STRENGTHENING ROADWAYS LEADING TO

• Changed Lives
• A Stronger Workforce
• A Better Tomorrow
Thank you for taking the time to review Windham School District (WSD) programs and learn more about great things happening in correctional education in Texas.

Windham has undergone tremendous change in the past two years. The challenges of teaching in the correctional setting have required our school district to be continually improving course delivery and course offerings to keep students at the top of the achievement curve. Read through WSD’s Annual Performance Report for School Year 2015-2016 (SY16) and you will see a significant range of improvements resulting in greater success for students.

Two years ago Windham developed a plan to dramatically increase the number and type of vocational offerings in our schools while also advancing instructor training. Windham utilized the latest advances in predictive statistical analysis to guide these changes in coursework and to decide which new courses to add.

These new courses have been designed, developed, and implemented to reach even more students while elevating the skill level of the overall training program. This has been accomplished by first offering basic or core courses to students for mastery of basic skills. These basic skills are then applied to a variety of “next step” training within more specialized areas, guiding students to reach for higher achievement and better opportunities for employment. “Next step” training is high level and in high demand. Employers are seeking skilled tradesmen, so Windham is offering many Science, Technology, Engineering, and Math courses to meet the need. For example, Windham is offering courses in copper and fiber optic cabling, computer numerically controlled machinery operations, electronic service technician work, and other areas of employment.

Windham has also increased its success in awarding industry-recognized vocational certifications by more than three times the number accomplished three years ago: Windham delivered training leading to more than 18,000 industry certifications in SY16. Widespread vocational teacher training was also conducted this school year to further strengthen the vocational program while increasing student achievement. By changing the delivery of vocational instruction and improving teacher skill levels, students are receiving more advanced instruction and are better able to build a skill set within their areas of interest.

Life skills courses taught by Windham show a significant reduction in recidivism, particularly within the Cognitive Intervention Program (CIP) classes. The effectiveness of this program, along with that of the pre-release CHANGES program, has also been heightened through changes in content and delivery. With the support of expert researchers in the field of criminal thinking processes, Windham has completely rewritten CIP and CHANGES curriculum. Enhancements and measurable outcome assessments have also been added to these valuable programs. In addition, WSD has trained all teachers of life skills classes using the newest teaching techniques, and we are confident this training will further improve student performance.

Academic programs have also continued to improve through additional teacher training and expansion of services, including improvements for younger students and those with special needs. Through a large investment in technology, Windham has been able to provide computer-assisted learning components to improve student performance through blended approaches to instruction. The performance of students on assessments such as the Test of Adult Basic Education and the High School Equivalency Certificate (HSEC) test has shown improvement in course delivery, translating into student success in many areas. Windham also expanded offerings to reach more students by offering specialized teaching curriculum during WSD summer break. These Elective Personal Enrichment Classes are relevant and of high interest to students, with student response being overwhelmingly positive.

Windham continues to cultivate a higher quality of teaching, improved course offerings, and relevant training opportunities for our student population. As a result, we look forward to continued growth and achievement. It is also our privilege to partner with other public and private agencies, entities, and individuals who are dedicated to helping incarcerated men and women change their lives and find careers. Great challenges require great cooperation, so we welcome these connections.

Windham is honored by the accomplishments of students who learn skills or obtain training from our classes, using it to reenter society, become contributing citizens, and rebuild families. Your interest and support are critical to meeting these challenges. If you have any questions, please do not hesitate to contact us. Together we’ll strengthen roadways leading to changed lives, a stronger workforce, and a better tomorrow. The possibilities for success are limitless.

Respectfully,

Dr. Clint Carpenter,
Superintendent, Windham School District
To the Honorable Governor of Texas 
and Members of the Texas Legislature:

I am pleased to present the School Year 2016 Annual Review for the Windham School District.

Under the skillful leadership of Windham Superintendent Dr. Clint Carpenter, WSD has made ambitious and significant improvements in operations and in the performance of students in the Texas Department of Criminal Justice, Windham School District.

School Year 2016 was highlighted by the awarding of more than 18,000 industry-recognized certifications to Windham students. Due to security requirements, teaching multiple levels within the classroom is a challenge. Yet Windham staff met the challenge. The success in part was due to the change in delivery of vocational instruction which improved and strengthened the program and ultimately increased student achievement. Another key component to this accomplishment was the improvement of teacher skill levels which also gave students more advanced instruction.

After a considerable investment in technology, students are now learning with improved academic programs using computer-assisted learning components which improve their performance through multifaceted approaches while continuing to maintain security from internet access.

WSD employees continue to improve the effectiveness of their operation, and are making notable strides toward meeting the challenges associated with teaching multiple education levels within the same classroom. Their professionalism and hard work, and their compassion and desire to help others, continue to make a positive difference for all Texans.

As the education and training imparted to Windham students expands, the students improve their lives and their potential, resulting in lower recidivism rates and a better and safer Texas for us all.

Respectfully,

Hon. Dale Wainwright
Chairman, Windham School District Board of Trustees

The Windham School District (WSD) was authorized by the Texas Legislature in 1969 and established by the Texas Board of Corrections as an entity separate and distinct from the Texas Department of Criminal Justice (TDCJ). The Texas Board of Criminal Justice serves as the Board of Trustees of the WSD. It is the policy of the Board that the WSD shall provide academic, life skills and vocational instruction to eligible offenders incarcerated within the TDCJ. Board members are volunteers appointed by the Governor, overseeing the direction and operations of correctional education in Texas.
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VISION
The vision of Windham School District is to empower students and transform lives through excellence in education.

MISSION
The mission of the Windham School District, in partnership with its stakeholders, is to provide quality educational opportunities.

STATUTORY GOALS
Texas Education Code §19.003
The goals of the district in educating its students are to:

(1) reduce recidivism;
(2) reduce the cost of confinement or imprisonment;
(3) increase the success of former inmates in obtaining and maintaining employment; and
(4) provide an incentive to inmates to behave in positive ways during confinement or imprisonment.

WINDHAM STRATEGIC GOALS
Developed by WSD Strategic Planning Committee, July 2014

The WSD will:

(1) provide high level instruction and develop critical thinking through guided curriculum;
(2) recruit and retain highly qualified teachers and staff;
(3) improve and promote effective communication; and
(4) integrate and enhance technology.

WSD empowers incarcerated men and women

The WSD serves a population of male and female adult offenders who left the public school system for a variety of reasons and eventually found their way into the legal system. The difficulties experienced by WSD students while they were in the public school system have not disappeared with age or incarceration. Their experiences with academic success are limited or non-existent. The offender’s educational difficulties and the ability to retain information might also be affected by excessive use of illegal drugs or alcohol prior to incarceration. Other factors can impact the offender’s educational achievement: age, general attitude towards school, health concerns and current medication. In order to meet the needs of male and female offenders, the WSD offers structured classes in academic, life skills and vocational programming.

The offender population is often weighted by a perception of failure and a lack of confidence. To overcome negative perceptions widely held by the general public, WSD strives to equip and empower offenders through educational accomplishment. Vocational, academic, and life skills training better equip offenders to re-enter the job market and their communities. Each educational success empowers offenders to transform their lives into success stories. Education becomes a roadway to success.

Characteristics of the typical academic student entering WSD programs:

• Dropped out of school in 9th or 10th grade
• Functions at the 6th grade level
• Average age of 32
• History of academic failure
• Defensive and/or negative attitude
• Low self-esteem
• Little confidence in self to find employment
• Limited ability to visualize a productive future
• Difficulty with relationships
• Difficulty controlling anger
• Exhibits impulsive behavior
Highlights for Offenders Released During the 2015-2016 School Year
(September, 2015 - August, 2016: SY16)

Note: The Texas High School Equivalency Certificate (HSEC) is awarded through the Texas High School Equivalency Program (HSEP). The HSEC was previously referred to as the General Education Development (GED®).

- Texas Department of Criminal Justice (TDCJ) released 67,603 offenders during SY16. Sixty-seven percent of those released participated in one or more educational programs during the history of their incarceration.

- Of the released offenders, 12,584 attained a HSEC through WSD, and 72 attained a high school diploma through a partnership with Mullin Independent School District while incarcerated in TDCJ.

- Of the released offenders who participated in any Windham program and had at least two educational achievement tests, approximately 62 percent demonstrated a significant gain in educational achievement level or attained an HSEC or high school diploma.

Educational Services Provided During SY16

- There were 63,263 offenders who received WSD educational services across widely varying educational backgrounds in SY16.

