

The Community High School of Vermont

Living Learning Working

Accomplishments

- Accredited by the New England Association of Schools and Colleges
- Certified as an International Habit of Mind Learning Community of Excellence
- Acknowledgement from the Vermont Department of Education that we were accredited
- Successes of our students

Recognition

- Peers – Corrections and Educational world
- NEASC
- Legislature
- Community Partners
- State Board of Education
- Agency of Human Services
- Agency of Education
- Department of Corrections
- Governor

Large ticket items

1. Effective July 1, 2013, CHSVT Street Campuses will be closing
2. Internal structure of CHSVT will be changing
3. External structure of Corrections Education will be changing
4. Services to students will be specific and intentional

Response to:

- Reprioritization of services based on the needs of our students
- Examination of the duplication of services
- Facility restructuring based on safety and security needs as outlined by NCI
- Transition needs of our students

So why the change?

Response to data:

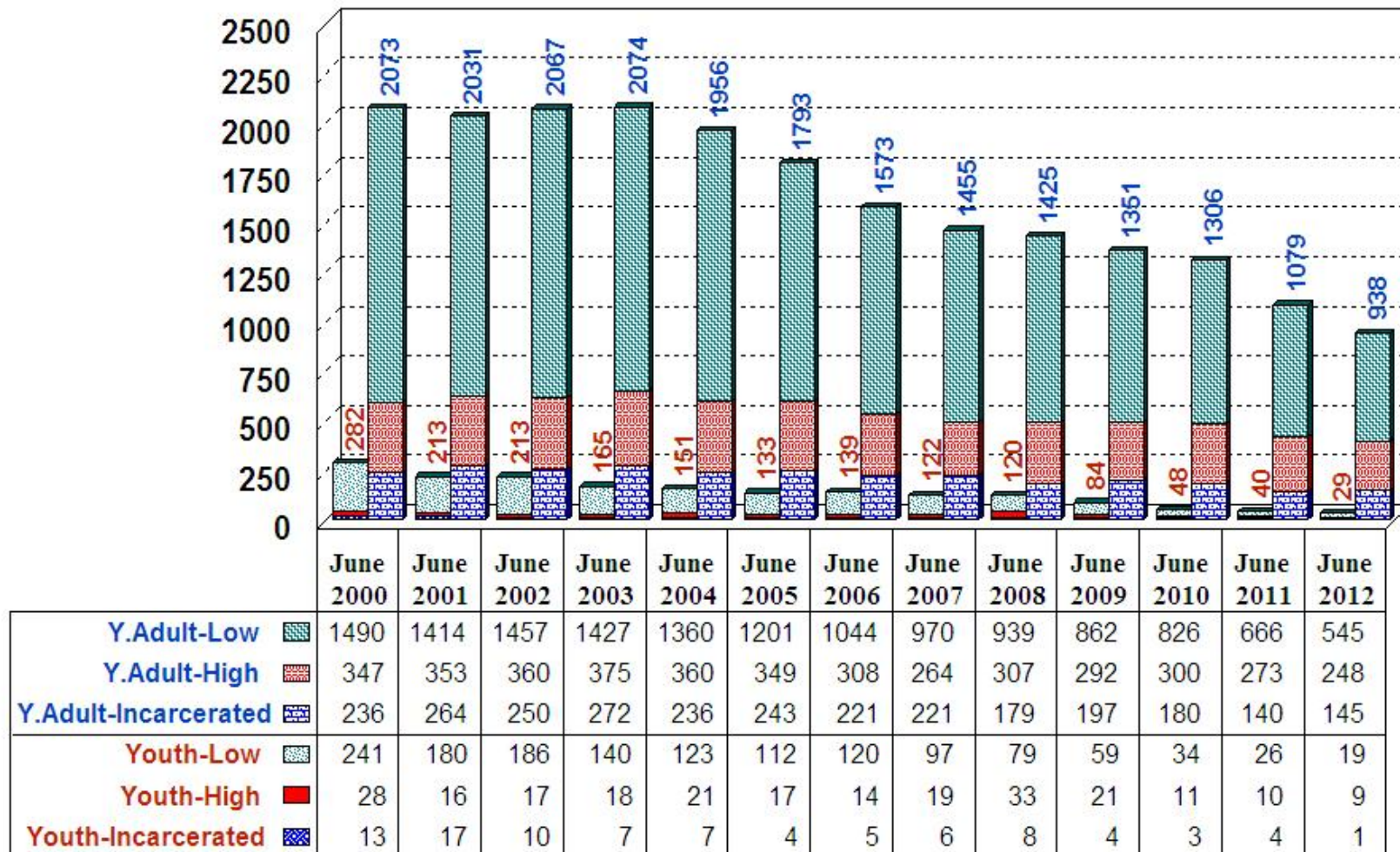
- Youth and Young Adults in Corrections
- Enrollment in Street Campuses
- Costs associated with each campus/student
- Duplication of services

• Response to changes within Corrections:

- Restructuring of facilities
- Casework based on assessments that examine criminogenic needs
- Students requiring a more structured transition into the community

Youth & Young Adults in Corrections

Youth (under 18) & Young Adults (18-21)



Midyear (June)

Source: VTDOC Snapshot database, June 30ths. A person was only counted once in the most restrictive placement (i.e. "Incarcerated" over "High field supervision" over "Low field supervision").

