few more bumps, apply and compete with students leaving college because I have the skills and can prove it with my portfolio. I hope to become one of those college students myself one day.

Between work on resumes and cover letters, I have more confidence that I have something to offer. This confidence has kept me afloat in some of my interviews. I became gainfully employed less than two months after release; this comes after over 15 years of incarceration with a high profile crime that can be easily found online. The skills and support that I received have allowed me to shine and thrive. I even have a healthy relationship, in which I am using my Habits of Mind every day!

I see that there is a need in the community for the continued support of students. I intern for the CHSVT street campus which allows me the opportunity to plan the next steps toward career development. Working to help to support others and do what I can. The multi-faceted issue of changing lives and people's paths is never easy, but I am so glad that we have such dedicated people striving to stop the multi-generational issues that have been troubling for so many of my classmates.

Graduates to report on from FY15, by Sean Dobbin, Correctional Educator in St. Johnsbury:

- 1) Robin Kitchens: Robin was accepted to Southern New Hampshire University while finishing her diploma with us, and she enrolled soon after graduation. I just checked in with her and she reports that she's taken and passed four classes and is now beginning her first Criminal Justice course (her major area of study).
- 2) Justin Schoppe: Justin was accepted to CCV to begin in the fall semester and that is his planned next step. He was the sole recipient of this year's Emily Lester Vermont Opportunity Scholarship (sponsored by the State of Vermont).
- 3) Kenneth Gray: Kenny moved back to his home state of New York after graduating from CHSVT, and now reports that he has been accepted and will be attending college in the fall. I can't tell you exactly which college he'll be attending, but he tells me he's going to send me a write-up detailing everything. Here's an excerpt from his email:

*Hey Sean,
I'd be more than willing to give a summarized update of my life after CHSVT. And yes, I will be starting college this fall semester! I've been waiting so long to start and honestly, I feel that I couldn't have been more prepared thanks to all the help I received through CHSVT. I'm glad I completed my education there in VT, as opposed to settling for a GED. I also will be starting a civil service job while in college as well.*

Excerpts from a letter to the Governor from a student at Southeast Work Camp:

...Personally I have learned more here than anywhere else I have been. The two staff members here are the most dedicated, devoted and caring people I have ever met. The teachers at this school have made my learning experience not only productive, but fun for me. They do whatever is possible to help me and the other students graduate. If it is out of grasp for someone to graduate due to time restrictions, then the staff at this particular school does whatever possible to get the person some extra tools to use upon their release. Whether it be job skills, applied math or certifications, I feel this school and its staff have done the very best they can do to help people be successful in the community. I feel that it is just as important for someone to have the skills to succeed as it is to have a diploma...

...I was someone who had a hard time going to school in the past. I did not want to attend, much less was I ever exited to go. Since I have been here, the staff and I have developed a great relationship. They have done their very best to individualize my education in a way I can learn, and like to learn. I have made incredible strides as a learner, student and as a person in general. I have never felt smart in my entire life. CHSVT has pulled the intelligent person out of me who everyone always told me was there. I have the upmost respect for what they have done for me and also what they are doing for my fellow students...

...I had absolutely no confidence in myself as far as being able to function as a positive member of society before I came here. Now I feel like I have a fighting chance in the real world. I feel like THIS school and THESE teachers have made it possible...

...As of now I have done the OSHA certification here in Windsor, as well as the NCCER core curriculum which will give me a fighting chance to find work upon my release. For kitchen workers they also offer Serv-Safe, which is another field in which people with criminal records can pursue. It is hard for someone with a criminal record to find work, so every last tool in our toolboxes will be used to find a job. I have used the resources here to make an outstanding resume, which I never would have thought possible. This school offers so many tools to help make life just a little easier upon release...

Excerpts from another letter to the Governor from a student at Southeast Work Camp:

...This program has showed me how important my education really is as well as given me the tools I need to be successful when I get out such as creating a portfolio/resume and setting me up with VSAC so that I might further my education.. The teachers here at Windsor have been very pivotal to me finally completing my high school education... This program has been a savior to me and I don't think I ever would have gotten my high school diploma if it wasn't for this place...

COMMUNITY HIGH SCHOOL OF VERMONT CAMPUSES

Barre Community

Barre Probation and Parole Office
255 N. Main Street, Suite 6
Barre, VT

The 2014-15 school year has been one of transition. As the school moved from a credits-based system to a proficiency-based system, students and faculty alike utilized many *Habits of Mind* (Costa & Kallick, 2000) to facilitate the change, which has proven to be a positive one here in Barre.

Students like that the proficiency-based system allows for *Creating, Imagining, and Innovating*. The possibilities are literally endless when it comes to how proficiencies can be demonstrated. This year, final portfolios included a variety of creative artifacts, including a rap song composition and compilations of photographs documenting experiential learning, as well as the inclusion of more traditional work such as essays. In this way, *Thinking Flexibly* is a critical component of the proficiency-based learning process; students and faculty are required to think outside of the box.

This year, *Thinking Interdependently* took on a whole new meaning. Increased enrollment meant that class time had to be designed to accommodate many different learning plans. Though each student has an individualized plan to address the specific standards he or she needs to complete, students enjoy group activities and interacting with the class. Mary and Sarah designed classes in response to this—themed classes that addressed many standards across subject areas. For example, Mary taught a class that featured units on Ebola and Blood Diamonds, which addressed standards in Literacy, Science, Global Citizenship and even contained embedded math. Sarah taught a Topics in History Class that explored



Students work together to solve a Number Sense Activity

three social/political movements—the Abolitionist Movement, the Civil Rights Movement, and the Labor Movement; Literacy, Global Citizenship, and Cross-Curricular standards were addressed. These classes proved to be challenging, rewarding, and fun. In addition, a new math initiative offered us fresh ways to approach math, and students found that Number Sense activities encouraged them to *Question and Pose Problems*.

Several students found that *Communicating with Clarity and Precision* resulted in a positive outcome. They launched a letter writing campaign to lobby against cuts in CHSVT funding, articulating their personal stories for legislators. Many chose to incorporate this into their Taking a Stand project, a component of the LLW plan, and found the process to be very empowering.

