Corrections Education Updates and 225 Best Practices

Presented by Sandra Thompson, Michael Tildsley, and Carla Parnell

September 19, 2024

NCDAC HiSET & Vocational Challenge

- The total educational completions quadrupled from an average of 949 over the previous three years to an astonishing 3,930 in the 2023-2024 fiscal year!

- **Central Region (134% overall)**
  1. Anson CI - 398%
  2. Nash CI - 387%
  3. Caswell CI & North Carolina Correctional Institution for Women - 204%
- **Eastern Region (95% overall)**
  1. Eastern CI - 177%
  2. Pamlico CI - 137%
  3. Johnston – 136%
- **South Central Region (109% overall)**
  1. Tabor CI - 233%
  2. Richmond CI - 181%
  3. Lumberton CI - 175%
- **Western Region (100% overall)**
  1. Alexander CI - 193%
  2. Mountain View CI - 142%
  3. Foothills CI - 141%

- In total, 28 of 54 correctional institutions (52%) achieved or exceeded their goals.

- In addition to those listed left, honorable mentions should be noted to the following correctional institutions who completed 98-99% of their goals:
  - Carteret CI
  - Columbus CI
  - Craggy CI
  - Gaston CI

- New challenge goals: Each institution is challenged to increase their 23-24 completion numbers by 20% for 24-25.

- Thank you for all of the hard work and dedication that has gone into these fantastic achievements!

INET Whitelisted Websites… 140 and growing!

NC COMMUNITY COLLEGES

COLLEGE & CAREER READINESS

WEBSITE NAME	CATEGORY	URL	ABOUT
NC Department of Adult Correction — PROTECTION · INNOVATION · REHABILITATION	**NCDAC iNet WhiteList**		*NC Department of Adult Correction — PROTECTION · INNOVATION · REHABILITATION*
3M Young Scientist Lab	SCIENCE	www.youngscientistlab.com/	**3M Young Scientist Lab**–Discovery Education and 3M have partnered to inspire the next generation of innovators through the Young Scientist Lab. Through K-8 standards-aligned resources and at-home DIY science experiments, along with the award-winning annual 3M Young Scientist Challenge, the Young Scientist Lab seeks to remove barriers and create accessible STEM learning for middle school students.
Aims Web	ASSESMENTS	https://app.aimswebplus.com/#/login	**Aimsweb Plus** is a tool for teachers and educational teams in MTSS/RTI and special education contexts. aimswebPlus offers nationally-normed, skills-based benchmark assessments and progress monitoring integrated into one application across reading and math domains with additional add-on measures across dyslexia and behavior/social-emotional skills.
Annenburg Learner	ALL SUBJECTS	https://www.learner.org/classroom-resources/	**Annenburg Learner**–As part of its mission to advance excellent teaching in American schools, Annenberg Learner funds and distributes educational video programs – with coordinated online and print materials – for the professional development of K-12 teachers. Many programs are also intended for students in the classroom and viewers at home, with videos that exemplify excellent teaching. Annenberg Learner also partners with impactful organizations to provide other means of achieving this goal. As part of the Annenberg Foundation, Learner supports the Foundation's mission to encourage the development of more effective ways to share ideas and knowledge.
Answer Garden	INTERACTIVE PLATFORM	https://answergarden.ch/	**AnswerGarden** is a minimalistic feedback tool. Use it in the classroom as an educational tool or at work as a creative brainstorming tool. Post it in a tweet or you can embed it on your website or blog to use it as a poll or guestbook.
Beaufort Community College Blackboard	LEARNING MANGAGMENT SYSTEM	https://beaufortccc.blackboard.com/	**Blackboard** Learn is an application for online teaching, learning, community building, and knowledge sharing. You can use any theory or model for teaching your online course because Blackboard Learn is open, flexible, and centered on student achievement.
BITESIZE	ALL SUBJECTS	https://www.bbc.co.uk/bitesize	**BITESIZE**–What is Bitesize? BBC Bitesize is a free online study support resource designed to help with learning, revision and homework! Bitesize provides support for learners aged 3 to 16+ across a wide range of school subjects.

** Click Here to Submit a Webpage for inclusion in INET **

Programs and Services Catalog

NC Department of Adult Correction
PROTECTION · INNOVATION · REHABILITATION

Welcome to the Department of Adult Correction (DAC) Programs and Services Catalog!

How to use this tool:

1. In the section below, "*Facility Catalogs*," you may select an individual facility and view all Programs and Services, including jobs, rehabilitative programs, educational opportunities, behavioral health programs, and digital programs available at that specific location.

2. By selecting any of the tabbed categories at the top of this page (e.g., Degrees, Diplomas and Certificates, Educational Courses, etc.), you may more fully explore the categories and see which in facility/facilities they are offered.

- Each page includes both a "Search" resource and an "Explore" resource.
   - Using the Search feature, you can search by keyword within the appropriate list and below you will find all results from the associated category that includes that term.
   - Using the Explore feature, you can select pre-identified filters to narrow the list of results either by facility or program type. Below the filters you will find all results from the associated filter within that category as well.

