

ANNUAL PERFORMANCE REPORT

Schools in the Texas Department of Criminal Justice



2007-2008

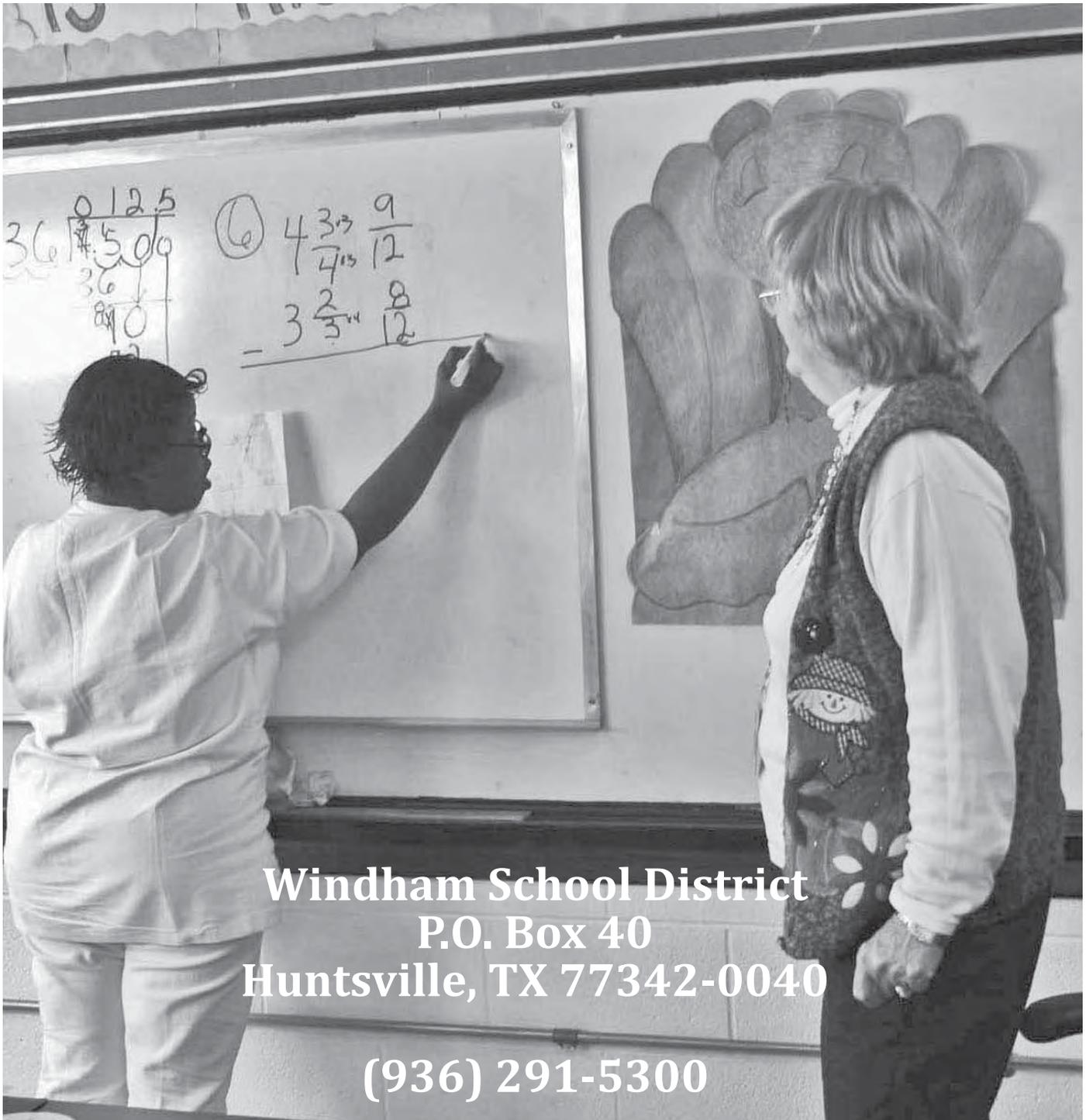
Fighting Crime Through Education

Significant Accomplishments for the 2007- 2008 School Year

- ★ Schools were opened at the new Marlin and San Saba Transfer Facilities.
- ★ Windham School District (WSD) presented sessions at the Region V Correctional Education Association Conference and at a Correctional Education Association Leadership Conference regarding the effectiveness study of the vocational training programs.
- ★ WSD developed and piloted an automated bar coding inventory system for unit libraries.
- ★ A new application was developed for electronic offender educational record storage.
- ★ As required by HB 2837 (79th Legislature), the district conducted an effectiveness study of its vocational programs and submitted its second annual report to the Legislative Budget Board.
- ★ The Division of Instruction conducted a districtwide staff development needs assessment survey.
- ★ Professional development was provided for English as a Second Language (ESL) teachers, Title I and Title II teachers, Special Education teachers and educational diagnosticians.
- ★ The district held a districtwide administrators' meeting to provide professional development for principals.
- ★ Thirteen Literacy teachers participated in a total of 30 online learning classes provided by The Neuhaus Education Center in Houston.
- ★ Vocational teachers in the following trades were provided with staff development: Business Computer Information Systems, Business Image Management and Multimedia, Computer Maintenance Technician and Diesel Mechanics.
- ★ The Division of Instruction implemented the use of a new assessment instrument (IPT-II) to assess limited English proficiency.
- ★ The district completed upgrading all Computer-Assisted Instruction (CAI) labs to thin-client technology, installed new academic software and provided software training to CAI lab teachers.
- ★ Remaining Business Computer Information Systems computer labs were upgraded to thin-client technology and new software was installed.
- ★ A new Heating, Ventilation, Air Conditioning & Refrigeration program was implemented at Cole State Jail.
- ★ WSD began issuing industry certifications in Construction Site Safety Orientation.
- ★ A parental involvement specialist maintained contact with parents of youthful (public school-aged) offenders.
- ★ Transitional and postrelease services were provided to youthful offenders to promote successful transition to further education or employment.
- ★ A record number of participants in the Post-Secondary program earned associate degrees.

ANNUAL PERFORMANCE REPORT

2007-2008



Windham School District
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The Windham School District (WSD) was established by the Texas Legislature as an entity separate and distinct from the Texas Department of Criminal Justice (TDCJ), with the Texas Board of Criminal Justice (TBCJ) serving as the Board of Trustees (Board) for the WSD. It is the policy of the Board that the WSD shall provide academic and life skills instruction, as well as career and technical education, to eligible offenders incarcerated within the TDCJ.

Mission and Goals

The mission of the WSD is to provide appropriate educational programming and services to meet the needs of the eligible offender population in the TDCJ and to reduce recidivism by assisting offenders in becoming responsible, productive members of their communities.