- During SY16, TDCJ had an average on-hand count of 147,590 offenders at the end of each month. Of those, an average of 137,039 offenders were on TDCJ operated facilities. From this population, WSD served the highest-priority offenders as resources allowed, based upon their ages, release dates and educational needs.
WSD Evaluation and Placement - Students begin road to success

WSD provides students the knowledge, skills and self-assurance needed for reintegration into local communities and job markets as viable, contributing members.

The WSD counseling staff provides the framework to assess the needs of the offender and determine an educational plan of action. Selection for WSD programs is based on an Individualized Treatment Plan (ITP) developed for each offender. The ITP outlines educational services and prioritizes participation in recommended programs based on an offender’s age, program availability, projected release date and need for academic, vocational and life skills programs.

WSD employs certified counselors to provide a comprehensive guidance program at the unit level. Counselors share information with potential students and enroll eligible offenders in appropriate educational programs. For example, students enrolling in electrical trades, heating/ventilation/air conditioning, and plumbing are counseled in the state licensing process. Details for appealing licensing decisions are also discussed. Counselors also coordinate the administration of standardized achievement tests and vocational assessments.

The Test of Adult Basic Education (TABE) is administered to incoming TDCJ offenders to determine each offender’s educational level. Offenders enrolled in WSD academic programs are tested throughout the school year to monitor student progress.

Enrollment in the most appropriate vocational course, based on the assessment of the offender, is another way WSD helps offenders become more employable. This process may require a transfer of the offender to another facility. WSD partners with TDCJ to facilitate this process, and the end result is increased training for successful workforce reentry.
Literacy, Career and Technical Education, Life Skills Programs

Constructing the roadway for life changes

The WSD helps offenders transform their lives by offering a comprehensive instructional program. It is designed to meet the unique needs of incarcerated adult offenders and is based on cutting-edge statistical analysis. Many offenders in TDCJ lack the academic, vocational and behavioral management skills necessary for attaining and maintaining employment upon release. WSD is strongly committed to providing students with the education tools needed to succeed through literacy, Career and Technical Education (CTE), and life skills programs. WSD educators know that writing, communication skills, relevant technology skills, computer navigation skills, the ability to make appropriate choices and a willingness to apply these skills are requirements of today’s employers.

Central aspects of WSD’s education services are recognizing and utilizing key data to drive programming and achieve desired outcomes for students. This includes collection and analysis of WSD data, as well as current research and job market information. National research, labor market analysis, and current studies provide data to support WSD program effectiveness. The WSD also collaborates with university researchers to analyze WSD information for each of its programs, including performance-based information and data related to academic, vocational, and life skills programs. This data is analyzed to develop predictive models which are used to enhance program offerings.

Paired with workforce reentry services, these efforts are helping men and women experience academic success, train for today’s workforce, and be released from TDCJ ready to begin new careers and lives. WSD is intentionally creating a trained workforce with input from employers and other stakeholders who are seeking certified, job-ready workers. WSD educators motivate their students to prepare for employment, plan for positive outcomes, and improve their chances of not returning to prison.

"Cognitive Intervention has such a practical approach. It’s something a person can start doing the minute they learn it and then start using it on a daily basis. It helps in all phases of life and was one of the most impressive things I learned in prison and still use today."

J. Moore
Former WSD Cognitive Intervention Program student
Businessman
Competency-based literacy programs prepare adult learners for workforce

Academic instruction is presented to students with the goal of preparing them to be successful upon release. By integrating employment-based learning and academic skill acquisition, WSD literacy programs assist students in becoming productive workers, family members, and citizens.

The WSD accomplishes these goals by providing different levels of competency-based instructional programs.

The levels are designed to:

• Provide specialized reading instruction to progress non-readers and emerging readers into self-sufficient students.
• Improve literacy and numeracy skills of students functioning below a ninth grade educational achievement level.
• Prepare students functioning above a ninth grade level for attainment of HSEC or high school diploma.

In SY16, nearly 30,000 offenders were served through WSD literacy programs.

Staff development in SY16 for WSD teachers and administrators included the completion of training by Mockingbird Education and departmentalized training by Compass Learning (Odyssey), Reading Horizons, and the Flippen Group. WSD educators were given opportunities to enhance their personal teaching strategies, use of computer-assisted learning resources, reading curriculum strategies, and efforts at developing leadership characteristics in their students. WSD continued equipping classrooms with integrated technology to strengthen educational achievement, including ELMO tablets and document cameras.

Literacy teachers were provided with a strategic, uniform curriculum focused on improving student reading levels: Reading Horizons. Training emphasized using software and computer-assisted instruction blended with direct-teaching methods to create a more effective instructional program. WSD literacy students participate in three hours of computer-assisted instruction per week, pairing students with technology and teachers equipped to maximize engagement and learning. The WSD literacy curriculum also incorporates employability skills and labor market research, integrating academic and vocational programs enabling students to set goals for employment upon release.

Reading Horizons was recommended by the University of Texas - Texas Literacy Initiative.

### Completion of Literacy Levels 2015-2016

<table>
<thead>
<tr>
<th>Beginning Level</th>
<th>Number of Students With Post Tests</th>
<th>Number of Students Completing the Level</th>
<th>Percent Completing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I (0.0 to 3.9)</td>
<td>1,542</td>
<td>924</td>
<td>47.6%</td>
</tr>
<tr>
<td>Level II (4.0 to 5.9)</td>
<td>4,645</td>
<td>2,250</td>
<td>48.7%</td>
</tr>
<tr>
<td>Level III (6.0 and above)</td>
<td>10,201</td>
<td>3,309</td>
<td>32.4%</td>
</tr>
<tr>
<td>Total</td>
<td>16,788</td>
<td>6,493</td>
<td>38.7%</td>
</tr>
</tbody>
</table>

WSD literacy classes are open enrollment to accommodate the transient nature of the TDCJ population. Historically, literacy students with at least two educational achievement tests who have been released averaged a grade level advancement of at least two years in about 630 hours of instruction. The 630-hour period is approximately one WSD school year. The average incoming educational attainment of a typical Windham student is 5.6.

All WSD coursework is aimed at productive levels of literacy and attainment of a high school diploma or HSEC. Administering the HSEP is the most cost-efficient path for students who are incarcerated for various lengths of time, compared to a traditional K-12 educational program. Instruction is administered in meaningful employability and societal reentry contexts, and the average literacy participant receives about three hours of literacy instruction per day.
The WSD also partners with independent school districts to offer eligible students an opportunity to earn a high school diploma. In SY16 this effort expanded, affording students more avenues of success for post-release employment or postsecondary educational opportunities. Plans are underway for continued expansion of this effort.

The WSD provides courses at designated campuses for students age 21 and under which are designed to enhance literacy, leadership, and employability skills. These programs are funded by the Title I, Part D, Subpart 1 grant. Students in these courses are concurrently enrolled in another academic or CTE course. Teachers who work with these students participated in specialized training to assist them.

The WSD collaborated with the Flippen Group to develop the Lead & Achieve Academy at selected sites for students age 21 and under, focusing on leadership, literacy and employability soft skills. CEO Flip Flippen worked with WSD students at the Luther Unit in Navasota throughout the year to develop an effective student leadership program. Young offenders participating in this pilot program built skills needed for academic success, personal development and future employability. Participation in the program provides an incentive for offenders to behave in positive ways during confinement.

Preparation for this leadership development effort began when WSD teachers, instructing youthful offenders under Title I, attended the Flippen Group’s Capturing Kids Hearts (CKH) training. CKH focused on teachers building relational capacity with students, providing students with a safe learning environment, and developing a dialogue for team-building. WSD teachers, principals and staff developed techniques designed to strengthen student connectedness to others while supporting efforts in education, job training, and personal success.

Educating students who have special needs in a way that addresses their individual differences and promotes educational success is a priority for the WSD. Individualized and specially-designed instruction, accommodations and modifications, adapted equipment and materials, and accessible settings are examples of interventions utilized to assist students with special needs. This helps them achieve a higher level of personal self-sufficiency and success in school, at work, and in their communities.

English language learners (ELLs) are acquiring English language skills and learning content in English while acquiring academic and vocational skills. The WSD provides assessment and support for eligible students through ELL courses and general literacy classes as appropriate, based on the Language Proficiency Assessment Committee recommendations.

In partnership with American YouthWorks Austin, WSD is giving eligible young students in state jail facilities (ages 18-24) an opportunity to effectively transition from incarceration to successful lives post-release. These offenders are offered pre-enrollment in American YouthWorks during counseling with WSD staff. Program offerings can help youth earn HSE certification, diplomas, and industry certifications. TDCJ releaseses in the program are encouraged to finish education and job training they began during incarceration. Post-release training in construction, multimedia, computer maintenance, healthcare and other fields is offered to them. In addition, participants develop leadership skills through direct, team-based national and community service, and they have the opportunity to earn college credits. YouthBuild Austin is a program offered by American YouthWorks Austin that provides “wraparound” services to offenders post-release. YouthBuild works with two WSD partners: Goodwill Central Texas and the Workforce Solutions Capital Area.