Facility Catalogs

ALBEMARLE | ALEXANDER | ANSON | AVERY MITCHELL | BERTIE | CALDWELL | CARTERET | CASWELL | CATAWBA | CENTRAL PRISON | COLUMBUS | CRAGGY | CRAVEN | DAN RIVER PWF | DAVIDSON

EASTERN | FOOTHILLS | FORSYTH | FRANKLIN | GASTON | GRANVILLE | GREENE | HARNETT | HYDE | JOHNSTON | LINCOLN | LUMBERTON | MARION | MAURY | MOUNTAIN VIEW | NASH | NCCIW

NEUSE | NEW HANOVER | ORANGE | PAMLICO | PASQUOTANK | PENDER | PIEDMONT | RANDOLPH | RICHMOND | ROANOKE RIVER | RUTHERFORD | SAMPSON | SANFORD | SCOTLAND | SOUTHERN

TABOR | TYRRELL PWF | WAKE | WARREN | WESTERN CCW | WILKES

NCCC North Carolina Community College System

Programs and Services Catalog (knack.com)

Davidson-Davie Community College

Eddie Garcia

1. **Understanding the Learner Population**
   • Cultural Competence: Be aware of and sensitive to the cultural, racial, and socio-economic backgrounds of learners.
   • Trauma/prior learning-Informed Approach: Recognize that many incarcerated individuals may have experienced trauma and learning differently, and incorporate this understanding into teaching practices.

2. **Curriculum Design and Delivery**
   • Relevant and Practical Curriculum: Focus on life skills, vocational training, and academic subjects that are directly applicable to reentry into society and the job market.
   • Individualized Learning Plans: Tailor education plans to individual needs, considering different learning paces and abilities. It is all about progress.

3. **Building a Supportive Learning Environment**
   • **Safe and Respectful Space**: Create a classroom environment that is safe, respectful, and free from stigma.
   • **Positive Reinforcement**: Use encouragement and positive feedback to build learners' confidence.
   • Peer Support: Facilitate **peer mentoring and group work** to encourage collaboration and mutual support among learners.

4. **Instructional Strategies**
   • Focus on Critical Thinking**: Encourage learners** to think critically, analyze information, and solve problems, rather than just memorize facts.

North Carolina Community College System

Davidson-Davie Community College (continued)

Eddie Garcia

5. **Overcoming Barriers to Learning**
   • **Adapt** to Limited Resources: Be creative in teaching methods when resources are scarce.

6. **Collaboration and Partnerships**
   • Work with Prison Administration: **Collaborate with prison staff** to ensure that educational activities align with institutional goals and policies.

7. **Evaluation and Continuous Improvement**
   • Regular Assessments: Continuously assess both learners' progress and the effectiveness of the program.
   • Feedback Mechanisms: Gather feedback from learners to improve the curriculum and teaching methods.

8. **Focus on Reintegration**
   • Job Readiness Training: Include career counseling, resume writing, and interview preparation as part of the curriculum. We are currently covering these topics in our HS classes at the prison.
   • Certification and Accreditation: Offer programs that lead to recognized certifications or diplomas that can aid in employment post-release. We are currently offering CRC (CAREER Readiness Certification) courses and assessments from CCR. There are other IET opportunities being explored.

North Carolina Community College System

Guilford Technical Community College

Zee Blakely

- Creating connections between college partners and correctional facility staff for compliance and cooperation.
- Finding creative ways to incentivize student success.
  - "In the past, funding allowed Adult Education to award each graduate with a $100 gift card as motivation to persist and subsequently complete the program. This can really help the student upon release."

North Carolina Community College System

Caldwell Community College & Technical Institute

Shari Brown and Julie Couch

- It is important to **communicate regularly with correctional staff** and participate in training and professional development to understand the unique needs of incarcerated individuals.

- It is even better if you can actually attend professional development alongside the correctional staff so ideas, challenges, and successes can be shared.

- The relationship between adult education instructors and correctional staff is the key to a successful program and students.

North Carolina Community College System

- Incorporating **real life relatable examples** into lesson planning.
    - Example: Incarcerated students spend a good amount of time listening to their radios. Instructor researched the lyrics from the local radio station's top 20 playlist and found literary devices (metaphors, onomatopoeia, etc.) and parts of speech in music that the students are listening to currently. The students find this quite entertaining and useful for studying for their HiSET.

Catawba Valley Community College (continued)

Central Carolina Community College

Claudia Clayton and Lauren Weaver

- F.R.E.E. (Future Recidivism Elimination Education) students attend career workshops that focus on explaining to prospective employers what led to their incarceration and how they utilized the time they served to be a contributing member of society when released.

- See It. Believe It. Achieve It! is the motto of the F.R.E.E. program. Offenders often identify with the labels that society has placed on them. Our goal is to help students change their belief in themselves by visualizing a path to success through journaling, videos and visualization techniques.

