Technical Education for Adult Inmates

Legislative Planning Committee
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Approach

• Interest & need for postsecondary technical education for adult inmates

• Systemic approach:
  • Review current programs and curriculum
  • Identify possible opportunities
  • Involve all applicable agencies (DOC, DOE, DLR, SD Housing, DSS)
What do we know?

High-quality, comprehensive correctional education programs work.

43% LOWER ODDS of RECIDIVISM

28% INCREASED ODDS of POSTRELEASE EMPLOYMENT

GAINS in ACADEMICS between FACE-TO-FACE and COMPUTER ASSISTED INSTRUCTION
What do we know?

High-quality, comprehensive correctional education programs are cost effective...

...without considering indirect costs, emotional gains, and effects on recidivism after 3 years postrelease.
What do we know?

- Comprehensive, Wrap-Around Services Create Quality:
  - Whole-person support
  - Treatment, counseling, and coaching/mentorship (assessed needs)
  - Case Management
  - Work-readiness skills
  - Academic and technical skills
  - Transition services as inmates and parolees
What do we know?

• Correctional Education:
  • Adult Basic Education (ABE): Basic skills instruction in math, reading, writing, and ESL (if needed)
  • Adult Secondary Education: Instruction to complete high school or equivalent
  • Career & Technical Education (CTE): Employability and soft skills instruction and technical training; may earn industry-recognized certifications
  • Postsecondary Education (PSE): College-level instruction to earn college credit toward a diploma or degree
SD Corrections Training Programs

- Adult Basic Education
- GED
- Work-readiness
- Springfield Vocational Industries
- Governor’s House Apprenticeship Programs
- Women’s Prison
Corrections Education Funding

- Adult Basic Education & GED
- Springfield Vocational Industries
- Grant funds (past)
Current Outcomes

Rates of Recidivism

*for those with Comprehensive Correctional Education

*for those with Comprehensive Correctional Education

Sources: SD Department of Corrections (2015) and U.S Department of Justice (2005)
http://www.bjs.gov/content/pub/pdf/rprts05p0510.pdf
Assumptions for Proposal

• Align with the state’s high-demand workforce areas
• Lead to careers which would garner living wages
• Provide wrap-around services while inmates are incarcerated, during transition to community life, and throughout parole
  • Ex. counseling, behavior treatment, academic support, employment support, coaching, mentorship
• Work toward a credential or degree to validate their skills and have value for employers
  • Lead to a wage premium for inmates who complete
• Take less than one year to complete
Assumptions for Proposal

- Offer programs where inmates would be eligible to secure employment because of their criminal record
  - Ex. Not likely in healthcare or information technology (IT) programs
- Meet minimum expectations for postsecondary, credit-awarding programs
  - Ex. High school diploma or GED at a base with possible additional requirement
- Adult programs only
Ideas to Proceed

• In-depth review of current programs:
  • Alignment to workforce needs?
  • Curriculum alignment to postsecondary expectations?
    Equipment? Facilities? Instructor qualifications?
• Additional program opportunities?
  • Postsecondary technical training programs
  • Non-degree certification programs
• Address major questions and challenges
• Policy and funding requirements?
• Identify measures of success
Questions to Consider

- Number of possible participants?
- Cost of comprehensive programs? Who bears that cost?
- Impact of education programs on parole agreements?
- Inmate placement to access & complete technical training programs?
- Eligibility for training programs?
- Potential for minimum security inmates to go to training in Sioux Falls, Rapid City or Yankton?
- Transition from adult basic ed to technical training?
- Programs for men vs. women?
Challenges to Overcome

• Needed correctional staff (open positions)
• Inmate placement for completion
• Inmate access to technology/computers
• Transitions services and assistance with employment (recommendations, validation of skills, etc.)
• Facilities and resources (instructors, equipment, etc.)
• Stigma of criminal records in employment search
# Technical Programs – Current

<table>
<thead>
<tr>
<th>Technical Program</th>
<th>Location</th>
<th>Alignment to Workforce</th>
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<tbody>
<tr>
<td>Welding</td>
<td>Springfield Vocational Industries</td>
<td>High Demand</td>
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<tr>
<td>Auto Mechanic</td>
<td>Springfield Vocational Industries</td>
<td>High Demand</td>
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<tr>
<td>Autobody/Upholstery</td>
<td>Springfield Vocational Industries</td>
<td>High Demand</td>
</tr>
<tr>
<td>Construction Tech</td>
<td>Springfield Vocational Industries</td>
<td>High Demand</td>
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<tr>
<td>Horticulture/Landscape</td>
<td>Springfield Vocational Industries</td>
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<tr>
<td>Building Trades</td>
<td>Governor’s House Project</td>
<td>High Demand</td>
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<tr>
<td>Electrical</td>
<td>Governor’s House Project</td>
<td>High Demand</td>
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<td>Plumbing</td>
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<td>High Demand</td>
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<tr>
<td>HVAC</td>
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<td>High Demand</td>
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Technical Programs – Potential

• Expand training/certification in Pheasantland Industries:
  • Cabinetmaking and Carpentry
  • Machining

• Postsecondary Programs:
  • Industrial Maintenance
  • Diesel Technology
  • Office Professional
  • Culinary Arts
Technical Programs – Potential

- Industry-Recognized Certifications:
  - National Career Readiness Certification
  - OSHA General Industry
  - OSHA Construction
  - Microsoft IT Academy
  - Automotive Service Excellence
  - National Center for Construction Education & Research
  - American Welding Society
  - Commercial Drivers License
  - ServSafe
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Sources

Bloom, D. (2006, May 24). *Employment-Focused Programs for Ex-Prisoners: What have we learned, what are we learning, and where should we go from here?* Presented at the University of Michigan.


Sources