In June, the first three students from Barre to complete their Portfolios using the new proficiency-based approach presented their work to administrators, faculty, family, friends, and case managers. The process of looking back on their body of work, choosing artifacts, and reflecting on their learning process prompted them to *Apply Past Knowledge to New Situations*. The final bodies of work were impressive, a

concrete example of each student's ability to *Strive for Accuracy*. The process of creating the portfolios spanned months: students demonstrated *Persistence* as they pushed forward to complete the final project.

Three students earned their high school diplomas this year at the Barre Campus, and three students earned their Workforce Readiness Certificates. Several others are nearing completion and are anticipated to graduate within the next quarter. We are looking forward to another incredible year ahead!

Respectfully Submitted,

Sarah Loveless and Mary Poulos, Corrections Educators, Barre Campus



Barre Mayor Thomas Lauzon, Wilhelmina Picard, Troy McAllister, Mary Poulos, and Yvonne Schwank, who is receiving her Workforce Readiness Certificate.

Bennington Community

**Bennington Probation and Parole Office
200 Veteran's Memorial Drive, Suite 12
Bennington, VT**

Bennington Campus had two students earn their high school diploma this past year. One of the students had spent many years working on and off to obtain the coveted prize. Even though this student was working full time at the Hanger, a manufacturing company, for five years, he wanted to earn his diploma. He believed that earning his high school diploma would give him a sense of accomplishment, and it would help him move forward career-wise.



Correctional Educator, Eric Marchese, presenting a diploma to one of his students.

Students demonstrated proficiency on topics in physical science, covering the Newton's 2nd Law of Motion, Energy of Motion, and patterns in the periodic table. Students built Rube Goldberg machines and used pendulums, ramps, cars, and marbles to help understand the concepts in physical science. These tasks often required students to persist, pose questions, and test and re-test.

Students were able to demonstrate proficiency in economics covering topics including the supply and demand curve, curve shifts, and equilibrium. Students investigated and then made arguments in favor for and against government imposed floors and ceilings into markets.

Students studied our country's foundation documents, Declaration of Independence and U.S. Constitution. To help understand the election process for the president of the United States, students created an election game based on the Electoral College. Developing this game required students to work together in a group and think creatively.

Students delved into the world of modern day slavery when they read the novel *SOLD* by Patrica McCormick (2006). Students also discussed the themes in the novel *Lord of the Flies* by William Golding. With these novels, students were able to explore lives beyond their own experience, as well as work on skills in critical thinking and analysis.

Bennington Campus incorporated a new role this past year as it worked with the Day Reporting Center (DRC). The DRC is a new opportunity for non-high school diploma seeking students. Students in this group come primarily from the local transitional housing organization where they work on skills in employability, finance, and cognitive self-change curricula. CHSVT teachers partnered with other Bennington organizations, such as United Counseling Service, Center for Restorative Justice, and 206 Depot Street to help deliver the curricula.

Respectfully Submitted By,
Eric Marchese
Molly Humphrey

Brattleboro Community
Brattleboro Probation and Parole Office
13 Springtree Road
N. Brattleboro, VT

The Brattleboro campus was very busy during the 2014-2015 academic year. Five students successfully completed their individualized “Living, Learning, Working Plans” while earning fully-accredited high school diplomas. Congratulations and best wishes to our graduates: Holly Bates, Melissa Kelcey, Nathaniel Murano, Zachary Patterson, and Cathlyne Tirrell. Also, congratulations to Laura Mansfield for earning “ServSafe” industry-recognized credentials.

In addition, 21 individualized “Living, Learning, Working Plans” were developed and started by other students this year. It is our sincere hope that they persevere and continue their work in completing the plans and earning diplomas.

As part of the department’s risk-reduction program, we began offering financial literacy courses to non-student offenders with identified needs in this area. Three individuals successfully completed this multi-week training in personal finances.

During the course of the year, we saw a significant increase in the number of Tapestry program participants availing themselves of CHSVT’s resources while attempting to improve their skills, obtain industry-recognized credentials, and/or earn diplomas. We welcome these students and encourage their continued participation in our school.

Finally, we would like to send our thanks to the Brattleboro P&P staff and our local state legislators for their continued support during a very difficult budget year. It is our sincere belief that the CHSVT program is an excellent investment in the lives of our students and the overall well-being of our community. Your encouragement and support greatly contribute to the success of our students and school. Again, thank you very much!

Looking forward to the 2015-2016 school year!

Respectfully Submitted by:
Tod Lessard
Bob Salzman

Burlington Community

**32 Cherry Street
Burlington, VT**

At the Burlington community campus, student success was demonstrated in nearly all of the 30 students who enrolled. Students worked either on their high school diploma, workforce readiness certificate, or both. There is now a core of dedicated students closing in on diploma completion. The pace quickens as they put their finishing touches on their graduation portfolio presentations.

This was the first full year of proficiency-based learning. It is a change in how students conceptualize their education. Instead of crediting bench time, students now need to demonstrate their learning, document it for their portfolio and defend that learning as meeting objective standards. Students in the Burlington Campus, while showing some initial reticence to the change, have gradually come to understand the system, taken more personal responsibility for their learning and then have striven to meet standards.

The capstone of the proficiency-based learning program is a presentation of the essential skills which students can demonstrate mastery of in a 20-minute presentation. The presentation process also sets the stage for students to demonstrate their personal growth to various stakeholders in the community. The presentation has within it their living, learning, working plan which informs them in the future as they pursue employment, post-secondary instruction, or both.

This campus has made the transition from a paper to an electronic portfolio. Students' assembling of the electronic artifacts has helped them to more frequently review their progress in mastering proficiency in required areas. Because it is based entirely in an electronic format, they have become familiar with the kind of data literacy they will need in almost all modern worksites.

An example of how the Burlington campus strives to make authentic learning experiences with everyday resources is "Sir Geo's Castle Project". This hands-on project requires students to understand and apply concepts of measurement, surface area and volume to real life scenarios. Once the castle is constructed, students must calculate the cost of building materials for construction, lawn care maintenance and security detail. The task directly relates to OSHA, NCCER and real-world learning.

The Burlington community campus also welcomed John Howe. An experienced Vocational Counselor, John has provided our individuals with skills that have prepared them for the workforce, and the instruction by John has even landed some individuals with full-time jobs! The faculty at the Burlington campus has enjoyed sharing in the success of our clients this past year.