- The F.R.E.E. Coordinator works closely with the Foods Services Technology curriculum instructor and the College & Career Readiness instructor on integrating classroom instruction with the goals of the program.

- F.R.E.E. participants are recognized at the end of each semester for their hard work and dedication to the program at a graduation ceremony. A meal is prepared by the Food Service Technology program and Central Carolina Community College and Department of Adult Correction administrators are invited to attend.

North Carolina Community College System

Mayland Community College

Steve Gunter

- Committing the resources to doing weekly or biweekly HSE testing on site communicates to students that we are serious, that we want to **help them finish as quickly as they can**, and that we are devoting our resources to making it happen.

- **Facilitating communication** between correctional instructors is a worthwhile investment. Creating opportunities for them to talk, share ideas, and train together helps ensure that no one feels alone or isolated or that they are doing work that no one else understands.

- Building a strong rapport with and a genuine appreciation of the staff at the facility yields big rewards for students and staff alike.

- A key factor to correctional student success is stressing why it is important to do their best on pre-tests. It not only helps encourage success but also helps avoid remorse and resentment later on. Letting them know that pre-testing shows what skills they already have helps honor their lived experience helps the program customize a learning plan specifically for them.

- **Celebrate small milestones** with all students, but especially correctional students. These students are motivated by success, and even small successes should be recognized. Most of these students have never been successful in a classroom before, so positive feedback can be a HUGE motivator.

Pamlico Community College

Lori Giles

- Being sure to use contextualized/career-infused instruction, which targets the regional career pathways and is aligned with the NCCCS Adult Education Content Standards.

- Pamlico has a robust corrections education program with numerous class offerings and instructors with years of practical experience serving this student population.

Richmond Community College

Nicole Worley & Nichelle Bailey

- Challenge the students' knowledge base and get them out of their comfort zones

  - On July 25, Ms. Bailey's students conducted oral presentations to fellow offenders, officers, and college staff, information they never imagined would be a part of their knowledge base. They shared what they learned about basic functions of the body and how each function is connected to the brain.

  - Students expressed many emotions when they learned they would be giving presentations in front of a mixed audience. They feared being judged, ashamed because they did not finish school, nervousness, not smart enough, and lacked confidence in their ability to understand the information well enough to explain. Nevertheless, the room was filled with vibes of support, energy, and pride from fellow offenders, line staff, and Richmond Community College staff. Although the students had fears, they did not allow fear to hinder their desire to learn the information and share it with others.

  - Students were able to overcome these fears because during the time in the ABE class they have been taught to trust the process and not to allow anyone or anything to keep them from learning and succeeding.

Richmond Community College (continued)
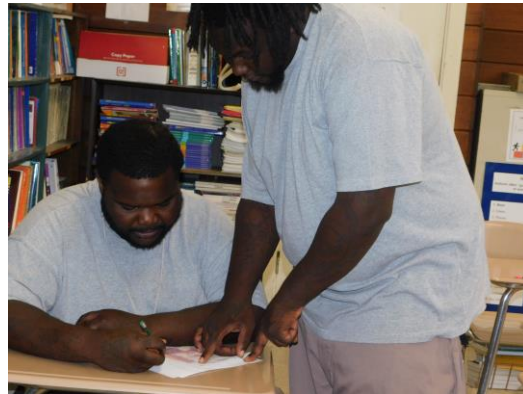
South Piedmont Community College

Kelly Stegall and Amekia Walker

1. Actively Listening to the Student: This involves giving the student your full attention, validating their feelings, and encouraging them to express their thoughts and concerns. Active listening helps build trust and rapport, making it easier for students to share their struggles.

2. Determining What I Can Do to Help the Student Find a Reasonable Solution to Their Barriers: Once you've listened to the student, the next step is to collaboratively explore potential solutions. This may involve asking guiding questions, brainstorming options, and considering available resources or support systems that can assist the student in overcoming their challenges.

3. Having a Flexible Classroom Schedule to Accommodate the Student's Needs: Flexibility in scheduling can be crucial for addressing the diverse needs of students. This might include adjusting deadlines, allowing for breaks, and modifications to the learning environment. Such accommodations can help create a more inclusive atmosphere where all students can thrive.

South Piedmont Community College (continued)

North Carolina Community College System

Surry Community College

Jennifer Pardue

- Stay Involved!

- Our CCR staff often visit the correctional facility to check in with the instructors, students, and DAC staff. The Staff at the DAC started having graduation ceremonies each semester, with caps, gowns, awards, etc.

- To reiterate our support, the CCR Staff provides certificates of achievement and attends each ceremony. This allows us to be more engaged with the students, faculty, and staff members to encourage the continuation of the partnership.

North Carolina Community College System

Contact Information

- Michael Tildsley
  - Coordinator of Adult Education: Corrections and AHS
  - tildsleym@nccommunitycolleges.edu
- Sandra Thompson
  - State Director of Title II
  - thompsons@nccommunitycolleges.edu
- Carla Parnell
  - Grants Administrator
  - parnellc@nccommunitycolleges.edu

North Carolina Community College System