In another effort to link offenders with job opportunities, WSD continues to offer JobView Kiosks in school libraries located at six TDCJ state jails and one ID unit. Current employment information is freely provided to offenders housed at these sites, and there were more than 19,000 views in SY16 by offenders incarcerated in TDCJ.
Cartel to Counselor: Former WSD student finds HOPE through change

“I did a lot of damage in my lifetime,” says former Windham School District (WSD) student Linda Marlin. “I would really like to try to help people realize that there is another way.”

Marlin was incarcerated in 1991 when she was 36 years old and living a life of addiction. She credits her time with WSD and seven years with the Texas Department of Criminal Justice (TDCJ) for saving her life. She has now been living free for 25 years, and she speaks to Windham students to give them hope about changing their own lives.

Marlin cites earning a High School Equivalency Certificate (HSEC) as an important factor in her success.

“I'll show a few pieces of paper, but this is the single most important one,” she tells her audience at Woodman State Jail, holding up her HSEC, which was formerly called the GED®. “This piece of paper opened the door to all the rest of these accomplishments,” she says. “Without this one, I wouldn't be able to be a counselor or get any kind of job. This was the first one.”

After release, Marlin received her license to become a certified drug counselor and she first started working with HOPE (Helping Open People's Eyes). This program was designed to promote recovery from substance abuse, cognitively restructure criminal thinking and provide tools for successful reintegration into society. She now visits WSD as the CEO of HOPE, speaking to current students about the importance of education in building a positive life.

“I was addicted to money and instant gratification; I didn’t have the tools to change,” Marlin says. Change was introduced into her life by WSD literacy classes and the CHANGES pre-release program, where she learned to alter her thinking. Despite severe challenges in her past, she refuses to make excuses for her behavior. Marlin said she was raised in an abusive household, which prompted her disobedience as a child.

“My dad was vile,” she says. “He broke my jaw twice and would take his fist and strike me if I didn’t act right. I would do whatever I had to do to make my behavior worth the punches. I would go to school and set fires and do some way out there things.”

Her father's words still ring in her ears: “Unless you work, you're not worth anything.” So, at nine years old, she began working for a man who was active in their family church. This man had even gained the respect of her father. However, her employer molested her that summer. This childhood trauma only led to worse behavior, and Marlin was finally kicked out of her home at 14. After spending weeks living under a bridge, she met a man who convinced her that he had an easy job for her: all she would have to do was get in a car and drive.

“I was afraid of him, but he was talking about a lot of money,” she says, “and I was beyond destitute.” Before long, she realized her new job actually involved serving a drug cartel.

“Until I turned 18, I was just driving from Houston to Dallas. I was delivering weed, cocaine, and all that kind of stuff,” she says. “When I was 18, I started taking things across the border. We took it to every state, so I had an endless supply of cocaine. They didn't care if you used cocaine, as long as you got from point A to point B.”

Marlin's life of fast money and easy access to hard drugs lasted for 22 years, and her drug use had become so consuming that she no longer recognized herself.

“Looking back, Marlin says being incarcerated was the best thing for her life. At first, she was reluctant to change, intending to get out and continue selling drugs. Now, she is thankful that she came in contact with correctional educators and peers who helped her find the right path. She praises WSD for helping her change her thinking and put those changes into practice.

“Without this one, I wouldn't be able to be a counselor or get any kind of job. This was the first one.”

WSD teachers Kathy Gladden and Betty Oryedas played a big role in Marlin's life by treating her with respect, while teaching her literacy and life skills.

“For the rest of my life I could have said: ‘Well, I was molested as a kid and inducted into the cartel when I was 14.’ I could have sat there and blamed my actions on others,” she says. “But, I have free will and learned I have choices. I can face the things that got me into those places; I have the tools to do something different.”

WSD teachers Kathy Gladden and Betty Oryedas played a big role in Marlin’s life by treating her with respect, while teaching her literacy and life skills.

“Each day Mrs. Gladden would come in and say, ‘Good morning, lovely ladies. I had never been called a lovely lady in my whole life! I had never had anyone glad to see me.’” Marlin recalls.

That shift in perspective was especially important when Mrs. Gladden put Marlin on a list to test for the GED®. Despite doubting herself, Marlin persevered with her teachers’ support.

“For the rest of my life I could have said: ‘Well, I was molested as a kid and inducted into the cartel when I was 14.’”

“I passed it,” Marlin says. “I had teachers who believed in me. I had a strong support group of people who told me I could do it.”

These achievements led Marlin to the place where she is today – a certified counselor and CEO of HOPE, leading 29 employees to help others in five Texas locations. The HOPE program allows Marlin to share personal struggles and triumphs from her life while encouraging offenders to make changes in their own lives.

“If you’re not changing right now, you can forget about it,” she says. “CHANGE starts right this second. It starts today. I’m glad I can credit Windham School District for helping me change my life.”
Expanding educational opportunities, Reaching more offenders statewide

WSD introduces Elective Personal Enrichment Courses emphasizing workplace, reentry, and life skills

Summer school included more than 2,000 offenders not enrolled in WSD

The WSD expanded educational opportunities for offenders in July, 2016 with its first Elective Personal Enrichment Courses (EPEC). Classes were focused on giving offenders skills and certificates supporting employability and successful reentry into society.

Courses included workplace skills, financial literacy, parenting skills, and personal wellness. Soft skills lessons within these course offerings enhance job readiness and career potential. Classes were voluntary and open to all minimum custody offenders in the general population. Instructors included WSD teachers and other staff, public school teachers and retired educators. Courses were offered at 46 TDCJ units during July's three-week initiative, and there were more than 8,100 course enrollments by more than 6,600 offenders.

To develop customized school courses for the correctional environment, the WSD partnered with Acceleron Learning, a Texas-based company specializing in development of digital lectures and planning tools for practical life skills. WSD worked in collaboration with Acceleron Learning to produce “Conduits for Corrections”, an educational series consisting of 30 video modules and related tools focused on the reentry needs.
of incarcerated individuals. Additional EPEC offerings were selected from WSD staff proposals and current WSD classes and included OSHA safety courses, computer basics, entrepreneurship, anger management, and others.

**Offenders who successfully completed an EPEC course received a certificate of completion which may be used to demonstrate reentry preparations to the Texas Board of Pardons and Paroles (BPP).** The WSD communicated its summer school course offerings to the Institutional Parole Officers and the Texas BPP for program awareness and understanding of the training provided to students. This will allow parole considerations to include an offender’s voluntary participation in summer school.

**The WSD’s summer EPEC initiative proved to be highly successful in expanding educational opportunity and capacity for men and women incarcerated in TDCJ.** Combined student attendance hours for summer school exceeded 123,000 hours, and almost 33 percent of the offender participants had not been previously served by the WSD during SY16. The support and cooperative effort of the TDCJ-Correctional Institutions Division was essential to this successful outreach effort. Following the successful summer initiative, WSD continued preparations for expanding coursework in SY17, beginning with winter program offerings.

"I thank you for offering this course! At times during the week I felt like I wasn’t an inmate, but rather someone who is about to turn his life around. This class really helped!"

B. Logan
WSD Summer School participant

Soft skills such as leadership and team-building are emphasized during EPEC school, helping prepare students for employability and reentry into society.
Johnathan Granados rebuilds life with construction career in San Antonio

“It was a very emotional day for me, coming back to a prison environment: the sights, the smells, the tattoos; it has definitely been a trip,” says Johnathan Granados, recalling the first time he returned to prison -- six years after release. Since then, he has become a welcome volunteer behind the walls of corrections facilities, speaking at events such as Windham School District (WSD) Career Expos and graduations. While every visit back to the Texas Department of Criminal Justice is still difficult for this former offender, he is willing to return.

Granados now works with Yantis, a San Antonio construction and land company. He has also gained numerous professional titles: certified inspector of sediment and erosion control, certified safety health official in construction, and outreach trainer for the Occupational Safety and Health Administration (OSHA). Moreover he is enthusiastic about working for Yantis.

“What we do here at Yantis is help build homes,” he says. “Our utility crew comes in and completes underground plumbing and pipe fixtures, laying down concrete reinforcements. We manage trucking and transportation services and take care of utilities, concrete, structural, and asphalt.