Respectfully,

Ben Irish
John Howe
Sharon Renault



Sir Geo's castle exemplifies a classroom project which links learning to work.

Springfield Community
Springfield Probation and Parole Office
100 Mineral Street, Suite 102
Springfield, VT

During the school year, the Springfield campus had 25 different students enrolled in school. Though the ebb and flow of student attendance varies, there was on average 4-6 students engaged in education each week.

Students participated in classwork to improve their skills in reading, writing and math, and did course work and projects related to science, social studies and art.

Art has been an important class for students. It gives them the opportunity to learn about various forms of expression and to experience new dimensions about themselves.



Students participating in an art class.

In addition to attending school, most of the students were involved in the Risk Reduction Program (RRP). The school and RRP are a compliment to each other, and members of RRP, the school and probation met regularly in order to provide a coordinated effort.

This year as in the past years, the Springfield campus has had the excellent support and cooperation of all of the Probation and Parole staff.

Respectfully Submitted by
Jack Carson

St. Albans Community
St. Albans Probation and Parole Office
20 Houghton Street, #104
St. Albans, VT

This last year, the St. Albans campus has had a consistent base of students with regular attendance. Mid-year, we changed buildings and the classrooms are now co-located with probation and parole staff. I am able to communicate with the probation officers and they are able to see if their clients are in school. Since moving into the building, the engagement of the probation officers has increased. The staff at St. Albans Probation and Parole Office have been amazing and supported not only the school, but their clients.

This year, the goal of this site was to coordinate as many supportive agencies as possible. The students are accessing support from Probation and Parole, Department of Labor and VocRehab, as well as the Criminal Justice Center.

Respectfully Submitted by
Laurette Garrand

Chittenden Regional Correctional Facility

**7 Farrell St.
South Burlington, VT**

Chittenden had a busy year. We transitioned in two new teachers, Sharon Renault and Ben Irish into the facility. We also welcomed John Howe to the Burlington region as a transitional employment specialist.

On a sad note we lost Lenny Chase, VCI Foreman, to a courageous battle with cancer.

Ben and Sharon really hit stride this year. They incorporated math and language arts Strategic Instruction Model (SIM) offerings, respectively. This led to the creation of student artifacts which have many women on a defined path towards graduation. Sharon also boosted a thriving art program and started a "Caps For Caring" component where women crocheted hats for children with medical issues through Fletcher Allen Hospital in Burlington. Ben is starting a revamped computer curriculum and has been a huge help in bringing a technology component to the classroom.

Chittenden focused on Industry-Recognized Credentials this year. The ladies earned ten Workforce Readiness certificates, five Master Gardener certificates, and upwards of 35 ServSafe certificates.

Students earned 18 certificates in OSHA and five in Restaurant Management.

The facility community gardens are thriving again this year. The gardeners at Northwest State Correctional Facility provided us with starter plants. The ladies truly appreciate their efforts and have done a great job planting and caring for the flowers.

John Long
Ben Irish
Sharon Renault
CRCF Instructors

Marble Valley Regional Correctional Facility

**167 State St.
Rutland, VT**

and

Rutland Community Campus

**Rutland Probation and Probation Office
92 State Street
Rutland, VT**

It was an exciting year for the Rutland campuses. We welcomed Gary Harris from Tennessee to run the community campus. Gary comes from Nashville and brings a wealth of experience and enthusiasm.

At Marble Valley, Chris Cosgrove, Bobbi Shutts and Jeff Cassarino worked to help make Gary's transition as smooth as possible. Chris went to Manchester, New Hampshire to earn his OSHA 10 General Industry certification and brought it back to the facility to teach. OSHA has become one of the most popular classes in the facility.

Jeff teaches ServSafe, Personal Finance and runs the Insanity program, a workout program designed to get people fit and lean over 90 days. The gym programs here have provided many people an activity during the long winter inside and have brought many people over to education that would have never thought of attending.

Bobbi has created a very well-attended art program that has produced many great works of art. In the afternoon, she teaches Psychology and the Humanities, helping students earn their diplomas. In addition to art and psych, Bobbi helps new students get acclimated to CHSVT and Marble Valley.

Respectfully Submitted By,

Bobbi Shutts
Jeff Cassarino
Chris Cosgrove

Northeast Regional Correctional Complex

1270 US Rte. 5
St. Johnsbury, VT

and

St. Johnsbury Community

St. Johnsbury Probation and Parole Office
67 Eastern Avenue, Suite 5
St. Johnsbury, VT

In a year characterized by change and uncertainty, students and faculty in St. Johnsbury experienced a variety of successes.

Student Achievement

Perhaps the most impressive achievement for the school year was that twenty (!) students from the region earned their high school diplomas – fourteen from the Northeast Correctional Complex and six from the community campus. Four of these graduates have already been accepted to the colleges of their choice and are well on their way to furthering their educations. Each of these students rose to the challenge of CHSVT's new graduation requirements and made extraordinary personal and academic progress throughout the year. Great job graduates!



Correctional Educator, Cara Berryman, teaching a class.

St. Johnsbury students also completed several special courses and earned numerous industry-recognized credentials this year. Sixty-one students earned an OSHA 10-hour General Industry card, forty-six earned ServSafe certificates, and forty-three completed the American Heart Association Heartsaver First Aid and

CPR with AED course. In addition, one student earned a Workforce Readiness Certificate, and many others participated in a financial literacy course. These courses and credentials will undoubtedly give each participant an advantage as they enter the workforce or higher education in the near future.



Correctional Educator, Nick Rulon, teaching a class.

The school once again partnered with the Vermont Humanities Council to offer special programs centered on the organization's annual Vermont Reads community reading program. The 2014 selection, *Wonder* by R.J. Palacio (2012), and *Haroun and the Sea of Stories* by Salman Rushdie (1990), were received well by the many students who participated in a variety of reading, writing, and critical thinking activities related to the books.

Notable Teacher Achievement and Professional Development

All teachers participated in a school-sponsored training in both Instructional Methods in Math and Reading Strategies with Elaine Watson and Winona Lowe, respectively.