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.

Executive Summary

General Participation Information

- Approximately 82,500 offenders received Windham School District educational services in FY 2008 (K-12).
- Approximately 8,200 offenders participated in post-secondary educational programs in FY 2008.
- Approximately 59,000 offenders participated in Project RIO while incarcerated in FY 2008, with 28,327 releasing with an Individual Employment Plan.
- Approximately 20% of the on-hand offenders incarcerated in State-operated TDCJ facilities participate in some type of Windham School District educational program on a typical instructional day.
- The average WSD academic participant is approximately 33 years old.
- The average IQ of a typical Windham academic student is approximately 86.
- Approximately 38% of Windham academic students have an educational equivalency score of below 6.0.
- The average yearly educational growth is approximately 1.2 years per student.
- 5,039 GEDs were awarded to individuals during FY 2008.

Programming Information Pertaining to Releasees

- Approximately 69.4% of offenders released in FY 08 participated in at least one educational program at some time in their incarceration history.
- Approximately 17.5% (12,571) of offenders released in FY 08 attained a GED while incarcerated in TDCJ and 17.6% of those 12,571 offenders also attended college while incarcerated.
- Of the offenders who had at least two educational achievement tests, approximately 72% of those who participated in any Windham program demonstrated a gain in educational achievement level or attained a GED.
- Based on the WSD Efficiency Study to the Legislative Budget Board for 2007-2008, the offenders who released in FY 2007 exhibited the following:*

 - Over 70% of vocationally trained ex-offenders working earned income in one or more occupations related to their training.
 - In general, ex-offenders who received vocational training displayed higher initial employment rates, earned higher wages, and exhibited higher job retention rates than those who did not receive vocational training.
 - Vocationally trained ex-offenders less than 25 years of age in the Prison and State Jail population exhibited overall higher job retention rates than those of the same age group who did not receive vocational training.

*-entire report may be viewed at: http://www.lbb.state.tx.us/PubSafety_CrimJustice/3_Reports/Windham_School_0109.pdf

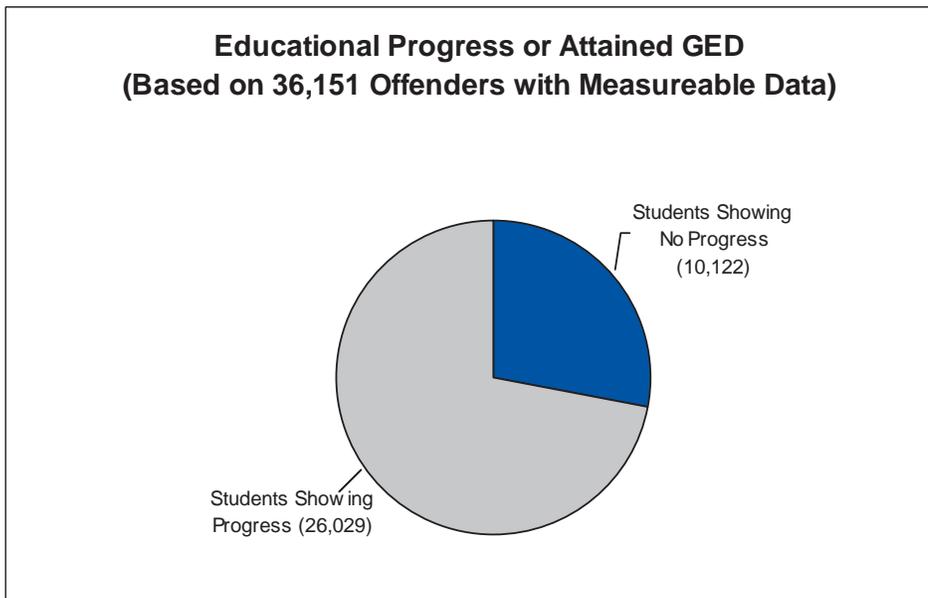
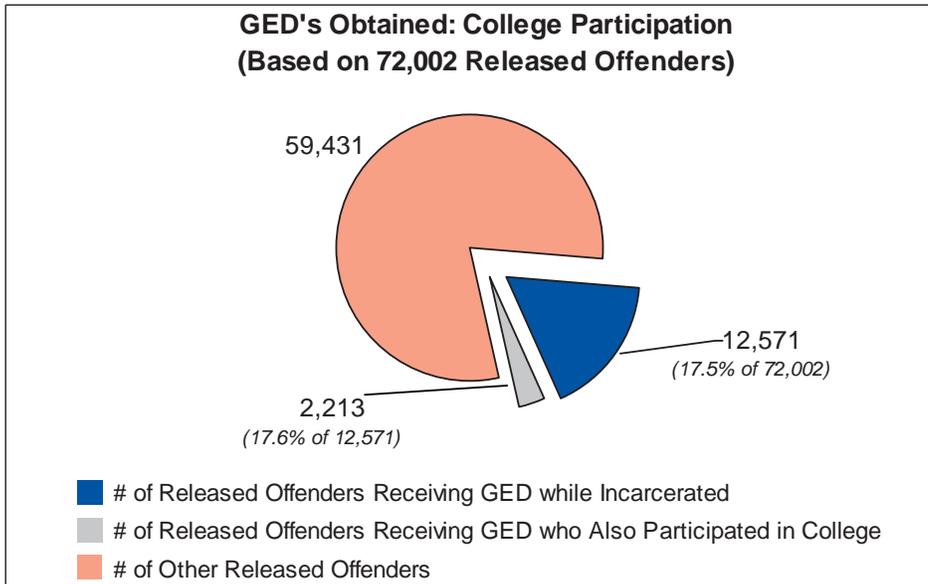
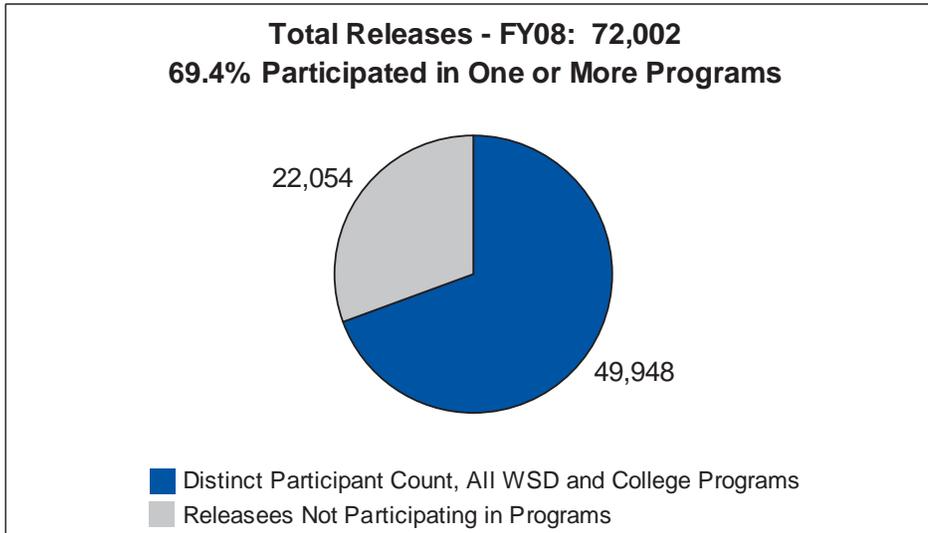