“I am the Yantis safety manager and insurance claims controller. When we have a robbery, theft, accident or injury, I process the situation and get the guy to the hospital. I have to make sure they get the right medical treatment, and I investigate the incident and report it. I started out as a regular laborer, doing work with a shovel. I never complained - I had just been incarcerated for 17 years for committing murder, so what's to complain about? I worked my way up to a better job in three years.”

Granados says Yantis hires hardworking people regardless of their past, and he has opened the door for other former offenders.

“If you're showing up to stay employed and work hard, I'm going to give you that opportunity,” he says.

This man’s willingness to reach for success is a complete turnaround from his 1993 mindset.

“I couldn’t stop being stupid,” he recalls. “Anger was boiling inside of me until my homie told me to go to school and get an education. I received my High School Equivalency Certificate (HSEC) and got myself into the craft shop.” Before long, he was enrolled in college vocational training. In addition, WSD’s Cognitive Intervention and CHANGES programs got his attention.

“Life skills programs teach us to stop and think, to analyze and be cautious,” he says. “Everything these teachers are going to tell you is very useful.”

Academics, behavioral change and workforce training programs helped Granados transition from incarceration to a clean life and career.

“I made my choice to work. This is what I want to do: something legitimate,” he says. “Upon release, I first found a job with a company that was willing to hire me and accept me. I worked my way up to a position with Yantis, and now I own my home and vehicle, bought with my money —not drug money.”

He cites family as the biggest factor in personal transformation: “I made my mistakes, but none of them define me more than the one that took me away from my family.”

Granados admits the process of getting a job after incarceration is never easy.

“I was scared of being an ex-con and having the X on my back,” he says. “Convict means different things to different people. It usually means cheater, liar, criminal, deviant, and failure; you don't get an equal chance for success. A new life requires initiative, drive and will power.

Granados says it is tough to keep from returning to prison, and remembers being released with 58 other men. Today, he only knows of three of those men who are still alive and free.

“The real fight is staying out,” he says.

Granados is clear that no matter how hard life can be, turning to crime is not the answer.

“Since I have been home, my grandfather, my adopted father, and my biological father have all died. My mother has had six strokes, and my sister had an aneurism. I have had cancer, including removal of two feet of my intestines, my lower colon, and 17 lymph nodes. I even suffered a cardiac arrest. I then found out my son has a terminal genetic disorder, and they’re saying my daughter has the same thing. These are really tough struggles, but I don’t deal with them by getting drugs or robbing and stealing. I just don’t.

“I started this new life with only an HSEC from Windham, but now I have a great career and salary,” he says. “I find real joy in family and pride in work. My future is still staked on the most important thing: change.”
The WSD’s Career and Technical Education (CTE) programs open employment roadways to help offenders develop job skills, technical knowledge, academic rigor, and real-world experience for high-demand careers. Many offenders have not experienced successful employment prior to incarceration, but CTE provides practical, relevant, hands-on opportunities for them to change this pattern. CTE students are trained to prepare for high-demand jobs, productive futures and successful reentry into society. CTE course completion has been shown to reduce their chances of re-incarceration while empowering their career earning ability.

The WSD collaborates with certification and licensing agencies, universities, workforce groups, and course-related industry employers to offer courses that meet recognized industry standards. CTE courses are aligned with aggressive employment initiatives and specific training leading to industry-recognized certifications. By offering industry certifications, the WSD maintains communication and/or accreditation status with various certifying entities. This also helps the district keep in touch with potential job opportunities for ex-offenders. While learning vocational skills, offenders can earn these industry-recognized certifications, increasing their chances for viable careers after release.

According to a recent study (WSD Biennial Evaluation and Report 2016, Texas Tech University), those who had an industry certification had a 22.5 percent lower recidivism rate. With this in mind, WSD ensures that all CTE courses allow an offender the opportunity to earn one or more applicable industry certifications or licensures. Some of these certifications include: Automotive Service Excellence (ASE), Occupational Safety and Health Administration (OSHA), National Center for Construction Education and Research (NCCER), Microsoft Office Specialist (MOS), C-TECH and ServSafe. Some CTE courses may also result in licensure, such as a Texas Commercial Driver’s License.

Many of these certifications provide offenders the opportunity to qualify for TDCJ jobs in prison operations and prison
CTE programming was expanded during SY15 to allow some offenders with shorter sentence lengths the opportunity to acquire and/or enhance job skills, and this practice continued throughout SY16. Expansion included course offerings with industry certifications in the telecommunications connectivity field. Students have the opportunity to learn and develop skills involving Telecom, Copper Cabling, Fiber Optic Network Cabling, Audio/Video Systems, and Energy Management Systems. As a

<table>
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<tr>
<th><strong>CTE Courses:</strong></th>
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<tr>
<td>Audio Video Entertainment Systems</td>
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<tr>
<td>Automotive Collision Repair and Refinishing</td>
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<tr>
<td>Automotive Specialization Air Conditioning and Heating</td>
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<td>Automotive Specialization Brakes</td>
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<td>Automotive Specialization Electronics and Electricity</td>
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<td>Automotive Specialization Engine Performance</td>
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<td>Automotive Specialization Fundamentals</td>
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<tr>
<td>Bricklaying/Stone Masonry</td>
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<tr>
<td>Business Computer Information Systems - Access &amp; Outlook</td>
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<tr>
<td>Business Computer Information Systems - Word &amp; Excel</td>
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<tr>
<td>Computerized Numerical Control (CNC) Machining</td>
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<tr>
<td>Construction Carpentry</td>
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<tr>
<td>Construction Fundamentals</td>
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<tr>
<td>Culinary Arts</td>
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<tr>
<td>Diesel Mechanics</td>
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<tr>
<td>Electrical Trades</td>
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<tr>
<td>Electronic Systems</td>
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<tr>
<td>Heating, Ventilation, Air Conditioning &amp; Refrigeration</td>
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<tr>
<td>Horticulture Specialist</td>
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<td>Hospitality Services</td>
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<td>Hospitality and Tourism</td>
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<tr>
<td>Landscape Design, Construction &amp; Maintenance</td>
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<tr>
<td>Major Appliance Service Technology</td>
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<tr>
<td>Mill and Cabinetmaking</td>
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<tr>
<td>OSHA - Construction</td>
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<td>OSHA - General</td>
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<tr>
<td>Painting and Decorating</td>
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<tr>
<td>Piping Trades/Plumbing</td>
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<tr>
<td>Plumbing Trades</td>
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<tr>
<td>Printing and Imaging Technology</td>
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<tr>
<td>Restaurant Management</td>
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<tr>
<td>Sheet Metal</td>
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<tr>
<td>Small Engine Repair</td>
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<tr>
<td>Small Engine Repair - Motorcycle,/ATV Repair</td>
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<tr>
<td>Technical Introduction to Computer-Aided Drafting/CNC</td>
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<tr>
<td>Telecommunications Connectivity - Intro to Telecommunications</td>
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<td>Telecommunications Connectivity - Copper-Based Systems</td>
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<tr>
<td>Technician Telecommunications Connectivity - Fiber Optic-Based Systems</td>
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<tr>
<td>Telecommunications Connectivity - Energy Management</td>
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<tr>
<td>Telecommunications Connectivity - Audio/Video Systems</td>
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<tr>
<td>Truck Driving</td>
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<tr>
<td>Welding</td>
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The WSD’s initiative to teach OSHA and Construction Fundamentals as stand-alone courses has also expanded vocational service capability. This initiative gives offenders with shorter sentence lengths the opportunity to earn industry certifications. In addition, the initiative shortens the number of hours required to complete a full-length CTE course, further expanding the number of students served in construction-related courses.

The WSD also continues to develop opportunities for growth in CTE programming, including the addition of new training with ShopBot®. This training prepares students for middle-skill STEM jobs within the disciplines of science, technology, engineering, and mathematics.

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<th>Career and Technical Education</th>
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<tr>
<td>Participants</td>
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<td>CTE Certificates Earned (% completions of those eligible)</td>
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<tr>
<td>Industry Certificates Earned</td>
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Hands-on ShopBot® training for WSD vocational instructors allows them to better prepare students for middle-level STEM careers.
mathematics. ShopBot® training involves a digital fabrication tool used for precisely cutting, carving, drilling, or machining products from various materials. Software is used to design parts on a computer, and the computer controls the cutter to precisely customize parts.

The addition of the ShopBot® tool to Auto CAD and Cabinetmaking classes allows students to develop an additional skillset, which is readily transferrable to other machine operating formats. The ShopBot® course provides middle-skill STEM training resulting in a Computer Numeric Control (CNC) certification. This training is adaptable to students at all skill levels.

