

To: House Appropriations Committee

From: Wilhelmina Picard, Director of Corrections Education

Date: January 6, 2016

Questions posed during Commissioner and Chief Financial Officer's Testimony

Documentation attached

Annual Report excerpt. Entire report can be found at www.CHSVT.org

Rand Study

Portfolio and Workforce Readiness Process

Rep Treber:

Does CHSVT collect data or track recidivism for their students, and/or information related to successes after re-entry to the community?

The Data reporting regarding the recidivism of our students is limited. As a school/educational system, we do not have staff or necessary training to analyze the information necessary to show recidivism rates. We collect information regarding outcomes, but recidivism is not an outcome that the school staff can knowledgably measure or determine. What we are able to do, is connect with our students who share their success stories with us on a regular basis (Reference the Annual Report section on Student Success Stories). Those students who we see repeatedly coming in and out of the facility we know need additional support and adjust their personalized learning plans accordingly.

We have been working with the Department of Labor, for the last year, to put together a data tracking system for students who have completed their high school diploma and workforce readiness certificate. We have a Student Information System through which school information is collected, and the Department's Offender Management System through which all other information is collected went live department wide last March. The systems are to be connected at some point.

Rep O'Brien:

How many students are enrolled in a given day/year? For the 2014 – 2015 an **average** of 392 students were enrolled per day throughout the state. The total number of individuals who were enrolled in CHSVT during the 2014-2015 year was 1263.

What does the school track to measure the success of its education programs?

The school gathers information regarding student achievement and program fidelity utilizing the following instruments:

Comprehensive Adult Student Assessment System (CASAS) – approved and validated by the US. Department of Education and the U.S. Department of Labor.

Skills measured: Reading, math,

Scores: scale scores and levels of achievement

Smarter Balanced Assessment Consortium (SBAC) – aligned with the Common Core State Standards and administered to all 11th graders in publically funded schools

Skills measured: English language arts/literacy, and mathematics

Scores: scale scores and levels of achievement

Results for Spring 15 indicated that CHSVT students were reflective of the state results in Reading, writing and math

College and Career Readiness Portfolios: - portfolio system designed to demonstrate authentic performance assessments of the Common Core State Standards and a student's application of the measured proficiencies. This is done through written and oral communications and as final presentation that is assessed by a group of invited individuals.

Skills measured: Understanding, application and transference of learned skills in accordance to the student's Living, Learning, and Working Plan – each student's plan is developed according to their areas of need and scores on the CASAS.

Scores: Based on Novice, Apprentice, Proficient, and Distinguished – Student must score at the Proficient or above in goals outlined in the Living, Learning, and Working Plans.

Out Come of Portfolio process: High School Diploma, Workforce Readiness Certificate or both

High School Diplomas: Understanding, application and transference of learned skills in accordance with the student's Living, Learning, and Working Plan. In accordance with the Agency of Education's School Quality Standards and proficiency based graduation requirements. Recognition of student achievement is reported through the number of diplomas awarded which are reported annually.

Industry Recognized Credentials: industry programs and instructors that credentialed and accredited by nationally recognized organizations - the standards and learning objectives of each program are set forth by the specific industry organization. Types of credentials and numbers of credentials are reported annually.

Attendance: Student attendance is track daily. Information is collected of reasons for being absent and reported to the caseworkers on a monthly basis.

Cost-benefit analysis:

The school, as a whole, does not have the expertise or capacity to complete a cost benefit analysis. What we can offer to the committee is the [Rand Study on Correctional Education](#), Sponsored by the Bureau of Justice Assistance, 2013. The full report is attached. The Overall Summary of Findings begins on page 57.

“State policymakers, corrections officials, and correctional education administrators are asking a key question: How cost-effective is correctional education? In other words, although

our findings clearly show that providing correctional education programs is more effective than not providing them, such programs have costs. Thus, to place our meta-analytic findings into context, we undertook a cost analysis using estimates from the literature of the direct costs of correctional education programs and of incarceration itself, and using a three-year reincarceration rate. Our estimates show that the direct costs of providing education to a hypothetical pool of 100 inmates would range from \$140,000 to \$174,400 with three-year reincarceration costs being between \$0.87 million to \$0.97 million *less* for those who receive correctional education than for those who do not. This translates as a per inmate cost ranging from \$1,400 to \$1,744, suggesting that providing correctional education is cost-effective compared with the cost of reincarceration. We also calculated the *break-even point*—defined as the risk difference in the reincarceration rate required for the cost of correctional education to be equal to the cost of incarceration. For a correctional education program to be cost-effective, we estimated that a program would need to reduce the three-year reincarceration rate by between 1.9 percentage points and 2.6 percentage points to break even. In fact, our meta-analytic findings show that participation in correctional education programs is associated with a 13 percentage point reduction in the risk of reincarceration three years following release from prison. Thus, correctional education programs appear to far exceed the break-even point in reducing the risk of reincarceration.” (Page 59)

Rep. Fagan:

These questions are related to a lending of services in the community where there is the feeling that there is a duplication of available services.

Industry Certifications are available at Vocational Tech centers – why also pay for this at CHSVT?

Industry Certifications and the instruction are only offered to the incarcerated population, not in Community Campuses. CHSVT has partnered with several of the Vocational Technical Centers to integrate CHAVT students into their Industry Certification programs.

CHSVT and ABE: Both organizations are unique entities. Partnerships have been developed between the two where it is practical and legally feasible. There are several important considerations – CHSVT does not have the power or authority to force a relationship. We are working with those providers for ABE that are interested in collaborating with us to provide our students with support. With ABE there is not one provider or systems there are 5 separate regional providers which can make it challenging for CHSVT to try to navigate when we are a single school. In order for CHSVT and ABE to truly collaborate, there would need to be statutory changes for both in order to remove barriers and identify the appointing authority, structure and funding mechanisms.

Rep Johnson:

Interested in Attendance data: a report will be pulled from the student information system.