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HISTORY

The Windham School District (WSD) was established by the Texas Legislature in 1969 and named by the Texas Board of Corrections after James M. Windham, a 24-year member of the Board. Created to provide educational programming for offenders incarcerated in Texas prisons, the WSD began with a staff of eight instructors and grew along with the Texas Department of Criminal Justice (TDCJ). Windham is now one of the largest correctional education systems in the nation and offers a variety of literacy, life skills, vocational and post-secondary classes to eligible offenders.

GENERAL INFORMATION

WSD programs are designed to meet the unique needs of adult offenders and address the legislatively mandated goals of reducing recidivism, reducing the cost of confinement, promoting positive behavior during confinement and increasing offenders’ success in obtaining and maintaining employment.

Comparison of TDCJ Prison Population and WSD Participants for 2007 - 2008			
	TDCJ Prison	WSD Academic	WSD All*
Black	37%	39%	38%
White	31%	21%	30%
Hispanic	31%	39%	32%
Other	<1%	<1%	<1%
Male	92%	86%	88%
Female	8%	14%	12%
Avg. Age	37	33	36
Avg. IQ	91	86	90
Avg. EA	8.8	6.2	–
% < 6.0 EA	31%	38%	–

* Prior to 2007-08 only academic participants were included in the TDCJ/WSD comparison table.

Offenders are selected for enrollment in WSD programs based on the Individualized Treatment Plan (ITP) process. The ITP prioritizes an individual offender’s participation in recommended programs based on the offender’s age, needs, projected release date and program availability. For enrollment in academic programs, highest priority is given to offenders less than 22 years of age, followed by those from 22 to 34 years of age, particularly those with the lowest levels of educational achievement. For enrollment in vocational programs, highest priority is given to offenders less than 35 years of age and within five years of release, who have not previously participated in vocational training.

The average educational achievement (EA) level of offenders enrolled in Windham programs is approximately the sixth grade level.

Many of the offenders in TDCJ lack the educational background and basic skills necessary for attaining employment upon release. Windham’s literacy, vocational and life skills programs are designed to provide offenders with the skills they need to obtain and maintain employment.

During the 2007-2008 school year, WSD operated 90 schools. Most literacy program participants attended classes 15 hours per week, and most of those participating in Career and Technical Education (CTE) programs attended 30 hours per week.

In addition to WSD programs, the Division of Continuing Education offers offenders the opportunity to participate in college courses and Project Re-Integration of Offenders (RIO), as well as assisting TDCJ with the operation of the recreational activity program.

ORGANIZATION

The authority to administer, organize, manage and supervise the daily operations of the WSD is delegated by the Board to the superintendent, who may further delegate this authority to staff as appropriate. Reporting to the superintendent are the general counsel, the public information officer (PIO), regional administrators and division directors.

Delegation of authority from the Board to the superintendent includes:

- Employing and terminating staff as necessary for efficient operations;
- Developing, implementing, maintaining and updating policies, procedures and regulations;
- Organizing the district to improve operations; and
- Overseeing fiscal management.



Recent Program/Organizational Evaluations	
<u>Agency</u>	<u>Year</u>
TEA District Effectiveness & Compliance Visit	2003
TDCJ Internal Audit of the GED Testing Program	2003
The National Center for Construction Education and Research	2004
Sunset Review	2005
Consultants hired by TEA conducted a Study of Management and Operations	2007
TDCJ Internal Audit of Computer Services	2008

The superintendent is responsible for implementing measures to evaluate the effectiveness of WSD programs, maintaining relations with the Board and TDCJ and interacting with state offender family organizations. The superintendent also serves as the governmental liaison for the district and is responsible for all contacts with the governor’s office, the legislature and other state agencies.

Legal representation for the WSD is provided by the general counsel, who is responsible for legal issues affecting Windham including legislation, litigation, contracts, grievances, contract terminations/nonrenewals and the adoption or revision of Board policy.

The Windham PIO is responsible for press releases, media relations and providing current news to all Windham staff. The PIO updates the website calendar and bulletin board and provides guidance for the newspaper staff of the offender newspaper, The Echo.



The Texas Board of Criminal Justice serves as the Board of Trustees for the WSD.