**WSD is also increasing avenues for growth through revisions of the CTE custodial technician class and inclusion of The Conduits© program by Acceleron Learning.** A revised custodial technician class provides students with skills required to enter the building maintenance/cleaning industry. This training is particularly important for students with cognitive limitations. The Conduits© program by Acceleron Learning was incorporated into CTE programming in SY16. Conduits© is an interactive, video-based program in which the instructor and student examine various facets of the job search process.
Returning to the community from prison is a complex transition for most offenders, as well as for their families and communities. Reentering the workforce is also a daunting challenge for these individuals. Criminal records and time spent away from the labor market due to incarceration are barriers to employment. In response to these critical needs, the WSD is strengthening workforce and reentry efforts to help offenders overcome employment challenges.

The WSD’s workforce and reentry initiatives mitigate the effects of incarceration by seeking and promoting strong community alliances with agencies and organizations dedicated to employment readiness. The WSD is actively building partnerships and career connections with industry to create successful employment opportunities for ex-offenders. These connections are a critical component of the WSD workforce effort.

To this end, the WSD partners with the TDCJ to provide opportunities for offenders to gain valuable information prior to release. Service Provider Expos are hosted by the WSD within TDCJ facilities to bring offenders together with community service providers and volunteer organizations. These events allow organizations to provide current information to assist offenders in successfully transitioning back into their communities. Career Expos are also being hosted in TDCJ units to bring offenders together with potential employers. The goal of these events is providing current job information to help soon-to-be-released offenders successfully transition into viable employment. The WSD and the TDCJ work in unison to provide information and organizational representatives who will communicate current employment trends and opportunities to offenders at these events.

Working closely with the TDCJ Parole Division officers and TDCJ Reentry and Integration staff, the WSD assists in every way possible to ensure that workforce-trained students are given the opportunity to find gainful employment upon release. WSD also partners with Texas Workforce Development Boards to connect offenders with employment. Input from these boards is used by the WSD to tailor skills training to jobs available in specific communities.

WSD continues to partner with industry employers who are looking for skilled workers. These partnerships facilitate communication and provide more visibility for employment opportunities for ex-offenders. Industry representatives provide tours of their companies and training opportunities for WSD vocational educators. They visit WSD programs and provide input so that skills being taught are aligned with skills industry seeks in employees. They also meet with WSD staff and students to review best practices, improve curriculum, make equipment suggestions, and encourage program success.

Most importantly, industry partners help WSD connect offenders with prospective employment prior to and upon release. For example, the WSD Workforce Department developed a generic job application for students to fill out while they are enrolled in vocational training, enabling them to get jobs quicker after release. WSD partners with companies that will accept this application, and with the proper release information, WSD sends offender applications to the companies at release time. WSD is committed to helping these former offenders overcome the challenges of finding, applying for, and obtaining employment after release.

Some of these valuable industry partnerships include:
- Zachry Group
- The Industrial Company
- Willbros
- Patriot Erectors
- William Brothers
- Yantis Construction
- Quinco Electrical
- Steves and Sons, Inc.
- Hotel Indigo
- Greater Texas Landscape Services

WSD is continually expanding its database of employers who are willing to hire students with third-party industry certifications. These employers provide input on current industry employment needs, and help strengthen the state workforce through better vocational training.
SD partners with TDCJ to expand post-release employment opportunities

**Work certification program, OJT, apprenticeship**

The WSD and the TDCJ work together to provide job experience and valuable training certifications to offenders who are working within the TDCJ during their incarceration. These training opportunities include the Work Certification Program, On-The-Job training (OJT), and apprenticeship programs.

The TDCJ provides an offender Work Certification Program, offering offenders the opportunity to earn a certificate for demonstrating diligent participation in a full or part-time job assignment. Offenders who proficiently perform essential job functions on a continuous six-month basis receive a certificate.

In partnership with the TDCJ, the WSD coordinates OJT and apprenticeship programs. These two work-based job skills training programs are integral components of WSD vocational training. In addition to job training and experience, offenders have the opportunity to develop positive and constructive work habits to improve employment potential within prison and upon return to their communities.

OJT combines work experience and standardized training in approved occupations for a minimum of six months under the supervision of a TDCJ employee. OJT’s purpose is to provide credible training to offenders in job assignments that meet OJT certification criteria. While the goal of OJT is to teach essential workplace proficiencies, the program also instills aspects of the workplace culture and performance expectations. Many of the OJT occupations also have the potential to transition into an apprenticeship.

Apprenticeships are designed to prepare individuals for occupations in skilled trades and crafts and are registered with the United States Department of Labor. An apprenticeship offers a combination of rigorous and relevant on-the-job learning with classroom instruction on the theoretical and practical aspects of the occupation. Upon satisfactory completion of an apprenticeship program, the participant is awarded a nationally-recognized Apprenticeship Completion Certificate. The apprenticeship training platform provides opportunity for participants to develop a career vocation, professional ethics, and self-confidence based on accomplishment. The WSD is collaborating with the TDCJ to expand the program to cultivate a more robust, nationally-recognized job training opportunity for offenders.

The value of the WSD/TDCJ job skills training and certification structure is best defined by its seamless accessibility to offenders. Participants can access job training opportunities at any level. Marketable skills and job experience can be acquired within each program individually and are certainly enhanced if the offender elects to take advantage of more than a single job skills training opportunity. The Work Certificate, OJT, apprenticeship, and CTE programs combine to create the conditions and structures necessary for the WSD and the TDCJ to administer effective job skills training.
Game changer: 
Family, faith, education reconnect electrician’s life

Prison is where former Windham School District (WSD) student Jose Garcia finally decided to be a role model for change. Three years after his release in 2013, he still has a positive impact on countless others.

Garcia was assigned to administrative segregation in the Texas Department of Criminal Justice (TDCJ) Ferguson Unit in Midway and stuck in a bad pattern: negativity, gang associations, and hopelessness. He had been gang-affiliated from ages 17-25, with a history of running away from home, skipping school, abusing drugs, committing burglary, and escaping from prison. He had completed almost two years of prison time during his first incarceration, but returned for 11 and a half more during a second sentence.

During his time in administrative segregation, he received letters from his niece and his father pleading for change and help for the family. The letters said the only males in Garcia's nieces’ and nephews’ lives were current or past offenders involved with the Texas prison system. The family needed Garcia to come home and make a positive difference. His young relatives’ ages ranged from newborn to 14, so he knew he had to be the game changer.

From that moment on, Garcia’s days in TDCJ took a new turn. He left his gang connections, finished his time in administrative segregation and was transferred to the Allred Unit in Wichita Falls. Garcia had already earned his GED® and followed up with the CHANGES life skills class. Now he was ready for electrical training classes in WSD’s Career and Technology Education program.

“I still have a tremendous amount of respect for my Windham teachers,” says Garcia, who was inspired by his instructors.

“My CHANGES teacher didn't let the fact that I was incarcerated change her view of me,” he says. “I was expecting people to act like I was just a convicted felon and they were only there to teach me, but she actually cared about everyone in the class; she had one of the greatest impacts on my life.”

Garcia's hours in electrical class with an inspirational instructor, the late Gene Miller, also set him on a new path to a productive career. He says Miller stressed positive personal change to his students, as well as job training.

As an electrician, Garcia now uses skills learned in TDCJ, working for Southwest Electrical Contracting Services. He said he enjoys the constant variety of working on different assignments in different places. He is also enrolled in his third year of electrical school in pursuit of a journeyman's license, which is required for anyone performing electrical work in Texas. Garcia recently received a scholarship for school, and his Monday nights are spent in class, learning new skills and mentoring peers.

“I am learning everything from pipe bending to transformers,” he says.

Garcia credits his time in Miller’s class for keeping him ahead of peers in current classes: “Time for hands-on experience is limited in my current electrical school lab. Since I already had that experience with WSD, I’m one of the few people in the low voltage department who can bend pipe; I’m in high demand with a lot of the foremen. My vocational training has taken me a lot further than I would have been without it: I've received a dollar pay raise every year, and I’m currently expecting another.”

Garcia’s on-the-job training takes place around San Antonio. Even though the work is challenging, he says that it has also been rewarding and interesting to work in different places. He is determined to stay ahead in his classes and work hard toward bigger goals.

“I hope to move up and become a foreman,” he says. “Someday I want to own my own business with my wife. I will have to learn everything in order to get there.”

Garcia’s home life is a driving force in reaching his goals. He and his wife have three daughters, and the youngest daughter has a disability affecting muscles and nerves. As a result, Garcia’s career plans involve her future.

“I want her to gain as much independence as possible,” he says. “If I start this business and pass it down to her, she could be employed by our company and provide herself a means of support.”