Claire Swaha, a teacher at the Northeast Region Correctional Facility, attended the NCCER Instructor Certification Training Program and has become a certified NCCER instructor to ensure that students interested in working in one of more than 120 construction fields will have access to credentialing in the required Core Curriculum. NCCER is a not-for-profit education foundation created in 1996 as The National Center for Construction Education and Research. This progressive program has developed curricula and a complete series of assessments now offered in over 4,000 NCCER-accredited training and assessment locations across the United States (NCCER Credentials, 2015). CHSVT is an accredited training location and now has certified instructors in seven locations around the state.

Pauline Dwyer, another teacher at NERCC, attended the NEASC Evaluator Workshop in September 2014 (New England Association of Schools and Colleges, 2015). This workshop is designed to educate faculty and administrators in the accreditation process and prepare those who want to serve on future visiting committees. Pauline is now qualified to serve as an evaluator on NEASC Accreditation Visiting Teams. She has been invited to serve as a member of the accreditation committee to visit the Riverview School located in East Sandwich, MA in October 2015.

Marina Cole became certified as a ServSafe Food Manager Certification instructor and proctor. With this new certification, Marina has become an invaluable resource for students interested in culinary and restaurant careers.

New Faces/Volunteers:

Nelson Baker, of Green Mountain United Way, graciously came into the camp and taught basic financial literacy.

Brian Lafferty, of NEKLS, (Northeast Kingdom Learning Services) tutored one student for the high school completion program and led a successful chess tournament.

Matt Pietryka, a recently retired teacher from Hazen Union, completed his volunteer training and has been tutoring math students at our community campus.

Merrilyn Tatarczuch-Koff led a succession of VSAC (Vermont Student Assistance Corporation) informational sessions at the community campus.

Stephanie Jackson of the Department of Vocational Rehabilitation is engaged in ongoing workshops designed to help students succeed in the workforce.

All in all, it's been quite a year. Looking forward to the next one!

Respectfully Submitted,

Cara Berryman
Sean Dobbin
Pauline Dwyer
Nick Rulon
Claire Swaha

Northern State Correctional Facility

2559 Glen Rd.
Newport, VT

The Northern State team had a remarkable year. The team sharpened its focus this year on its dual mission of High School Diplomas and Workforce Readiness Certificates. As Carnegie Units faded into the sunset, the team began working through the new evidence-based Portfolio process in partnership with our students. In the last quarter of the 2014-15 we identified a large cohort of students who were clearly poised to successfully complete this process, and we focused resources on them. It appears, at this point in late June, that half a dozen or so of our students will successfully meet this challenge with us and participate in a graduation in July. We are excited to celebrate this milestone, which is an achievement for us as well as our students!

The new VT DOC Offender Management System went live this spring, and all of the teachers completed training with it. The system defines “Education Need” differently than previously, and we should start to see significant increases in student referrals this year through the utilization of this transparent and accountable tool.

The diverse and talented team here had many successes with students this year. In the vocational realm, the welding program issued five American Welding Society (AWS) certifications and approximately 50 industry-recognized credentials this year. The welding program also completed a few projects such as a utility trailer, truck racks, and several repairs of kitchen equipment. The NCCER core curriculum program was initiated this year, in conjunction with VCI. Mike Lacoss, Chad Thompson and Jerry Fortin all helped to establish this important piece. In addition, seven students earned their Master Gardener certification this year, six students earned their ServSafe credential, and 35 students earned their OSHA Certification cards. Twenty-one students earned their CPR/First Aid certifications.

The Community High School Affiliate of the U.S. Chess Federation held four officially rated U.S. Chess Tournaments this year at Northern State, in collaboration with Reg Lantagne and the facility Recreation Department. Nineteen individual students took their Chess Class learning to a new level through their participation in these officially sanctioned all-day competitions, earning their U.S. Chess Ratings in the process. Seven distinct and distinguished outside Chess Volunteers participated in these rated events, providing both quality competition and the modeling of sportsmanship for our students. In addition, Chess Master (and long-time volunteer) Doug Grant challenged and defeated 15 student competitors simultaneously in an Exhibition this past MLK day in the visiting room. CHSVT teacher and U.S. Chess Tournament Director Bill Storz facilitated these chess events throughout the year, with the support and participation of CHSVT teacher Matt Ware.

The music program at Northern State built on a successful Beginning Guitar and Songwriting program to hold an exceptional concert in December, featuring students under the banner of *Take it to the Bridge*. Appreciative and enthusiastic community audience members were treated to music in a variety of configurations, including solo performances, duets, and whole group tunes. Teachers Bill Storz, Matt Ware and Paul Major drove the music tour bus this year. Author and Harper’s Magazine Editor Garret Keizer came into the facility in March and engaged in a stimulating dialogue with CHSVT students on the subject of his novel *God of Beer* (2002), which was read in a two week intensive group class in advance of his visit. Mr. Keizer graciously and thoughtfully answered all questions during the session, and further

answered written follow-up questions from many of the students. Questions ranged from Mr. Keizer's experience as a Lake Region High School teacher, to his writing and publishing process, to the issues of student activism, and alcohol consumption and driving. The Vermont Humanities Council supported this valuable project with a mini-grant.



Students standing with Mr. Keizer (fourth from left), as well as Correctional Educator, Matt Ware (first on left), and Correctional Educator, Bill Storz (back on right).

Paul Major hosted two important visits tied to student learning in his Global Citizenship and Literature classes. Janet Givens, author of *At Home on the Kazakh Steppe*, addressed Paul and Broni's Geography students regarding her Peace Corps experience in Kazakhstan (2014). Also, Paul and Sterling College professor John Zaber connected their classes for the fourth consecutive year in a reading of *The Absolutely True Diary of a Part-Time Indian* (Alexie, 2007). The collaboration culminated in a final event here at Northern State, with Sterling College and CHSVT students participating together.

There were no staffing changes on the CHSVT team at Northern this year! Teacher achievement highlights this year included Chad Thompson earning his NCCER certification, Paul Major and Bill Storz being awarded scholarships to the fall Vermont Humanities Conference, and Harmony Harriman earning a Technology Award.

Goals for the 2015-2016 year include moving from a half day school schedule back to a whole day within a greater amount of classroom space, and providing greater service to students "on the street" in communities in northeastern Vermont.

Below are photos from the July graduation of students who finished their requirements in late June 2015:



Principal, Troy McAllister posing for a photo with a graduate.