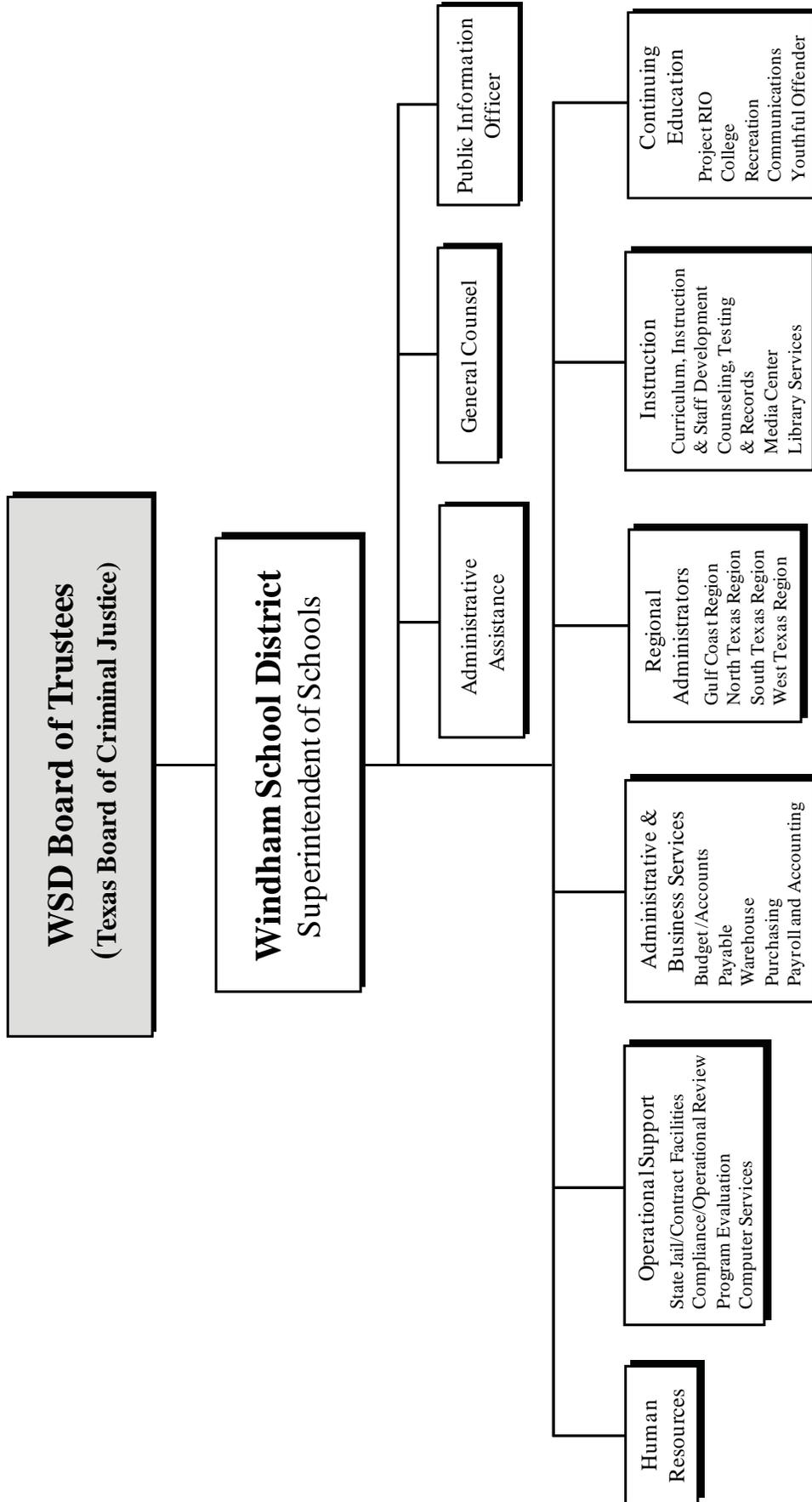
Regional Operations

A regional administrator is located in each of the four geographic regions of the WSD to oversee educational programs located at the TDCJ facilities in that area. Regional administrators coordinate WSD activities with unit wardens and TDCJ regional administration. Each school is assigned a principal who is responsible for implementing educational programs. Some principals oversee more than one campus.



WSD Chairman of the Board Oliver J. Bell (left) joins Governor Rick Perry (center right) and TDCJ Executive Director Brad Livingston (right) in honoring Julie Gardner, recipient of the Governor’s 2008 Criminal Justice Volunteer Service Award and the WSD “Judy Burd” Award. Gardner works as a volunteer teaching women’s health classes on various TDCJ units.

TEXAS DEPARTMENT OF CRIMINAL JUSTICE
 ORGANIZATIONAL STRUCTURE
 Windham School District
 2008-2009



Divisions

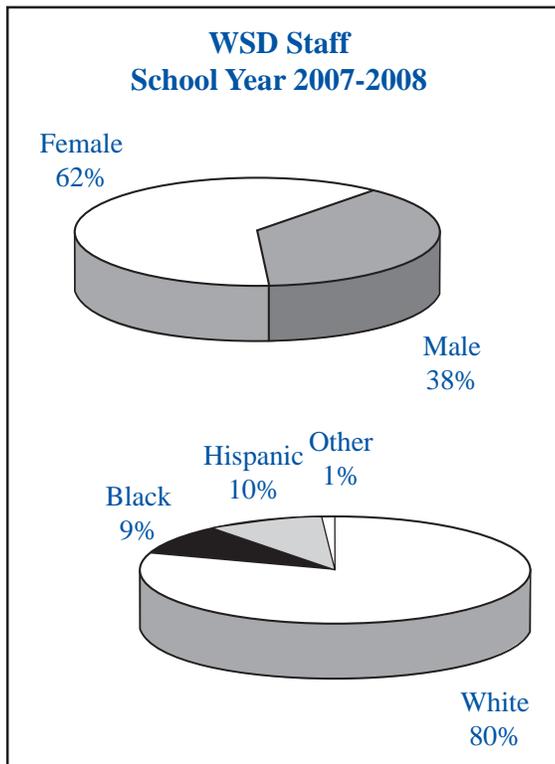
Division directors oversee various departments and activities and report to the superintendent. There are five WSD divisions:

- The Division of Human Resources;
- The Division of Instruction;
- The Division of Continuing Education;
- The Division of Operational Support; and
- The Division of Administrative and Business Services.

DIVISION OF HUMAN RESOURCES

The mission of the Division of Human Resources is to foster, reinforce and sustain fair, equitable and consistent application of programs, policies, laws and services necessary to support the WSD.

As of August 31, 2008, WSD employed 1,264 employees and the Division of Continuing Education had an additional 120 Project RIO positions. Thirty-four percent of the WSD staff held a master’s degree or higher.



Literacy teachers provide instruction to accommodate students with a wide variety of individual needs and learning styles.

During the 2007-2008 school year, WSD hired 137 professional employees. The Division of Human Resources works through Teacher Job Bank, TASANET, Education Service Centers, Universities, the Texas Workforce Commission (TWC) and various websites to recruit applicants.

The staff turnover rate was 12.5 percent. As of August 2008, the average length of service for WSD staff was 9.3 years with Windham.

DIVISION OF INSTRUCTION

Windham provides a variety of academic, vocational and life skills programs to eligible offenders incarcerated in the TDCJ.

Literacy Programs

Literacy programs provide adult basic education for offenders functioning below the sixth grade level and secondary level adult education for those who are working toward attainment of a high school equivalency certificate (GED). Based on individual achievement, students are assigned to beginning (Literacy I), intermediate (Literacy II) or advanced (Literacy III) level classes. Literacy classes are non-graded, competency-based and are operated on a 12-month scholastic year. Students generally attend literacy classes three hours per day. Students with significant reading deficits may be enrolled in Literacy I—Reading, a special program designed to provide intensive instruction in reading.

Offenders who enroll in WSD literacy programs are likely to have a pervasive history of negative school experiences and academic failure. Many are deficient in academic skills, lack self-confidence and exhibit poor attitudes about education. Given the wide range of individual needs and learning styles of their students, literacy teachers provide differentiated instruction to accommodate a wide spectrum of learners. Literacy teachers also collaborate with vocational teachers to promote workplace competencies and learning in meaningful contexts. In all programs, emphasis is placed on the skills employers demand, such as personal qualities, cultural sensitivity/tolerance, teamwork, decision-making and problem solving.