Using their past experiences as reference, Garcia and his wife also spend time speaking to youth in church and troubled teens on San Antonio streets, telling them how to lead a better life.

From the time he first received his niece’s letter in TDCJ until the treasured days he now spends caring for family, Garcia has continued to be a role model. His personal changes are a source of encouragement for family members who also deal with the challenge of former incarceration.

“My brother has been in and out of prison like me, and he also wants to change his life,” Garcia says. “In the past, I was the craziest member of my family. Now that I’m doing things right, my story has influenced several family members to get out of prison and stay out.”

Garcia’s biggest piece of advice for those incarcerated is to stay focused on important things: faith, family, people that love you, preparation for success, and personal transformation. He also says his belief in Christ still keeps him on track.

“Consider what really matters,” Garcia explains. “Every person is worth something, and I’m grateful to be on a new path.”
WSD Life Skills programs are designed to help offenders change criminal thinking patterns and develop the people skills essential for success with employers, family members, and communities where they will reside. Refocusing the offenders’ thinking processes empowers them to behave more responsibly, develop healthy relationships, and retain better paying jobs. While vocational and academic classes provide for work and functional needs of students, life skills classes help to ensure that the needs of the whole person are met. These classes provide prescriptive instruction designed to enhance cognitive skills and promote a healthy environment for positive attitudes and mindsets. Research indicates that life skills and cognitive behavioral interventions promote a reduction in recidivism. Life skills programs are offered on the majority of facilities.

Changing Habits and Achieving New Goals to Empower Success (CHANGES) is a pre-release life skills program for offenders who are within two years of projected release, which helps them re-integrate into society. This program includes topics such as developing healthy relationships, living responsibly, drug education, and putting together a new start in life.

The Cognitive Intervention Program (CIP) teaches students to examine and change thinking that leads to criminal behavior. The course teaches students to meet their needs without trespassing on the rights of others. Through cognitive intervention, students learn more appropriate thinking skills using instruction, role play, and exercises in interpersonal problem solving.

WSD offers a Parenting & Family Wellness program at some facilities. The Middle Way Parent Education Program serves as the curricular foundation for the Parenting section. This is a communication-based, interactive program supporting the development of healthy family relationships. These positive behaviors are also reflective of the personal characteristics sought by employers.

The challenges of successful reentry into society and the life-long need for improved thinking habits make these life skills essential for anyone seeking a second chance in life. To ensure a research-based best practices approach, along with built-in assessments, the WSD entered into a partnership with Dr. Robert Morgan, a nationally-recognized expert and chair of Psychology at Texas Tech University, who specializes in forensics and correctional psychology. Revision objectives included designing a theoretically-sound program with appropriate duration and intensity, along with creating a robust assessment instrument to assist with the identification, placement, and progress of students in the life skills programs. Recommendations and revisions included: updating and align the curriculum; incorporating a theoretically-based curriculum to improve student impact and system outcomes; including an assessment component; and analyzing data to guide decision making in the evolution of CIP and CHANGES.
Following curricula revisions, the WSD Division of Special Programs hosted a life skills Trainer of Trainings (TOT) in summer 2016. Dr. Robert Morgan trained approximately 15 teachers and academic specialists to assist with implementation of the revised curricula. The researchers trained participants in the Risk, Needs and Responsivity (RNR) model, which was utilized for the revision of the curricula.

RNR is perhaps the most influential model for the assessment and treatment of offenders, and it encompasses three core principles: matching the level of service to the offender’s risk to re-offend; assessing criminogenic needs and targeting them in treatment; and providing cognitive behavioral treatment tailoring the intervention to the learning style, motivation, abilities and strengths of the offender. Research from more than 50 meta analyses has shown as much as a 30 percent reduction in recidivism by adherence to the principles of RNR.

At the conclusion of the training, participants had an understanding of the model WSD programs are based on and understood the importance of maintaining the integrity of the programs and focusing on student outcomes. In August, the trainers shared knowledge learned from their TOT session with 188 CHANGES and 158 CIP teachers across the state.

Program revision incorporated a robust assessment plan that includes an assessment of the program as well as ongoing assessments to monitor student progress or lack of progress. The district selected two programmatic assessments, Measures of Criminal Attitudes and Associates (MCAA) and Measure of Criminal Thinking Styles (MOCTS). MCAA is designed to assess pro-criminal attitudes and criminal associates. It serves as a self report for students. The MOCTS measures criminal thinking styles and assesses anti-social behavior. It aims to assess for the presence of maladaptive thinking styles underlying criminal and other antisocial behavior. Teachers and unit staff administer both assessments, and central administration is responsible for data collection and scoring. CIP and CHANGES revisions were completed in SY16, with implementation of the revised programs beginning on Sept. 1, 2016 (SY17).

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<thead>
<tr>
<th>Program</th>
<th>Participants</th>
<th>% Complete of those eligible</th>
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<tbody>
<tr>
<td>CHANGES</td>
<td>19,180</td>
<td>77%</td>
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<tr>
<td>CIP</td>
<td>13,453</td>
<td>73%</td>
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Using training to build job skills, resumes, futures

Hay trades incarceration for life success

“I thought that I had made up my mind in prison that I was going to change, but I almost didn’t,” says former offender and Windham School District (WSD) student Sean Hay. He is sharing his personal story with a group of vocational and High School Equivalency Certificate (HSEC) graduates at Dominguez State Jail in San Antonio.

Hay said he expected the day he was released from the Texas Department of Criminal Justice (TDCJ) to be the best day of his life. At age 39, he had been incarcerated just 10 days shy of two years on drug-related charges. He had spent the majority of his sentence at Dominguez State Jail; he was ready for change.

“I was ready to go; I had a plan for when I got out,” he says. “My mom and friends picked me up in Huntsville, and we stopped and ate before traveling to San Antonio. When we arrived home, my mom finally shared the tragic news she had been dreading to tell me: my best friend had passed away a few months earlier in a car accident. When I heard this news, I forgot every plan I had made. It went from being the best day of my life to the worst day, and I didn’t know what I was going to do.”

Hay remembers going to a guest room at home to begin dealing with grief and to sort through his thoughts, ultimately vowing to live with no more drugs, selfishness or lies.

“I discovered that the life I was living was not the life God intended for me or anybody. I decided to use my past and my friend’s death to make my family proud through change,” he says.

Hay thought about skills and mindsets he had worked on while incarcerated, and he remembered programs, accomplishments and role models who helped him make good decisions. Hay had taken and completed WSD’s HSEC classes, Technical Introduction to Computer Aided Drafting, CHANGES pre-release life skills training, and the Cognitive Intervention Program. When he left the guest room, he knew he had created a foundation for success.

“I made up my mind that when I was on the rig floor, I was going to be the best possible floor hand. Then I got moved to derricks, and I decided to be the best possible derrick hand. I had to work harder than everyone else,” Hay says. “The oilfield is felony-friendly, but the higher you move up, the more you realize that you’re kind of alone. They just don’t give those higher up positions out; you have to earn them.”

Today Hay no longer works on the rigs. He is an automation instrumentation specialist for a Houston-based exploration company and is contracted to this position through Renegade Well Services. He mainly works in the Gonzales area in management, dealing with control systems and the electrical parts of programming, including devices that measure pressure, fluid and volume.

“All of these jobs are related to the exact courses you can take in Windham, such as basic electricity,” he says. “I’m still able to apply my education experience to my job.”

Hay has worked all across South Texas in the seven years since he left incarceration. He says his workforce success and personal progress are due to hard work, faith in God -- and the way he applied skills he learned in WSD. Today he is a happily married man, serving his church, volunteering in the community and speaking to offenders about how to be successful.

“From Auto-CAD to Cognitive Intervention, there were so many things that helped me make better decisions,” Hay says. “Get all the training that is offered to you during incarceration. Get the completion or industry certification, then go home and actually apply it. Put these certifications on your resume because they open doors. There are so many different areas of employment you can pursue.

“You’ve got to work harder than the guy next to you, so build your resume before you leave TDCJ. Be sure to thank your families for their support, and then figure out how to utilize every class you went through. You’re building your future. Start it today.”
WSD supports the educational journey

Counseling, Testing & Records, Volunteers, Libraries, Business Services, Human Resources, Information Technology, Operational Support, Recreation

The WSD administration staff helps change lives and supports the mission of WSD by providing training, curriculum development, business services, information technology, human resources, research, and operational support. The administrative office functions as the liaison with TDCJ and other outside agencies and stakeholders.

Counseling, Testing & Records Department

The WSD Counseling, Testing and Records Department supports and complements unit testing processes, including an extensive HSEC testing effort. The department is also responsible for the management of educational assessments as offenders enter the correctional system and for maintaining educational records. Staff responds to legal and offender requests for educational records and process high school diploma, HSEC and college claim verifications.