Workforce Readiness Certificate recipient entertaining the guests.



Principal, Troy McAllister, addressing the graduates.



Graduates entertaining the guests.



Very Proud High School Graduates!



Posing with Correctional Educator, Paul Major



Posing with Correctional Educator, John Vorder Bruegge



Playing a tune with Correctional Educator, John Vorder Bruegge

Northwest State Correctional Facility

3469 Lower Newton Rd.
St. Albans, VT

High School Diploma Program and Workforce Readiness Certification

The Northwest campus has continued to adapt to changes in both population transition and staff realignment. The student population has changed with the transition of the VTPSA (Vermont Treatment Program for Sexual Abusers) to the Northwest facility and has provided both the students and the CHSVT community the ability to modify and adjust both our curriculum process and instructional strategies to best meet the needs of our students.

With the movement of students into the facility, and the ever present possibility of students being moved out of Northwest, we were able to rely on our strong network and continuum of services. We enjoyed seeing some of our students complete and graduate from the Burlington community campus and the CHSVT campuses in the Newport facility and St. Johnsbury work camp. During the winter and early spring, several students graduated here at the Northwest facility, and more recently we've had students moved to St. Albans community campus and Northeast facilities while welcoming back a number of diploma seekers for the VTPSA program.



*Posing for a photo with Corrections Education Assistant Director,
Dana Lesperance.*

We have a strong educational support team which includes CHSVT's new Vocational Rehabilitation Counselor , John Howe, our regional Special Educator, Marlana Hughes, and veteran Vermont Student Assistance Corporation (VSAC) counselor, Karen McGovern. Relocating her office to the Silva

Educational Building, Theresa Stone, Northwest's Reentry Coordinator, works closely with the teachers to support those students who are preparing to transition back to the community.

In addition to creating portfolios for demonstrating academic and social/community involvement for proficiency for graduation, many graduates and near graduates began building on the working section of their portfolios to earn a Workforce Readiness certificate. As a result, as a team and in partnership with students, we increased our focus and rolled out the newly developed Workforce Readiness certificate program. This program has been a positive addition to the curriculum offered and has provided many students an opportunity to continue their education beyond, or in parallel with, the High School Diploma program. Students and teachers are continually improving in their ability to both foster and promote the importance of Workforce Readiness skills in today's educational spectrum and has been a driving force in addressing the criminogenic needs of the student population we currently serve. All of the educators at the Northwest campus have been actively engaged in developing cross curricular programs designed to meet the needs of both diploma seeking students as well as Workforce Readiness students. We have approximately fifteen students currently enrolled in the Workforce Readiness program, both actively engaged in the high school diploma program as well as the Workforce Readiness opportunities we provide.

Work-Based Learning

We have students completing their work-based learning requirements through several different methods. Using the school community, as well as facility employment programs for volunteer and employment opportunities, our students have been given multiple avenues to address the need for work-based learning and the development of career skills and practices. Vermont Correctional Industries, facility kitchen employment and grounds crew operations have been notably involved with helping us provide these opportunities and integrating Corrections Education into the facility culture. Within the school community we have work-based learning opportunities in the garden program, automotive technology program, small engine technology program and excelled student mentoring paths, and students are taking advantage of them. There are approximately five students that will be presenting their Workforce Readiness portfolios within the first quarter of the new school year and many more to follow.

Vocational Rehabilitation

We have worked closely with John Howe to develop career plans and transitional services both indirectly and directly through the Workforce Readiness program. John has been a great addition to the team and a benefit to our students. We have worked diligently to solidify the work of the school with that of the Transition program and Casework directives and have found the Workforce Readiness program to be an asset to both our students and the facility operations team.

Career and Technical Education

The Career and Technical Education (CTE) programs at Northwest have continued to grow and offer positive opportunities for students to acquire technical skills and use the trades to work towards high school completion. A robust pairing of Automotive Technology, Small Engine Technology, OSHA, and Horticulture has rounded out this campus with a strong list of CTE offerings for students.

The Automotive Technology program continues to offer multiple IRC (Industry-Recognized Credentials) such as SP2 certification, All Data, American Lift Institute training, Identafix training and Hunter

Engineering training. Three students received passing scores for their Vermont State Inspection licenses. Students have spent extensive time preparing for ASE certification upon release.

The Automotive program performed an overhaul project on a donated Honda Odyssey this year. The students planned, designed and modified the van to turn it into a handicap accessible wheelchair unit to be donated to a non-profit, C.I.D.E.R. (Champlain Islanders Developing Essential Resources, Inc.), that lends vehicles to handicapped individuals needing transportation to medical appointments. The project is nearing completion.



The Small Engine Technology program has hit the ground running with two students receiving their Four-Stroke Engine Technician certification through the Equipment and Engine Training Council (EETC), a nationally recognized IRC. This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of small engines and related equipment using appropriate service information. Upon completion, students are able to perform basic diagnosis, measurement, service and repair of small engines and related equipment using appropriate tools, equipment, procedures, and service information. A strong focus is on students being able to identify career opportunities within the field and work toward industry-recognized certification through the EETC.

There are eight EETC certification tests, covering almost every imaginable aspect of the outdoor power equipment repair and service industry:

- Two Stroke Engine
- Four Stroke Engine
- Compact Diesel Engine
- OPE Electrical
- Driveline/Hydraulics
- Generator
- Component Plus
- Reel Technology

Through this program students have been able to service, repair and maintain facility equipment, equipment in use by the Department of Forests, Parks and Recreation, as well as equipment in use by both facility and community based work camp programs. A close relationship has been established between the CHSVT and VCI programs to develop an overarching educational program to assist students and employees in reaching their training and educational goals.

This year, the Horticulture program has celebrated its 25th year of providing fresh produce to the Northwest facility and inmates, a proud milestone for the teachers and students at this campus. Also, we provided all of the flowers to the Vermont State Parks. Students use their experience in our greenhouse and garden to gain valuable experience in sustainable food production and provide an opportunity to use that experience in developing their educational portfolios.