CAI labs provide computer-based instruction to support and enhance the academic program.

Computer-Assisted Instruction (CAI) labs, available at most campuses, provide diagnostic, prescriptive, computer-based instruction to support and enhance the academic program.

A comprehensive referral and assessment process is used to identify offenders who may be in need of Special Education services. Special instruction is provided for students with learning disabilities, emotional disturbance, mental retardation, vision and/or hearing impairments, orthopedic impairments, speech impairments, traumatic brain injury and other health impairments. Certified Special Education teachers employ a wide variety of instructional strategies and materials to address each student's individual learning style.

Special computer equipment is used to meet the unique needs of students who are blind or have significant visual impairments. Related services, including interpretive services for deaf students and assistive technology, are provided when needed. Students in the Special Education program who do not demonstrate progress in the regular academic curriculum may be considered for placement in an Adaptive Skills class. Adaptive Skills is a class that focuses primarily on functional literacy and life skills.

Windham also provides a special program for eligible students who exhibit limited English proficiency. A language assessment is administered to determine a student's level of proficiency in English. Students who demonstrate a significant lack of English proficiency are recommended for placement in the English as a Second Language (ESL) program. Certified ESL teachers provide intensive instruction in English language development, reading and writing.



ESL teachers attend a professional development session provided by WSD.

Life Skills Programs **(Personal and Social Development)**

Changing Habits and Achieving New Goals to Empower Success (CHANGES) is a 60-day life skills program designed to prepare offenders for release. Offenders who are within two years of projected release are eligible to participate in the program. The program content includes family relationships and parenting, civic and legal responsibilities, victim sensitivity, health maintenance, employability, money management and other related life skills.



The CHANGES Program helps prepare offenders for life after release.

Cognitive Intervention, a 60-day program developed with the help of the National Institute of Corrections, serves as a model for programs in other states. Offenders with disciplinary problems are referred to the Cognitive Intervention program. Cognitive Intervention teaches students to meet their needs without trespassing on the rights of others. Through instruction and exercises in interpersonal problem solving, the program helps:

- Develop personal accountability and responsibility;
- Develop anger management skills;
- Develop impulse control;
- Overcome criminal thinking;
- Create positive attitudes and beliefs; and
- Set goals.

WSD offers a 30-day Parenting program at selected facilities. The Middle Way Parent Education Program serves as the curricular foundation for the Parenting program. This is a communication-based, interactive program that supports the development of healthy family relationships. Women’s Health is offered in conjunction with the Parenting program at a few female facilities.

Windham School District 2007-2008	
TOTAL PARTICIPANTS	82,449
Literacy Participants	39,687
Literacy I, Reading	555
Literacy I, II, III	35,366
English as a Second Language	1,165
Special Education	1,784
Title I	870
Life Skills Participants	51,468
CHANGES (Pre-Release)	31,875
Cognitive Intervention	18,156
Parenting	5,683
Perspectives and Solutions	3,603
Women’s Health	959
LifeMatters	1,610
Career & Technical Education	12,182
Full-Length Course	11,741
Short Course	134
Apprenticeship Related Training	324
GEDs Awarded	5,039
Vocational Certificates Issued	5,975
Industry Certificates Awarded	4,011

WSD Student Performance Results for the 2007-2008 School Year	
Performance Item	
1. Overall Growth Gain on Tests of Adult Basic Education (TABE)	1.2
2. Average Student Growth Gain Between TABE Test Sessions	.7
3. Percent of GED Test Takers who Earned a Certificate	82%

Completion of Literacy Levels 2007-2008			
	Number of Students With Post Tests	Number of Students Completing the Level	Percent Completing Level
Level I (0.0 to 3.9)	4,672	1,885	40.3%
Level II (4.0 to 5.9)	7,195	3,385	47.0%
Level III (6.0 and above)	14,456	5,384	37.2%
Total	26,323	10,654	40.5%

A 15-day program entitled Perspectives and Solutions is offered at intake facilities. In this progressive program, students explore cultural diversity, personal identity, stereotypes, prejudice and discrimination. Students also receive extensive exposure to problem-solving techniques.

LifeMatters, a life skills program for offenders with more than 24 months until their projected release date, provides opportunities for students to develop basic life skills and social values. The program explores family relationships, personal development and planning for the future. Emphasis is placed on the importance of family, effective communication skills, management skills, interpersonal relationships, decision making, acceptance of responsibility and child care practices that promote positive development. Other content areas address positive self-image, nutrition, wellness, personal appearance, managing multiple roles and career options.

Elementary and Secondary Education Act (ESEA) Programs

A supplemental Title I program is provided for underachieving students who are 21 years of age or younger. These students are enrolled in a three-hour Title I class in addition to a three-hour Literacy class each day. The Title I teacher works with the regular teacher to reinforce and/or re-teach literacy and math concepts. Interactive computer-assisted instruction is used in the Title I program to provide remediation of basic skills and encourage participatory learning.

WSD uses Title II, Teacher and Principal Training and Recruitment funds to support professional development activities for teachers and principals and to hire additional teachers for facilities that house the TDCJ Youthful Offender Program (ages 14-17). Hiring additional teachers enabled WSD to reduce the size of Literacy classes at two facilities.

WSD operates education programs inside secure facilities that are virtually free of tobacco, alcohol and other drugs. Additionally, the TDCJ provides a substance abuse treatment program for eligible offenders. Therefore, WSD uses Title IV, Safe and Drug-Free Schools and Communities Act funds for violence prevention by supporting the Cognitive Intervention and CHANGES programs.

The WSD uses Title V, Innovative Education Program funds to support a variety of activities, including professional development in classroom management, training and instructional materials for the Parenting program and professional development for librarians.



Certified counselors provide a comprehensive guidance program and enroll eligible offenders in appropriate educational programs.

Full-length CTE courses include:

- | | |
|--|---|
| ◆ Automotive Collision Repair and Refinishing | ◆ Horticulture |
| ◆ Automotive Specialization | ◆ Introduction to Construction Careers |
| ◆ Bricklaying/Stone Masonry | ◆ Landscape Design, Construction & Maintenance |
| ◆ Building Trades I | ◆ Major Appliance Service Technology |
| ◆ Business Computer Information Systems | ◆ Mill and Cabinetmaking |
| ◆ Business Image Management and Multimedia | ◆ Painting and Decorating |
| ◆ Computer Maintenance Technician | ◆ Personal and Family Development |
| ◆ Construction Carpentry | ◆ Piping Trades/Plumbing |
| ◆ Culinary Arts | ◆ Plant Maintenance |
| ◆ Custodial Technician | ◆ Sheet Metal |
| ◆ Diesel Mechanics | ◆ Small Engine Repair |
| ◆ Diversified Career Preparation | ◆ Technical Introduction to Computer-Aided Drafting |
| ◆ Electrical Trades | ◆ Truck Driving |
| ◆ Heating, Ventilation, Air Conditioning & Refrigeration | ◆ Welding |

Career and Technical Education

The CTE program provides occupational training in a variety of areas. During the 2007-2008 school year, CTE programs were offered in 34 trade areas.

