

# Correctional Education Association



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## Juvenile Justice and Adult Correctional Education Issues

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# NCLB Issues

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- Annual yearly progress
- Highly Qualified Teacher
- Size of institution
- Length of stay
- Average Reading and Math scores
- Competition with public schools for teachers
- Proximity of institution to LEA



# CEA Position on NCLB



- Juvenile correctional educators support the requirement of Highly Qualified Teachers as found in the *No Child Left Behind* legislation. In meeting the requirements, there are some challenges facing the recruitment of highly qualified teachers for science, math, and language arts in the overall educational community. This challenge of recruitment is magnified for juvenile correctional education programs because these at-risk and delinquent students exhibit greater needs in the areas:
  - Age-grade alignment with 2-3 year discrepancies
  - Special needs incidences 4-5 times higher than public schools with 50% of the students exhibiting behavior disorder
  - Deficiencies in academic performance levels of 80% of the kids
  - Annual student population turnover rates that occur 1 to 10 times a year in short to long term facilities
- The student profiles and staffing problems directly affect the potential academic gains for the students, earning high school diplomas, and successful community reintegration.
- Public safety, academic achievement, employment, and the economic and social structure in our local, state, and national communities can be positively impacted by providing alternatives to teachers in institutionalized settings. We can positively affect the recruitment of teachers.
- Recommendations include:
  - Provide alternatives to meeting the requirements of the Highly Qualified Teacher mandate in institutionalized settings found in *No Child Left Behind*
  - Include teachers in institutionalized settings in the Critical Teaching Areas Loan Forgiveness Program as provided in the *Higher Education Act*.

# CEA Performance Standards for Adult, Juvenile, and Jail Institutions



- CEA accredits educational programs with its standards for performance
- CEA co-accredits institutions with the Southern Association of Colleges and Schools
- Currently all Alabama Department of Juvenile Services institutions are co-accredited by CEA and SACS
- CEA has started working with AdvancEd to co-accredit institutions

# CEA, Second Chance, and Grants for Youthful Offenders



- Adult Prisons:
- The Second Chance Act nearly passed for the last 2 years. CEA recommends the passage of the Second Chances Act.
- CEA recommends that the Grants for Youthful Offenders be amended to increase the age maximum age of eligibility from 25 to 35 years and that related costs for tuition and other expenses be defined by current Pell Grant regulations.
- CEA recommends that the Adult Education and Family Literacy Act language be revised from “may” to “require” a 10% funding set aside for Correctional Education.
- CEA recommends a mandatory set aside for correctional education in the Carl Perkins grant, an increase from the 1% level of funding to 2%.
- CEA recommends that the Homeland Security Agency consider designing a national policy on issuing identification cards to inmates similar to those being recommended for driver’s licenses and social security card in order to assist ex-offenders applying for jobs and other benefits after release.

# CEA and the American Jail Association Education



- CEA and AJA have established a set of goals for Jails/Detention Facilities.
- CEA and AJA should actively promote and/or advocate for:
  - Enforcing existing laws such as IDEA, NCLB, and the Americans with Disabilities Act (ADA).
  - Enhancing information sharing and awareness among correctional educators as to compensatory services that are mandated to be provided to inmates by other agencies. (This could include "cliff notes" or a cheat sheet of the legislative -- federal and state -- requirements impacting correctional education.)
  - Enlightening correctional administrators and legislatures as to the value of correctional education and how to provide supportive policies and procedures accordingly. Advancing a public education campaign/public relations initiative to affect a culture change that will garner "buy-in" for correctional education among correctional staff, Departments of Education, the community and offenders' families.
  - Promoting incentives for inmates that participate in correctional education programming.
  - Promoting the use of jail-based entrance-level assessments to determine an inmate's educational needs.
  - Promoting the provision of correctional education services for pre-trial and sentenced inmates. To maximize the level of services for offenders with shorter lengths of stay, a triage approach could be used.