Respectfully submitted,

John Cross
Dana Scofield
Jeanne Smith
Scott Tomlinson

Southern State Correctional Facility

700 Charlestown Rd.
Springfield, VT

The Community High School of Vermont team at the Southern State Correctional Facility (SSCF) – Jan, John, Lindsay, and Jenn – began the 2014-2015 school year with a bang...well, more like a fanfare of celebration. In July, we hosted a Completion Ceremony highlighted by the achievement of three students who had earned their high school diplomas: Bill Marks, James Ouimette, and David Rice.

Early in the first quarter of the 2014-2015 school year, CHSVT joined the vanguard of Vermont schools making the transition from the credit-based to a proficiency-based diploma, and we at Southern State hosted a few of our own educational firsts. Streamlining the ServSafe course with peak efficiency, Jennifer Gaito concentrated the learning by holding two-hour morning and afternoon sessions each day, with outstanding results: all of her spring ServSafe students passed the exam on the first try. Jenn will be kicking off the first quarter of the 2015-2016 school year by introducing the Manage First restaurant management program.

John W. Vorder Bruegge marked a pair of notable firsts, as well, teaching Prevent Child Abuse Vermont's Nurturing Fathers class both in the fall and the spring. Following up on his U.S. History class Civil War and More, John won a full educator scholarship to attend the Vermont Humanities Council's annual conference in November at the University of Vermont: "A Fire Never Extinguished" - which examined the legacy and impact of the nation's most perilous conflict.

In October, volunteer music teacher Damaris J. Tyler marked her second anniversary of teaching CHSVT students to play piano. Volunteer Nancy Lang ended her run as a volunteer guitar teacher late in 2014.

In a collaborative first, Southeast Work Camp instructor, Mary Beth Heiskell, lent her expertise as a certified Red Cross First Aid/CPR instructor to SSCF. In the third quarter, she conducted a week-long workshop that was a resounding success. All eight students completed the training and were certified to administer emergency first aid and CPR. Southern State teachers also took part in the Southeast Work Camp's March 23, 2015, Open House for area legislators.

In the fall, Winona Lowe again provided the SSCF team with more research-based learning strategies from the SIM program. Ms. Lowe taught a model lesson to students on the Word Mapping Strategy. She also trained on two other SIM reading and writing strategies: Fundamentals of Summarizing and Paraphrasing and the Word Identification Strategy.

Winter's wild weather did not deter Dr. Elaine Watson from leading two days of professional development on Mathematics Instruction in January, 2015. Southern State hosted a day-long training session for CHSVT instructors from campuses south of US Route 4. A week later, Elaine taught a model lesson to two groups of Southern State Math students. Elaine had begun her work leading the CHSVT Math Initiative early in 2014, introducing educators to Edu 2.0 and its wealth of teaching resources. Over the summer, teachers all read and blogged in a book study of Steven Leinwand's (2009) *Accessible Mathematics: 10 Instructional Shifts That Raise Student Achievement*.

Jan continued teaching Horticulture classes with students involved in hands-on with weeding and planting decorative perennials and a vegetable garden. Jan also tended the raised flowerbeds in front of the prison, enlivening the otherwise dour entrance of the Southern State Correctional Facility with a splash of color

and beauty. In the summer of 2015, John co-taught two Literature workshops: *Macbeth* with Adjunct Instructor Patti Arrison and Poetry as Personal Expression with Bill Freedman. Professor Freedman teaches part-time and serves on the Board of Governors at the Sakhnin College for Teacher Education in Sakhnin, Israel. He has four decades of experience as a college English Literature and Poetry instructor including stints at the City University of New York, Washington State University, The University of California, Berkeley, and the University of Haifa, Israel.

With the end of 2014 came the end of a rewarding run of performances for the Southern State community by the acoustic guitar group *Blues and Tattoos*. Led by the Class of 2015's Walter A. Englehardt, III, on lead vocals and guitar, *Blues and Tattoos* closed its career with shows in the Infirmery, Charlie Unit, and a general population concert in the Luke Michael Casey Memorial Gymnasium in the facility on December 24, 2014. The band (begun by Englehardt and Ryan Barber in 2013 as *No Expectations*) routinely visited the Southern State Infirmery to play for the patients, staff, and nurses, and provided a unique mix of unplugged covers that included classics: *Hey, Good Lookin'*, *Folsom Prison Blues*, *Norwegian Wood*, *Bad Moon Risin'*; classic rock: Bob Seger's *Turn the Page*, Lynyrd Skynyrd's *Simple Man*, Tom Petty's *Runnin' Down a Dream* and *It's Good to Be King*; and "neo-classics" ranging from the Violent Femmes *Blister in the Sun* and Pink Floyd's *Another Brick in the Wall (Part II)* to Metallica's *Nothing Else Matters* and Kenny Wayne Shepherd's *Blue on Black*.



Bill Marks, James Ouimette, and David Rice (L to R).

Southeast State Work Camp

546 State Farm Rd.
Windsor, VT

In all classes and services this past year, the Windsor facility campus supported a total of 99 unique students, with an average of 36 individuals pursuing living, learning, and working goals each month. Our students were able to take advantage of a variety of class offerings this past year, including subject-based courses, skills development workshops, and certification opportunities. We continued to fine tune our orientation and assessment class for all new students to help them develop individualized plans where they set educationally relevant, personalized goals that they wished to accomplish while accessing our educational services.

Some of our other class offerings were United States History, Current Events, Basic Math, Construction Math, Health, Horticulture/Gardening, Introductory and Applied Computers, and Portfolio Development. New this year, was the Workforce Readiness Checklist that we began to use with students to better prepare them to re-enter the workforce upon release. A lot of this checklist was covered in our Employability Skills workshop. Other skills development workshops we offered last year included: Basic Sentence & Paragraph Writing, Habits of Mind, and MoneySmart Financial Literacy.

Looking at certifications, 67 of our students earned a total of 202 Industry-Recognized Credentials this past year in the following areas, as further summarized below: the University of Vermont's Extension Master Gardener (EMG) program, the National Restaurant Association's ServSafe Food Protection Manager, American Heartsaver First Aid/CPR/AED Use, OSHA-10 for the Construction Industry, and Basic Safety and other related modules in the National Center for Construction Education and Research (NCCER) program in Introductory Craft Skills Core Curriculum.