Projected employment opportunities and industry standards guide decisions to restructure courses, add new courses or discontinue courses no longer considered viable for the labor market.



Diesel Mechanics is one of the CTE programs offered by WSD.

CTE courses are based upon:

- Labor market demand for high-skill, high-wage occupations;
- Ability of ex-offenders to secure certification, licensure and employment;
- An authentic, technological work-related environment;
- A rigorous curriculum that meets industry standards (performance specifications dictated by industry that identify the knowledge, skills and competencies an individual needs to succeed in the workplace);
- Certified teachers who are also industry-certified and knowledgeable of current industry practices; and
- An opportunity to earn a WSD certificate of completion with an option to earn an industry-recognized occupational certificate or license.

Through partnerships with certification and licensing agencies, WSD provides training and certifications that meet business/industry standards. CTE students can earn certificates of achievement from WSD and industry certificates from various certifying agencies. Fees associated with industry certification are the responsibility of the offender.

By offering industry certifications, WSD maintains communication and/or accreditation status with the various certifying entities. This also helps the district keep in touch with potential employment opportunities for ex-offenders.



A WSD welding instructor inspects work completed by his students

CTE courses range from full-length courses (600 hours) to short courses (up to 200 hours). Short courses are offered periodically to prepare offenders for specific prison jobs or to provide basic occupational skills training for offenders with imminent release dates.

The Apprenticeship program, registered with the Employment and Training Administration of the United States Department of Labor, provides training opportunities in a wide range of interesting and challenging occupations. The concept of the program is to train apprentices through supervised on-the-job training combined with related technical (classroom-based) instruction. Apprenticeships last from one to six years, depending on the occupation. Windham also coordinates On-The-Job Training (OJT) for the agency. The OJT program provides the opportunity for offenders to learn employable skills while performing jobs.

Counseling and Testing

WSD employs certified counselors to provide a comprehensive guidance program. Counselors provide program information to potential students and enroll eligible offenders in appropriate educational programs. Counselors provide career guidance and coordinate the administration of standardized achievement tests, General Educational Development (GED) tests and vocational interest and aptitude tests. They also assist students in developing problem-solving skills, communication skills, self-awareness and stress coping abilities.

Tests of Adult Basic Education (TABE) are administered to all 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. There were 89,634 TABE tests administered throughout the district during the 2007-2008 school year. Windham also serves as a testing center for the GED program.

During the 2007-2008 school year, the Counseling and Testing Department:

- Coordinated all educational transfer requests, including transfer requests for WSD vocational programs;
- Provided training for counselors, testing personnel and paraprofessionals, including new-hire training for 40 counselors, principals and testing personnel;
- Distributed 3,158 packages of TABE and GED testing supplies;
- Documented test scores for all GED test sessions; and
- Replaced or added 1,507 TABE test booklets.

The Counseling and Testing Department provides administrative support and supervision to unit counseling staff. The administrator of Counseling and Testing also oversees the Educational Records Department and is responsible for the management of the Educational Assessment at Intake Process. Incoming offenders receive educational assessment at 18 facilities across the state. The process includes an orientation to educational programs within TDCJ, an education history and language survey, grade verification and TABE testing.

Educational Records Department

The Educational Records Department is responsible for maintaining educational records; responding to legal and offender requests for educational records; processing high school diploma, GED and college claim verifications; microfilming, cataloguing and entering records; and updating the online Educational Records Department Handbook. During the 2007-2008 school year the department processed 212,073 records.

Libraries

The WSD maintains 87 libraries for TDCJ facilities. Libraries offer offenders a wide variety of books, reference collections and materials in support of educational programs, as well as recreational reading. Currently, there are 39 professional librarians and 18 library clerks who are responsible for operating and maintaining inventories of unit libraries. Librarians promote the use of libraries with library orientations, poetry contests, book reports, art contests and essay contests. Last year, WSD libraries circulated 1,226,773 books and maintained newspaper and magazine subscriptions at each library. Library Support Services provided unit libraries with 20,699 new books, cataloged 21,737 books, distributed 32,751 books and reconciled 87 library inventories.



The Media Center produces educational support materials for all WSD schools and administration.

Media Center

The Division of Instruction also includes the Media Center, located on the Huntsville Unit, which provides a myriad of services including printing and bindery operations, graphics and video production, and special project development for all Windham facilities and programs.

DIVISION OF CONTINUING EDUCATION

The Division of Continuing Education is responsible for supervising and administering Post-Secondary, Project RIO and Recreation programs. Continuing Education programs are designed to meet the needs of an eligible offender population and address performance measures and riders that are legislatively mandated.

Studies clearly demonstrate that prisoners who participate in post-secondary correctional education have lower recidivism rates than those who do not have access to higher education while incarcerated (The Institute for Higher Education Policy, 2005).

2007-2008 Continuing Education Participants	
Total Participants	8,205
Two-Year College Academic	5,471
Four-Year College Academic	432
Graduate College Academic	92
Vocational College Credit	2,818
Vocational College Non-Credit	284
Workforce Education Non-Credit	780
* Prior to 2006-2007 Vocational College Non-Credit and Workforce were combined.	
RIO Participants	59,318
RIO Participants Released with an Individual Employment Plan.	28,327

2007-2008 College Credit Vocational Courses:

- | | | |
|----------------------------------|----------------------------|-----------------------------|
| ◆ Advance Welding | ◆ Culinary Arts | ◆ Masonry |
| ◆ Air Conditioning/Refrigeration | ◆ Data Processing | ◆ Office Administration |
| ◆ Auto Body Repair | ◆ Desktop Publishing | ◆ Retail Sales & Marketing |
| ◆ Auto Mechanics | ◆ Diesel Mechanics | ◆ Substance Abuse Counselor |
| ◆ Auto Transmissions | ◆ Drafting | ◆ Truck Driving |
| ◆ Cabinet Making | ◆ Food Service Preparation | ◆ Web Authoring |
| ◆ Computer Networking | ◆ Electronics | ◆ Welding |
| ◆ Computer Repair | ◆ Graphic Arts | |
| ◆ Construction Carpentry | ◆ Horticulture | |

Post-Secondary Programs

Post-Secondary programs are provided through contracts with colleges and universities serving the geographic areas where units are located. All offenders participating in these programs must meet the criteria for admission of each college or university. TDCJ has criteria that must also be met and offenders must receive security and classification clearance before entry into the programs.