The Counseling, Testing and Records Department provides training to unit education staff and coordinates educational transfers for the district. Staff must review each potential vocational student transfer by applying applicable enrollment criteria, eligibility requirements, and the policy-driven need and priority factors. TDCJ unit profiles may also be considered in identifying the best candidates for vocational transfer. WSD accomplishes this mission through a strong partnership with TDCJ Classification Committee members.

Libraries

As part of the WSD’s focus on helping offenders become job-ready and envision a better future, the district maintains 87 libraries for TDCJ facilities throughout Texas. Library staff is encouraged to purchase current information on current aspects of business and employment. Materials are also provided to support CTE classes, including an Occupational Outlook Handbook.

In addition, libraries provide offenders with a wide variety of books, reference collections and materials in support of educational programs, job hunting, and recreational reading. The WSD recognizes the importance of literacy in seeking employment and improving quality of life, so WSD libraries provide services to the general population of offenders.

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<th>Library Info for SY16</th>
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<tbody>
<tr>
<td># of Libraries Maintained</td>
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<tr>
<td># of Books Circulated</td>
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<tr>
<td># of Offenders Served</td>
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<tr>
<td># of New Books Received</td>
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<tr>
<td># of Books Catalogued</td>
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<tr>
<td># of Books Distributed to Libraries</td>
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Volunteer Programs

Volunteers are a vital part of WSD’s success, offering specialized skills, talents, experiences and resources. During SY16, WSD administration had oversight of more than 300 volunteers. These volunteers provided more than 1,000 hours of assistance, serving 5,520 offenders. Volunteers served on advisory boards and committees and in academic, vocational and life skills training. Storybook project volunteers worked with female students to read and record books for offenders’ children, enhancing family support. Volunteers from the University of Houston supported reading efforts, and University of Texas has assisted with writing workshops.

Volunteers from business, education and state agencies participate in WSD programs by meeting with offenders and staff to discuss various aspects of the job market and reentry resources. Volunteers serve as presenters at WSD job expos and reentry services expos, and they offer current information about available employment, hiring practices, and available community reentry resources. Volunteers also serve as valuable graduation speakers, sharing their experiences and motivating offenders to continue to change their lives and successfully re-connect with families and communities.

Volunteer of the Year:

Former Windham student is honored with Governor’s volunteer service award

Garrett Stanley of Bastrop was presented the Judy Burd – Windham School District Award during the Governor’s 2016 Criminal Justice Volunteer Service Award program in Austin.

"Volunteering is not a choice for the men and women being recognized today," Texas Board of Criminal Justice Chairman Dale Wainwright said. "They see it as a responsibility, and for that we’re thankful." Wainwright recognized Stanley and presented him with an award.

A former Windham School District (WSD) student released in 2006, Mr. Stanley is a successful journeyman electrician. He still finds time to give back to WSD, an organization that he describes as having "teachers who showed patience, effort, kindness and were very helpful."

While enrolled in WSD, Stanley completed electrical training and worked on the unit in the maintenance department while also serving as a teacher's aide. He later earned his associate of arts degree. Stanley has been a graduation speaker at the Dominguez State Jail where he encouraged and motivated recent GED graduates. His testimony gives students hope for a better future of success and prosperity beyond prison walls. He has also served as a panel guest speaker with other successful former WSD students. Current WSD students often see Stanley as a role model, and they are able to visualize having a successful future, too.

Stanley was one of 15 individuals and six organizations from across the state recognized for efforts to help offenders and those who are on parole or probation. The volunteers donate many hours of their personal time every year with the goal of changing the lives of convicted offenders, along with aiding and comforting their victims.

"This program is the place where we are able to give back to the local community and do something positive for society and also for ourselves. … I now believe in our ability to give back to the community. We can become better human beings, husbands, fathers and grandfathers -- whatever we need to be."

V. Lopez
Class Valedictorian
WSD Culinary Arts student
Volunteering with San Antonio Food Bank

Garrett Stanley, winner of a Governor’s 2016 Criminal Justice Volunteer Service Award, is congratulated by Windham School District Division of Instruction Director Amy Lopez and Board of Trustees Chairman Dale Wainwright.
Business Services

WSD's Business Services department facilitates the financial planning, management and reporting necessary to provide financial support of education and recreation programs. This department is responsible for transactions relating to accounting, accounts payable, budget, payroll, purchasing, the Historically Underutilized Business (HUB) Program, and warehousing.

Financial Data:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WSD Appropriation from General Revenue within the TEA Budget</td>
<td>$103,000,000</td>
<td>$103,000,000</td>
</tr>
</tbody>
</table>

WSD is funded through state appropriations to the Texas Education Agency (TEA) Foundation School Program, and the district must earn these funds according to formulas set by law. These formulas are based on offender contact (attendance) hours for the best 180 of 210 school days in each year of the biennium. In SY16, WSD spent $4.64 per contact hour ($865.94 per participant) of state-appropriated money from TEA.

Other sources of WSD revenue include local (interest income) and other funds. Federal Grant Pass Thru funds are provided through grants such as the Elementary and Secondary Education Act Title I-Part D-Subpart 1, Title II-Part A, Individuals with Disabilities Education Act (IDEA-B) and the Carl D. Perkins Corrections Grant. WSD receives reimbursement through a Memorandum of Understanding (MOU) with TDCJ for providing administrative oversight of recreation programs and The ECHO newspaper.

<table>
<thead>
<tr>
<th>Funding for Fiscal Year 2016</th>
<th>WSD Contact Hour Rates</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Education</td>
<td>$44,7826</td>
</tr>
<tr>
<td></td>
<td>Vocational Education</td>
<td>$36,7445</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fiscal Year 2016 Cost Per Contact Hour</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSD (state)</td>
<td>$4.64</td>
</tr>
<tr>
<td>Federal Grant Pass Thru</td>
<td>$0.16</td>
</tr>
<tr>
<td>Total</td>
<td>$4.80</td>
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</table>

<table>
<thead>
<tr>
<th>Cost Per Participant - Fiscal Year 2016</th>
<th>PROGRAM</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINDHAM SCHOOL DISTRICT</td>
<td>Windham School District</td>
<td>$895.98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenues - Fiscal Year 2016</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (Interest Income)</td>
<td>$77,056</td>
</tr>
<tr>
<td>Windham School District</td>
<td></td>
</tr>
<tr>
<td>State (Foundation School Program)</td>
<td>$52,498,438</td>
</tr>
<tr>
<td>Instructional Material Allotment (IMA)</td>
<td>$865,928</td>
</tr>
<tr>
<td>Federal Grant Pass Thru Funds</td>
<td>$1,900,852</td>
</tr>
<tr>
<td>Contract</td>
<td>$4,557,311</td>
</tr>
<tr>
<td>Other</td>
<td>$119,761</td>
</tr>
<tr>
<td>Operating Transfer-In</td>
<td>$256,557</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>$60,275,913</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures - Fiscal Year 2016</th>
<th>WINDHAM SCHOOL DISTRICT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>State (Foundation School Program)</td>
<td>$54,909,372</td>
<td></td>
</tr>
<tr>
<td>Instructional Material Allotment (IMA)</td>
<td>$772,399</td>
<td></td>
</tr>
<tr>
<td>Federal Grant Pass Thru Funds</td>
<td>$1,900,852</td>
<td></td>
</tr>
<tr>
<td>Contract (Recreation &amp; The ECHO)</td>
<td>$4,557,311</td>
<td></td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
<td>$61,239,934</td>
<td></td>
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</tbody>
</table>
Human Resources

WSD’s Human Resources Department develops and implements activities and programs relating to recruitment, staffing, employee classification, compensation and benefits, employee relations, employee recognition and training on human resources policies and procedures.

- WSD Human Resources managed 1,115 positions during SY16.
- All WSD teachers, counselors, librarians, diagnosticians and principals are certified by the Texas State Board for Educator Certification.
- The average years of experience for WSD teachers is 17 years, reflecting a relatively stable workforce. There is a large number of long-tenured employees.
- WSD's Human Resources Department works through the Teacher Job Bank, the Texas Association of School Administrators, education service centers, universities, the Texas Workforce Commission and various websites to recruit highly-qualified applicants.