Windsor Campus IRC's	Extension Master Gardener	ServSafe	First Aid / CPR / AED Use	OSHA	NCCER	Totals
July – Sep.	0	2	7	7	30	46
Oct. – Dec.	0	2	0	0	0	2
Jan. - March	0	2	16	23	69	110
April - June	2	3	9	13	17	44
TOTALS	2	9	32	43	116	202

Additional educational offerings this past year were made possible through the continued support of volunteers and organizational support from the community. Nancy Pedrick, our U.S. History teacher, again taught our students as a beloved volunteer. She and some of our students have been fortunate to cross paths multiple times as some individuals returned to our campus this year after time at other facilities. Nancy always warmly welcomes former students back to her class, and they gladly return to

see her excited face, even as she dishes out a new assignment. We were also fortunate to again receive another year of support and partnership from the Vermont Humanities Council. This organization enriches our literary offerings through the donation of books for our students and other curricular support. Vocational offerings through the Career Resource Center (CRC) throughout the year included: vocational rehabilitation services support by Samantha Brennan with the state's Vocational Rehabilitation office, planning assistance for higher education by Michele Delhaye with the Vermont Student Assistance Corporation (VSAC), and financial literacy offerings by Dartmouth College Tuck School of Business student volunteers. We have also had many students meet and receive Workforce Readiness preparation from John Howe, CHSVT's Vocational Rehabilitation Counselor, who visits us monthly.

Of other great importance, we supported five graduates and hosted three graduations onsite last year! Jared Whalen received his high school diploma on July 17th, 2014 and on August 28th, 2014, another ceremony celebrated our second graduate (name and photo withheld). Most recently, on April 14th, 2015, we celebrated three more graduates under the school's new and more rigorous portfolio presentation system. Our larger ceremony celebrated graduates Troy Borland, Jordan Powers and a third who preferred not to be named or photographed. These three gentlemen worked hard with us for the majority of the year, as well as previously studying at other CHSVT campuses or with us in prior years, so we were very happy to see them accomplish their goal of graduating high school. Additionally, we had two students complete the new Workforce Readiness certification process: Daniel Wright and Oscar Delgado.



Working in the Student Computer Lab



In other news, our 2014 gardening season included growing over 35 varieties of vegetables and herbs, mostly in raised beds in the greenhouse. This was a much smaller level of gardening as in years past, although we incorporated more varied learning opportunities into the curriculum, including almost daily journaling and other writing. Our total harvest yielded 542 pounds of produce which mostly went into our kitchen. A small amount was still donated to local schools in the community as in years past. In September, our students' proficiencies in growing various vegetables and herbs were recognized by the award of a total of 15 ribbons (7- 1st place, 6- 2nd place, and 3- 3rd place) at the Tunbridge World's Fair. Our students were very proud to see their work come full circle starting with seed planting and ending with beautiful, prized items, some of which we feasted on in our cooking class times.

Our 2015 garden season is off to a strong start this year in our two new greenhouses. The benches we had built for them in FY 2013 have been working

very well for us, and, so far, a total of 16 students and workers have been involved in planting over 15,000 vegetable, herb and flower seedlings in the past five months. We have again donated some of what we started to the community, including: flowers to the Southern State Correctional Facility, vegetable starts to the Turning Point in Springfield as in years past, some plant and vegetable starts to the Windsor County Chapter of the Vermont Extension Master Gardeners, and some herb seedlings to the Hartland Community Herb Garden. We are looking forward to another productive harvest season as we have already been able to plant a larger quantity in the main garden than last year.





Lastly, we again hosted a few other special events this past year. For the fifth year in a row, we created holiday cards for loved ones. The artistic and creative talents that our students display with this event each year is incredible. Other creativity was brought out in our cooking workshops with our gardening students. We used vegetables we grew from seeds to make pizzas, zucchini bread, salsa, and delicious salads. We also offered several Habits of Mind workshops that included badminton, horseshoes, and volleyball and hosted periodic award ceremonies for students. These events were excellent opportunities to have fun and provide time to reflect on our accomplishments and achievement of goals.

All in all, we had another extremely productive year in Windsor. We thank all of our students for working hard and making it so enjoyable for us. Of course, we look forward to another exciting year full of more living, learning and working activities next year.

Respectfully submitted,

Lisa Harrington and Mary Beth Heiskell, Correctional Educators

LOCAL STANDARDS BOARD

Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.

– Steve Jobs (Goodell, 1994)

Several years ago, the Agency of Education, then the Department of Education, established new criteria for teachers to maintain their professional licenses. It was aligned with the Common Core and required teachers to engage in deeper critical thinking and analysis. Along with that came a new learning plan that addressed those standards.

This year, the state implemented new licensing regulations and rolled out a new digital system for data retention, licensing activity and records. Teachers will no longer be required to write Individual Professional Learning Plans. In addition, the professional licensure is now a five-year license.

In the summer of 2014, the board participated in the first of several trainings to learn the new online re-licensing system, ALiS). In turn, we needed to instruct our faculty on registering and learning the new system. To date, most of our educators are online and registered, with many using the new system to document their activities. Teachers who needed to renew or transition their licenses this summer did so using the new online system without any noteworthy glitches. All but one relicensed using the new system. Next year, everyone up for re-licensure will be required to do so digitally.

With all the new changes, our board has been in flux. We have maintained a skeleton crew and await direction from the state board as to what changes will be instituted regarding board membership. Technology has brought with it new questions and new ways of doing business.

As with any change, we must look forward and not dwell in the past. It is then that we are grateful that the faculty is indeed good and smart and they will do wonderful things.