Mission of Corrections Education

To support individuals in obtaining the skills that are identified as areas of need and supporting the living learning and working as they transition from Corrections to their communities

Vision:

- Corrections Education will encompass and integrate all the aspects of learning that our students need. Educational opportunities will address each individual's area of need and be intentionally planned with a choice of paths by which they can acquire their learning. Educational opportunities will become seamless and integrated.
- Moving forward, we would propose that substantial changes be made to Corrections Education. Some will be more visible than others – physical and structural. Others will be philosophical in nature.

What are we going to do?

- Provide educational services to incarcerated individuals and those who are transitioning back into their communities
- Respond to individual risk factors with evidence based best practices.
- Continue to improve what CHSVT does exceptionally well – provide researched based programs.
- Collaborate and share resources to enhance the student experience

Specify the CHSVT offerings for:

Detainers:

- Basic course offerings
- Habits of Mind
- Courses that will assist students in obtaining proficiencies in the areas of Reading, Writing and Mathematics
- Assessments

State and Federal Detainers

Sentenced:

- Graduation Plan will be developed
- Full range of courses provided

Instructional changes:

- Special Education Teachers - will now have the responsibility of direct instruction to students.
- Consulting Teachers - will perform the administrative paperwork, evaluations and duties traditionally assigned to special educators. Additionally, they will be charged with maintaining Sped Doc and working with Central Office staff.

Transition Units - Facilities

- Transition units are being designed within several of the facilities. These units should be linked to Corrections Education and Programming Services. Discussion with Directors and Chiefs is ongoing.

Transition

- This CHSVT program will be the bridge between the facility and inmates' reentry into the community for educational and work purposes. Designed to work with offenders in the facilities on identifying core educational and workplace skills prior to being released and then working with the offender in the community to make the appropriate connections with academic or workplace settings to complete their goals.

Transition

- Community Transitional Instructors – primary duties will be to work with students on transitioning from CHSVT to the local educational agency and or/work related training.

- This structure would support the integrated model of services that will be in the facilities as well. Offices are available, and conference rooms are available for group activities to occur. Programming can be scheduled, curriculum provided, case management and Educational Transition activities coordinated all through the same space.

Defined Evidence-Based Employment Readiness Program

- This will be evidence based and in concert with Case management and planning. This will 'marry' the academic, social and workplace skills that need to be attained.

Interventions that must be provided to increase employability of participants

- Identify patterns of behavior behind participant's inability to obtain and/or sustain employment.
- Learn and practice positive workplace skills.
- Learn and practice positive communication skills with co-workers and employer.
- Increase education, technical skills, and aptitude to support obtaining and sustaining employment.

What do we gain?

- Integrating student learning plans to serve the students more completely in their learning and transition goals.
- Expansion of CHVST/VCI integrated learning models. Currently being modeled in the Woodshop in Northern and proposed for the Springfield facility.
- Sharing of professional knowledge and teaching staff/foremen
- Sharing of organizational expertise – management becomes one team (CHSVT/VCI)
- Expanded learning opportunities for students
- Sharing of technology resources/supports between the two 'divisions'.
- Integration and ownership by all staff of each individual

What do students gain?

- Reintegration and intentional support in their local communities
- Support in transition, and time to get acclimated to new learning/work situation
- Expanded opportunities to be with peers

What does that mean?

- Street Campuses will become Community Service Centers
- With the increase in faculty in the facilities and the expanded teaching time for special educators, there should be little need for adjuncts to supplement classes.
- Students who transition into the community who have specific learning needs that cannot be accommodated by a local education agency will continue to be educated by CHSVT

What does this mean?

- Concentrated and intentional efforts in collaborating with community partners eliminating the duplications of services for which the other agencies are being compensated.

What does this mean for
CHSVT financially?

\$600,000

How do we get there?

Four positions – through attrition

Street campus operating costs including rents,
utilities

Adjunct cost savings

Miscellaneous - technology

Newly designed position

- Position development for overseer of WORK skills:
 - Design, implement and evaluate a statewide system of offender work
 - Serve as the Department point person for work
 - Develop policies and procedures related to inmate work to include:
 - Basic work skills and expectations
 - Pay scales/benefits
 - Job descriptions
 - Performance expectations
 - Evaluations that tie all together

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- Oversee all aspects of work associated with inmates:
 - Review contracts for appropriateness, completion
 - Coordinate outside requests with appropriate service provider
 - Coordinate an evaluation of the work crew by the customer
 - Provide professional development for Work associated personnel
 - Institute core safety training for inmates and employees – coordinate with VCI/CHSVT
- Develop a continuum of skill related jobs – rated and progressive
- Tied to case plans