The state pays the total cost of the eligible offender’s vocational coursework and the initial academic course each semester. These are known as State Reimbursable Costs, which the offender must repay after release.



Graduating from college gives offenders a sense of pride and hope for a better future.

Students who are not eligible for State Reimbursable Costs, or those enrolling in additional academic courses, must use personal funds, scholarships or grants for all related costs. The Youthful Offender Grant, awarded by the United States Department of Education, provides offenders 25 years of age and younger the opportunity to take vocational courses or a full-time academic course load without the burden of a State Reimbursable Cost.

Academic Programs

Two-year college academic programs provide classes that lead to the Associate of Arts, Associate of Science, Associate of Applied Science and Associate of General Studies. Advancement toward and completion of a degree is emphasized. Two-year college academic programs were provided on 37 units in Fiscal Year 2008.

Four-year college academic programs provide classes that lead to the Bachelor of Science, Bachelor of Arts, Bachelor of Applied Arts and Science, and Bachelor of Business Administration. Advancement toward and completion of a degree is emphasized. Four-year college academic programs were provided on four units in Fiscal Year 2008.

Vocational Programs

Two-year college credit vocational programs offer training in 25 different occupational trades. This training is provided through shop training and classroom instruction. A certificate of completion and semester hours of college credit are earned upon satisfactory completion. Two-year college vocational programs were available on 32 units in Fiscal Year 2008.

Two-year college workforce noncredit programs provide a broad-based series of courses, which are offered through continuing education units (CEU) and conducted in a competency-based format. These courses are designed to provide a quick, flexible response to business, industry and student needs. Workforce courses have specific occupational and/or apprenticeship instructional objectives. Two-year college workforce programs were available on 13 units in Fiscal Year 2008.

Two-year college noncredit vocational programs include training in five different occupational trades. This training is provided through shop training and classroom instruction, similar to credit programs. Community college noncredit programs were available on two units in Fiscal Year 2008.

Project RIO

The Project Re-Integration of Offenders (RIO) Program within the TDCJ provides offenders the opportunity to acquire workforce skills that address the needs of Texas employers. Project RIO prepares participants for employment and job retention upon release, thus reducing recidivism and promoting self-sufficiency and public safety.

Project RIO is an interagency employment program that coordinates services provided by the TDCJ and the Texas Workforce Commission (TWC) through the 28 local Texas Workforce Boards, which operate Workforce Centers located throughout the state.

While incarcerated at a TDCJ facility, participation in Project RIO is voluntary. Offenders within 18 months of projected release from state jail facilities or within 24 months of projected release from prisons (including transfer facilities) are eligible for Project RIO. Offenders within six months of projected release from Substance Abuse Felony Punishment (SAFP) and prerelease facilities are eligible for Project RIO enrollment.

Degrees and Certificates Awarded During 2007-2008	
Associate Degrees	509
Bachelor’s Degrees	56
Master’s Degrees Conferred	15
Two-year College Vocational Credit Certificates	1,732
Two-year College Vocational Non-Credit Certificates	197
Two-year College Workforce Non-Credit	1,255
* Prior to 2006-07 Vocational College Non-Credit and Workforce numbers were combined.	

Staff develops an Individual Employment Plan (IEP) with the offender to identify a career path and to serve as an assessment and evaluation tool. An important component of career path identification is assessing employer needs based on the latest labor market trends and industry-driven occupations in the area where the offender plans to reside after release.

Project RIO participants are assisted with the following:

- Setting goals for an appropriate career path;
- Developing an IEP;
- Obtaining employment documents (driver’s license or birth certificate, Social Security card, etc.);
- Placement in educational and other programs;
- Obtaining TDCJ job assignments;
- Completing Choices Workbook Series;
- Reviewing employment videos;
- Obtaining employment information through Job Fairs and Career Days; and
- Counseling for job preparation (completing a job application, résumé writing, job interviewing skills and job retention skills).

Recreation

The Recreation Program, also supervised by the Continuing Education Division, serves as a viable management tool for facility administrators. Offenders at each TDCJ and contracted facility are afforded the opportunity for prescribed amounts of daily out-of-cell recreation time commensurate with their custody level. Approved exercise equipment and supplies are provided and maintained in gymnasiums, on outdoor recreation yards and in a variety of special recreation areas designed for offenders who are administratively segregated from other offenders. Television viewing and table games are provided in housing area dayrooms. In their individual cells, offenders are allowed to engage in basic arts and crafts activities, read books and magazines that are provided for sedentary purposes, or listen to FM radio programming. Structured programs are also provided through intramurals, free world intervention and craft shop participation where crafts are sold for profit. Separate recreation plans are available to offenders at facilities for treatment or youthful offender programs.

DIVISION OF OPERATIONAL SUPPORT

The Division of Operational Support has direct oversight of compliance and operational reviews, attendance policy, appropriate campus planning development, the development and coordination of ITP guidelines, district and student accountability reporting, program evaluation and records retention. The Division of Operational Support includes:

- Division Director;
- Coordinator of Student Accounting;
- Coordinator of Policy Development;
- Planning, Research and Evaluation Specialist;
- Program Evaluation Specialist;
- Compliance Specialist;
- Process Analyst;
- Administrative Secretary III; and
- Computer Services Department.



Operational Support monitors campus performance, and compiles and distributes accountability data. The WSD accountability system ranks campuses on a scale of unacceptable to exemplary. Superintendent Debbie Roberts recognizes Formby Unit Principal William Lemons with an Exemplary Campus plaque.

The Division of Operational Support monitors school programs for compliance with TDCJ and WSD policies, generates and monitors district performance data, and compiles and distributes accountability data. The division coordinates internal and external research, provides ITP training and support for all schools, provides attendance policy training and responds to attendance issues, and serves as liaison to private prisons, parole and the American Correctional Association (ACA). The division also coordinates new computer application development and enhancements.

Operational Support staff prepares the WSD Annual Performance Report and District/Campus Profiles. Division staff also provides monthly, annual and special request reports to WSD regional offices, TDCJ, the Texas Education Agency (TEA) and various other governmental agencies. These reports depict the campus, regional and district performance of the WSD.

The District Compliance Specialist is responsible for all audits of TDCJ Correctional Institutions Division facilities and privately contracted facilities in the state in accordance with a three-year scheduled Operational Review cycle established by TDCJ. The monitor performs desk audits for all facilities not visited during the current year. During the past school year, the Office of Compliance and Operational Review completed 29 TDCJ operational reviews and 29 WSD compliance reviews, as well as 18 desk audits. Five privately contracted facilities were also evaluated to determine contract compliance.