Members:

Tod Lessard
John Long
Mary Poulos
Bill Storz
John Vorder Bruegge

STATUTORY AUTHORITY

Title 28 VSA § 120 - Public Institutions and Corrections Chapter 3, Administration of the Departments

§ 120 Corrections Department Education Program; Independent School

- a. **Authority**
An education program is established within the Department of Corrections (DOC) for the education of persons who have not completed secondary education and who are committed to the custody of the Commissioner of Corrections.
- b. **Applicability of Educational Provisions**
The Education Program shall be approved by the State Board as an Independent School under 16 VSA § 166, shall comply with the “School Quality Standards” provided by 16 VSA § 165, and shall be coordinated with Adult Education, Special Education and Technical Education.
- c. **Program Supervision**
The Commissioner of Corrections shall appoint a Director of Corrections Education, who shall be licensed as an administrator under 16 V.S.A. chapter 51, to serve as the Superintendent of the Community High School of Vermont and coordinate use of other education programs by persons under the supervision of the Commissioner.
- d. **Curriculum**
The Education Program shall offer a minimum course of study, as defined in 16 VSA §906, and special education programs as required in 16 V.S.A. chapter 101 at each correctional facility and department service center, but is not required to offer a driver training course or a physical education course.
- e. **Reimbursement of Payments**
The provision of 16 V.S.A. § 4012, relating to payment for state-placed students, shall not apply to the corrections education program.
- f. **Required Participation**
All persons under the custody of the Commissioner of Corrections who are under the age of 23 and have not received a high school diploma shall participate in an education program unless exempted by the Commissioner.

§ 121 Community High School of Vermont Board

- a. A board is established for the purpose of advising the Director of Corrections Education when serving as the Superintendent of the Community High School of Vermont, the independent school established in section 120 of this title. The board shall have supervision over policy formation for the Community High School of Vermont, except as otherwise provided, shall recommend school policy to the Director of Corrections Education, may create a structure for local advisory boards as it deems appropriate, and shall perform such other duties as requested from time to time by the Commissioner of Education or of Corrections.
- b. The board shall consist of nine members, each appointed by the governor for a three-year term subject to the advice and consent of the senate, in such a manner that no more than three terms shall expire annually, as follows:
 - (1) Six representatives selected to ensure geographic representation throughout the state.
 - (2) Three members-at-large.
- c. The board shall appoint a chair and vice-chair, each of whom shall serve for one year or until a successor is appointed by the board.
- d. The board shall report on its activities annually to the State Board of Education, the Secretary of the Agency of Human Services, and the Commissioner of Corrections.
- e. The Commissioner shall consult with the board prior to appointing the Director of Corrections Education.

Sec. 3. **Implementation**

Notwithstanding the provisions of Sec. 2, 28 V.S.A. §121(b)(1), the current members of the board shall serve until the expiration of their respective terms.

Sec. 4. **Effective Date**

This act shall take effect on passage.

Title 28 VSA § 120 - Public Institutions and Corrections
Chapter 11, Supervision of Adult Inmates at the Correctional Facilities

Sub-Chapter 02: Employment of Inmates

§ 751b General provisions governing offender work

- a. To return value to communities, to assist victims of crime, to establish good habits of work and responsibility, to promote the vocational training of offenders, to pursue initiatives with private business to enhance offender employment opportunities, and to reduce the cost of operation of the Department of Corrections and of other State agencies, offenders may be employed in the production and delivery of goods, services and foodstuffs to communities, to victims of crime, to correctional facilities, to other State agencies and to other public or private entities authorized by this subchapter. To accomplish these purposes, the Commissioner may establish and maintain industries, farms and institutional work programs at appropriate correctional facilities or other locations, plus community service work programs throughout the State.
- b. No offender shall be required to engage in unreasonable labor, and no offender shall be required to perform any work for which he or she is declared unfit by a physician employed or retained by the Department.
- c. The Commissioner shall establish written guidelines governing the hours and conditions of offender work, and the rates of compensation of offenders for employment. Wage payments of offenders shall be set aside in a separate fund. The guidelines of the Department may provide for the making of deductions from wages of offenders to defray part or all of the cost of offender maintenance or payments to victims of crime. The guidelines may also provide for the setting aside by the Department of a portion of an offender's wages to enable the offender to contribute to the support of his or her dependents, if any, to make necessary purchases from a commissary, to purchase approved books, instruments, and instruction not supplied by a correctional facility and to set aside sums to be paid to the offender upon release from the custody or supervision of the Commissioner. Any interest which accrues from these wages during the period of such custody of an offender shall be credited to any fund maintained by the correctional facility for the welfare of offenders.
- d. The labor, work product, or time of an offender may be sold, contracted, or hired out by the State only:
 1. To the federal government.
 2. To any state or political subdivision of a state, or to any nonprofit organization which is exempt from federal or state income taxation, subject to federal law, to the laws of the recipient state and to the rules of the Department. Five members of the Offender Work Programs Board at a scheduled and warned Board meeting may vote to disapprove any future sales of offender produced goods or services to any nonprofit organization and such vote shall be binding on the Department.
 3. To any private person or enterprise not involving the provision of the federally authorized Prison Industries Enhancement Program, provided that the Offender Work Programs Board shall first determine that the offender work product in question is not otherwise produced or available within the State. Five members of the such Board at a scheduled and warned Board meeting may vote to disapprove any future sales of offender produced goods or services to any person or entity not involving the provisions of the federally authorized Prison Industries Enhancement Program and such vote shall be binding on the department.

4. To charitable organizations where the offender work product is the handicraft of offenders and the Commissioner has approved such sales in advance.
 5. To political subdivisions of the State, community organizations, private persons or enterprises when the Governor has authorized the work of offenders as necessary and appropriate as a response to a civil emergency.
- e. Offender work programs managers shall seek to offset production, service, and related costs from product and service sales; however, this financial objective of offsetting the costs to the Department of servicing and supervising offender work programs shall not be pursued to the detriment of accomplishing the purposes of offender work programs set out in subsection (a) of this section or to the detriment of private businesses as safeguarded by section 761 of this title.
 - f. The Department of Corrections shall, in any new initiative involving sales of offender work products, seek to use the provisions of the federally authorized Prison Industries Enhancement Program.
 - g. Assembled products shall not be sold to any person, enterprise, or entity unless the Offender Work Programs Board has first reviewed any such proposed sale, and five members of the Board have voted in favor of the proposal at a scheduled and warned meeting of the Board.
 - h. The Commissioner shall consult and collaborate with the Commissioner of Labor at least annually to seek funding and support for vocational training for offenders to help offenders achieve a successful transition from the custody of the commissioner to private life. To the extent feasible, any vocational training program for offenders shall incorporate the professional training standards applicable to the construction and other trades, and industries, existing in the private sector.

(Added 1999, No. 148 (Adj. Sess.), § 58, eff. May 24, 2000; amended 2005, No. 103 (Adj. Sess.), § 3, eff. April 5, 2006; 2009, No. 33, § 51.)

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