

**Department of Correction
RBA Subcommittee
January 2010**

Program Report Card: Unified School District #1 / Connecticut Department of Correction

Quality of Life Result: All adults involved in the criminal justice system lead productive lives free from crime

Contribution to Result: Providing educational and vocational programming through the Unified School District #1, offenders are able to obtain academic and vocational skills to assist with obtainment of their educational goals, assist with their re-entry back into the community and reduce the rate of recidivism.

Customers:

Offenders remanded to the CT Dept. of Correction enrolled in educational programming

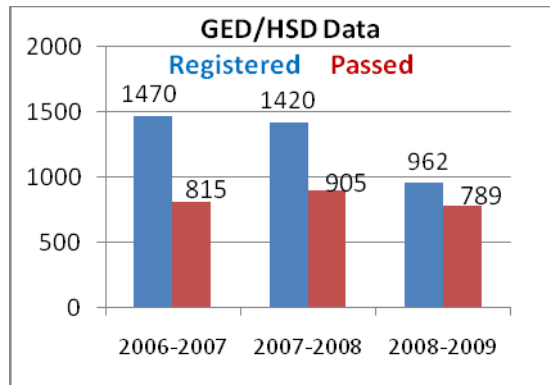
Partners:

External Partners:

- State Dept. of Education
- Local education agencies (LEAs)
- Community colleges
- CT Distance Learning / Charter Oak College

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Performance Measure 1: The number of offenders who obtain graduation status through the educational programming of the Unified School District #1.



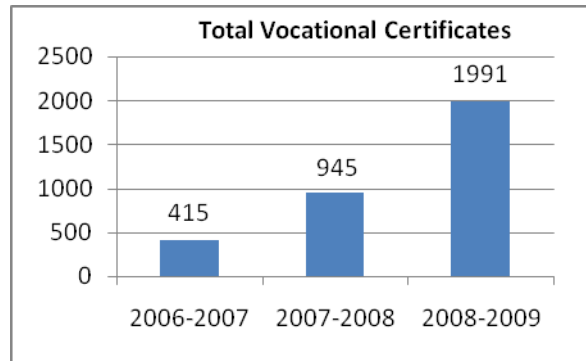
Story behind the baseline: During the school year 06-07 53% of the offenders who registered for the GED passed the exam. During the school year 07-08 62% of the offenders who registered for the GED exam passed. During the 08-09 school year 79% of the offenders who registered for the GED exam passed. In addition, the high school diploma, External Diploma and Credit Diploma programs are options to obtain graduation status within the USD #1.

It should be noted that during the 07-08 school year funding was made available to hire part-time GED examiners. These examiners administered the GED exam to enrolled USD #1 students as well as general population offenders interested in taking the GED.

Proposed actions to turn the curve: To prioritize the need for GED examiners as we had in 2007-2008 and to explore other options to re-prioritize current USD #1 staff duties to increase the number of GED examinations administered. Distance Learning will provide additional opportunities for students to supplement their classroom time in a concentrated manner in the area of GED or high school completion.

To develop a plan to collaborate with the Department of Labor to determine those offenders who have gained employment once they returned to the community.

Performance Measure 2: The number of Vocational Certificates awarded to offenders participating in Unified School District #1 Vocational Programming.



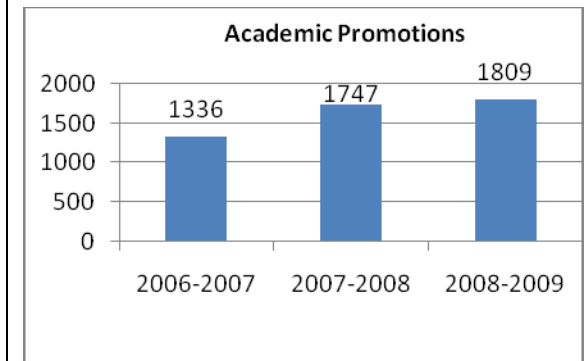
Story behind the baseline: The number of USD #1 Vocational Certificates awarded to offenders. Offenders can receive certificates for completing an entire vocational program or modules of a vocational program curriculum. These curriculums have been divided into established modules in each vocational profile. These profiles document the skills in which the participant has demonstrated competency.

Achievement Certificates are awarded to offenders who complete modules of a vocational program.

Proposed actions to turn the curve: To continue with our current initiatives to ensure our results remain constant or increase. To develop a plan to monitor and provide the percent of the participants who have received their vocational certificates.

To develop a plan to collaborate with the Department of Labor to determine those offenders who have gained employment once they returned to the community.

Performance Measure 3: The number of offenders promoted from one progression level to the next in the Unified School District #1 academic programming.



Story behind the baseline: The number of offenders who have promoted from one academic progression level to a higher academic progression level during the indicated school year. Grade level progression levels have been established as: ABE1 0-3.9 grade, ABE2 4.0-8.9 grade, and ABE3 9.0-12.0 grade. This data indicates that students are progressing through the Unified School District #1 curriculum established by the State of Connecticut Department of Education Curriculum Frameworks.

Academic profiles provide documentation of those skill sets in which the students have demonstrated mastery.

Proposed actions to turn the curve: To continue with our current initiatives to ensure our results remain constant or increase. To develop a plan to monitor and provide the percent of the participants who have obtained progression level promotions as well as those who have attained a beginning literacy level (6th GL) and a secondary literacy (9th GL).

To develop a plan to collaborate with the Department of Labor to determine those offenders who have gained employment once they returned to the community.

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