The Compliance Specialist is responsible for:

- Revising review documentation;
- Conducting desk audits;
- Visiting units and writing follow-up reports;
- Monitoring compliance with attendance accounting;
- Monitoring compliance with policies and procedures; and
- Providing technical assistance to WSD principals and wardens.

Computer Services Department

The Computer Services Department (CSD) is responsible for all electronic services to the district. Computer Services also works with the TDCJ to ensure appropriate technological interfaces and electronic security measures. Computer Services provides technological support for the administrative complex, regional offices, unit staff and all academic and vocational classroom computers.

In order to maximize resources, the district employs a centralized-server, thin-client architecture. Through this delivery method, the 25 staff members provide technological support for an estimated 47,000 users for approximately:

- 5,600 thin-clients/laptops;
- 6,000 monitors;
- 700 printers;
- 400 servers; and
- 21 mobile data devices.

The district, through the CSD, realized many significant technological achievements in 2007-2008, including the following:

- Development of computer-based test scoring application for all Life Skills classes;
- Development and piloting of automated bar coding inventory system for libraries;

- Completion of conversion and upgrading of all student computer-related labs;
- Development and release of several new and more user-friendly web-based applications for the district;
- Development of a new application for electronic offender record storage to replace microfilm and microfiche;
- Installation of new network operating and storage servers;
- Installation of new computer-related vocational class servers;
- Establishment of a comprehensive Technology Disaster Recovery Plan; and
- Creation of a partnership with TDCJ for implementation of the OPT-E-MAN network, which provides the district expanded bandwidth and direct access to various strategic agency administrative locations throughout the state.

DIVISION OF ADMINISTRATIVE AND BUSINESS SERVICES

The Division of Administrative and Business Services facilitates the planning, management and reporting necessary to provide financial support of education and recreational programs.

FUNDING for FISCAL YEAR 2009	
WSD Contact Hour Rates	
Academic Education	\$ 3.97558
Vocational Education	\$ 3.24582
2008-2009 ESTIMATED INCOME	
Local (Interest Income)	\$ 390,000
Windham School District	
State (Foundation School Program)	\$ 59,425,744
Federal Grant Pass Thru Funds	\$ 1,928,279
Post-Secondary	
Continuing Education	\$ 2,332,714
Federal Youthful Offender Grant	\$ 2,154,888
Contract (Recreation & Echo)	\$ 4,282,186
Project RIO	\$ 3,643,073
Carry Forward	\$ 3,711,346
TOTAL REVENUE	\$ 77,868,230

Financial Data

WSD is funded through state appropriations to the TEA and must earn these funds according to formulas set by law. State funds are appropriations from the Foundation School Program (TEA) and General Revenue (TDCJ). Other sources of WSD revenue include federal, 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 I, Title II-Part A, Title IV, Title V, Individuals with Disabilities Education Act and Carl Perkins Career and Technical Education Act. Additional federal grant funds are provided for the Workplace and Community Transition Youthful Offender program.

Windham provides college administration through the Division of Continuing Education by virtue of Memorandums of Understanding with the TDCJ. In addition, Recreation programs and The Echo offender newspaper are also administered by Windham School District through Memorandums of Understanding with the TDCJ. Windham also provides administration for the Project RIO program within the TDCJ. Project RIO is funded through an interagency contract between the TDCJ and the TWC.

- WSD generated 16,820,301 contact hours for the best 180 days in Fiscal Year 2008 compared to 16,906,330 contact hours in Fiscal Year 2007.
- The Appropriation Bill performance measure for contact hours for Fiscal Year 2008 was 16,638,655.
- Expenditures from Foundation School Program and federal grant Pass Thru funds for Fiscal Year 2008 were \$64,226,040 compared to \$65,181,455 for Fiscal Year 2007.

Contact Hours		
	2006-2007	2007-2008
Best 180 Days	16,906,330	16,820,301

Revenues - Fiscal Year 2008	
TYPE	AMOUNT
Local (Interest Income)	\$ 410,856
Windham School District	
State (Foundation School Program)	\$ 59,494,245
Federal Grant Pass Thru Funds	\$ 1,873,234
Post-Secondary	
Continuing Education	\$ 2,330,171
Federal Youthful Offender Grant	\$ 1,709,343
Contract	\$ 4,099,187
Project RIO	\$ 3,526,739
Other	\$ 46,179
Operating Transfer-In	\$ 112,738
Carry Forward	\$ 6,566,335
TOTAL REVENUE	\$ 80,169,027

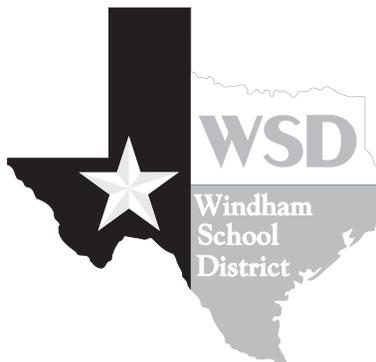
Expenditures - Fiscal Year 2008	
Windham School District	
State (Foundation School Program)	\$ 62,352,806
Federal Grant Pass Thru Funds	\$ 1,873,234
Post-Secondary	
Continuing Education	\$ 2,509,535
Federal Youthful Offender Grant	\$ 1,709,343
Contract (Recreation & Echo)	\$ 4,109,184
Project RIO	\$ 3,526,739
TOTAL EXPENDITURES	\$ 76,080,841

Cost Per Participant - Fiscal Year 2008	
PROGRAM	AMOUNT
Post-Secondary	\$ 514.18
Project RIO	\$ 59.46
Windham School District	\$ 778.98

Fiscal Year 2008 Cost Per Contact Hour		
WSD (FSP)	Federal Grant Pass Thru	Total
\$3.71	\$0.11	\$3.82

- The Continuing Education Division incurred expenditures of \$2,509,535 in Fiscal Year 2008. The Youthful Offender program federal grant funds also incurred expenses in the amount of \$1,709,343 for Fiscal Year 2008 compared to Continuing Education Division expenditures of \$2,365,901 for Fiscal Year 2007. Youthful Offender program expenditures were reported in Foundation School Program and grant fund expenditures in Fiscal Year 2007.
- Project RIO incurred expenditures of \$3,526,739 for Fiscal Year 2008 compared to \$3,470,201 in Fiscal Year 2007.
- The Echo and Recreation Administration (Contract Education) expenditures for Fiscal Year 2008 were \$4,109,184 compared to \$3,930,447 for 2007.
- Cost per Contact Hour is derived by dividing total Foundation School Program and federal grant Pass Thru expenditures (\$64,226,040) by the best 180-day contact hours (16,820,301).

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WINDHAM SCHOOL DISTRICT