Organization of WSD Employees

- The authority to administer, organize, manage and supervise the daily operations of the WSD is delegated by the WSD Board of Trustees to the superintendent, who may further delegate this authority to staff as appropriate.
- Division directors oversee various departments and activities and report to the superintendent. Contact information for each division is available on the WSD website: www.windham.schooldistrict.org
- A regional administrator was located in each of three geographic regions of the WSD in SY16 to oversee educational programs located at TDCJ facilities in that area. Regional administrators coordinated WSD activities with unit wardens and TDCJ regional administration.
- Principals are responsible for implementing educational programs at each campus, and the majority of principals oversee two or more campuses. As instructional leader of the campus, principals create and implement campus improvement plans to meet the educational needs of the unit population. Beyond overseeing staff, principals provide professional development, evaluate classroom instruction using research based principles, and administer mandated school activities such as Response to Intervention, Admission Review and Dismissals, and Title I services. They also coordinate campus schedule and activities with TDCJ unit administration.

WSD staff comparison to public schools

Because of the difficulty in working with the academic and behavioral challenges that offenders present, along with the inherent risks of teaching in a prison environment, experienced teachers tend to perform best in the WSD. As such, the WSD generally hires academic and life skills teachers with public school experience. Vocational teachers typically have extensive expertise in their trades prior to coming to WSD.

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>SY16 - Public Schools*</th>
<th>SY16 - WSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Teacher Experience</td>
<td>11.0 years</td>
<td>17.1 years</td>
</tr>
<tr>
<td>Average Salary for 17 Years of Experience</td>
<td>$287.70/day</td>
<td>$249.20/day</td>
</tr>
<tr>
<td>Days Per Contract</td>
<td>187</td>
<td>220</td>
</tr>
</tbody>
</table>

The majority of positions in WSD are dedicated to classroom instruction. Teachers served the 63,263 students enrolled in educational programs during SY16. Counselors, librarians and principals provided services to these enrolled students, as well as the majority of all other offenders housed within TDCJ-operated facilities. This was done through assessments, information requests and library services. This is an exceptionally different situation than that of public school, where support staff and teachers serve only those students enrolled in their school or district.

<table>
<thead>
<tr>
<th>Staff</th>
<th>SY16 - Public School Profile*</th>
<th>SY16 - WSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>50.5%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Central Administration</td>
<td>1.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>All Other</td>
<td>48.4%</td>
<td>39.7%</td>
</tr>
</tbody>
</table>

* 2016 Texas Academic Performance Report
Information Technology

The Information Technology (IT) Department provides reliable and secure technology solutions in support of the district’s mission. The staff, located in Huntsville and at three regional offices, maintains administrative and instructional architecture for 110 computer labs (including 25 vocational labs) across the state.

WSD uses a computerized architecture consisting of centralized servers and thin clients. Though classrooms do not have access to the Internet, teachers use a variety of educational software supporting academic and vocational curricula. IT staff evaluates and tests all new software for WSD and server compatibility.

WSD IT provides system, network, and database administration, and developers create and maintain applications to support WSD in meeting its mission. WSD IT had significant technological achievements this year, including major hardware upgrades, human resources and life skills applications development, and several successful software implementations.

Operational Support

The Operational Support Department directs and manages initiatives to support the district’s mission.

The department has direct oversight of compliance and operational reviews, attendance policies, campus planning and development, coordination of ITP guidelines, the Recreation program, and the Radio and Television Department. The department also oversees district and student achievement reporting and program evaluation. Operational Support coordinates internal and external research and serves as the educational liaison to private prisons, parole and American Correctional Association (ACA) initiatives.

Operational Support also has oversight of The ECHO, a Texas Department of Criminal Justice publication produced by and for TDCJ offenders. It is managed by WSD through a Memorandum of Understanding with TDCJ and is published 10 times per year.

The partnership and information resources section promotes effective communication and positive public relations for WSD by preparing and distributing pertinent information about WSD activities, goals and policies to employees and stakeholders. WSD considers effective communication with the public to be essential, so district messages are shared through the WSD newsletter, videos, brochures, photographs from various events, news releases for significant events, the WSD website, and other methods.

Recreational Programs

In conjunction with TDCJ, WSD offers recreation activities to offenders. The Recreation Department is a section of Operational Support.

Approved exercise equipment and supplies are provided and maintained in gymnasiums, on outdoor recreation yards, and in a variety of special recreation areas for offenders administratively segregated from other offenders. Television viewing and table games are provided in housing area dayrooms.

Structured programs are also provided through intramurals and craft shop participation. Interaction with appropriate community organizations is also offered through structured, organized recreational events.

Recreational activities serve to promote health and wellness through physical activity. Additionally, the interaction with others in a less structured setting allows offenders to continue developing appropriate social skills.
Unlocking the future

Helping others as counselor, job facilitator, Moore leaves behind criminal past

Education helped Jarvis Moore leave behind a prison past and unlock his inspiring future as a counselor, anger management consultant and employment facilitator. He knows how to market himself to employers despite a criminal history, and he wants to help other ex-offenders overcome unemployment.

“I’ve been out of prison for almost seven years,” Moore says, “and I know ways to help other former offenders get work.” Moore is visiting the Dominguez State Jail in San Antonio and speaking at a Windham School District (WSD) Career Expo.

Moore is familiar with the struggle for a successful life after release from the Texas Department of Criminal Justice (TDCJ). He was released from TDCJ in 2009 after serving 13 years for murder, and he says participating in the WSD Cognitive Intervention Program (CIP) was crucial in helping him become a new man. Though born and raised in West Texas, Moore is now an anger management instructor in the San Antonio area. He describes WSD’s behavioral intervention training as “one of the most impressive things I learned in prison and still use today.”

Moore calls himself a living example of the benefits of CIP, and he emphasizes the importance of recognizing and avoiding thinking errors throughout life.

“Cognitive Intervention has such a practical approach. It’s something a person can start doing the minute they learn it and then start using it on a daily basis. It helps in all phases of life.”

Moore’s talk to current Windham students also includes encouraging preparation for career success during incarceration, particularly obtaining documents pertaining to personal identification.

“When I got out in 2009, I couldn’t get a job,” he says. “There was an issue with my birth certificate. That’s why I encourage everyone to get their IDs taken care of while they’re in TDCJ.”

After his release from TDCJ, Moore picked up different side jobs, trying to earn a decent living. He didn’t yet have an ID card, but his positive attitude and perseverance led him to start a new company, with his wife Dorothy “Queen Dot” Moore: Get Right City.

“I was cleaning, doing lawn work and whatever else I could,” he explains. “Someone would ask if I could do something, and I’d say, ‘I’ll get it right!’ Get Right City soon evolved from a simple motto into a staffing agency that helps former offenders and other job seekers find work.

In 2013, Moore also founded Jarvis Moore Inc., a San Antonio construction company. Jarvis Moore Inc. specializes in demolition, site prep and debris removal. With a staff of up to 10 men, he usually has at least six workers operating excavators, backhoes and skid-steer loaders.

His two companies work together to put people to work.

“If I’m going to hire you for Jarvis Moore Inc., you have to go to Get Right City to get your application,” says Moore. “Once you fill that out, it gives me all of the information I need to know: what type of skill set you have, what kind of experience you’ve got. We may also be able to refer you to other potential employers. We’ve been successful in getting a great many ex-offenders hired full-time with different companies throughout San Antonio – just because they need an opportunity.”

Moore urges current offenders to learn to market themselves before job hunting. He stresses the importance of being honest about convictions, but he also encourages former offenders to explain WSD classes and TDCJ work assignments to their advantage during job interviews.

“Sometimes the application is your interview,” he emphasizes. “Most employers are not concerned with what you’ve done in your past. Being an ex-offender is not the reason why they’re not hiring. They’re not hiring oftentimes because you didn’t properly explain your experience or market yourself.”

Moore also says one of the most challenging factors of reintegrating into society was learning how the financial system works.

“Many of the guys in prison are in for creative finances,” he says. “It’s an illegal approach; their aim was to create financing. Understanding the legal rules of financial engagement in our system is a key to staying out of prison. There’s a different system in place than what you knew,” he tells offenders, “so let school and other prison programs teach you the right information.”

Along with his WSD classes, Moore says programs offered by the chaplaincy were also crucial to his personal growth.

“I went through all of the Chaplaincy programs I could because I came to TDCJ as a saved man,” he says. “I received Jesus Christ at Victory Gospel Church on the streets of San Antonio.”

This introduction to Christ motivated him to turn himself in to authorities; Bonding out two months later and going through court processes for two years, Moore continued growing in his faith. Nearly 21 years later, he is a free man who still uses cognitive intervention skills learned in WSD. He urges offenders to prepare for job opportunities, market their skills and experiences, and use courage and education to unlock a new future.
Note: Beginning in SY17, WSD’s three geographic regions were replaced with eight geographical areas. Each area has one principal-in-residence who oversees educational programs within their area.
Learning to engage with family in a productive, supportive way.