



Annual Performance Report  
School Year 2021-2022



CREATING



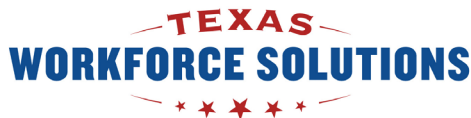
CONNECTIONS



## The Power of Partnerships



TEXAS  
Department of Family  
and Protective Services



[wsdtx.org](http://wsdtx.org)

*from the desk of*  
**Kristina J. Hartman, Ed.S.** *Windham School District Superintendent*

As a national leader in correctional education, Windham School District is dedicated to rebuilding lives, families and communities through high-quality educational programs. Established in 1969, Windham provides students within the Texas Department of Criminal Justice opportunities to participate in literacy, high school equivalency and high school diploma programs, career and technical education training and life skills courses supporting preparation for a successful reentry into our Texas communities.

The district continuously monitors industry needs, confirming the availability of high-demand training programs for students. During the 2021-2022 school year, Windham continued to provide students with guidance on how to identify and resolve potential conflicts and appropriate interactions with customers, co-workers and employers, preparing graduates for successful careers. The district piloted a career pathways initiative with a focus on students' short and long-term goals.

By providing robust and innovative program opportunities, Windham prepares students to be contributing members of their communities through education and training. This preparation is supported by establishing and maintaining productive partnerships with Texas businesses, associations, agencies and entities offering support and expertise to Windham students and graduates.

Cross-sector partnerships with state agencies and employers serve to achieve shared objectives. Windham partners with reputable employers to transition program participants and graduates into gainful employment while concurrently filling high-demand industry shortages. In addition, the district prepares students for postsecondary education through dual enrollment and upcoming prior learning agreements with colleges to earn Windham credit and college credit, simultaneously.

Through the robust programs offered by Windham, collaborative partnerships and student-centered instruction, graduates demonstrate the education and employability skills necessary to fulfill personal, educational and professional success.



Respectfully,

A handwritten signature in blue ink, appearing to read 'Kristina Hartman', written over a white background.

**Kristina J. Hartman, Ed.S.**  
*Superintendent, Windham School District*





The Windham School District recognizes and prioritizes the importance of providing quality educational opportunities to students within the Texas Department of Criminal Justice. Under the leadership of Superintendent Kristina J. Hartman, Ed.S., Windham provides academic, career and technical education (CTE) and life skills courses that equip students to lead successful, productive lives upon returning to our Texas communities.

Windham teachers provide students with a solid foundation to begin and advance in their careers. Through the district's multifaceted curriculum and hands-on training, students are adequately prepared to reintegrate successfully and become productive members of the workforce. Research from the RAND Corporation notes that participation in correctional education programs significantly decreases the chances of recidivating, and every dollar spent on education translates into a savings of four to five dollars in three-year incarceration costs [1]. In addition, researchers have shown that participating in postsecondary education while incarcerated has a direct impact on reducing recidivism. Windham recognizes this impact and prioritizes establishing partnerships that allow students to earn college credit through prior learning agreements with Texas colleges

and while enrolled in eligible Windham classes through dual credit.

Cross-sector collaboration is vital to offering extensive programming and educational opportunities, and the district engages in partnerships to meet a multitude of needs. Windham partners with colleges to offer advanced educational opportunities and collaborates with businesses to position graduates for gainful employment. The district establishes memorandums of understanding with organizations to offer resources such as mentorship and connections to maximize student potential. These partnerships enhance opportunities for Windham students and support the overarching goals of educational, personal and professional success.

Through implementation of diverse programming and recruitment of a dedicated staff, Windham prepares students for a productive future. By committing to each student's individual goals and interests aligning with workforce needs, the district's educators and administrators prepare students to reenter our Texas communities with confidence, fulfillment and a sense of achievement.

Respectfully,

A handwritten signature in blue ink that reads "Patrick L. O'Daniel". The signature is stylized with a large, sweeping "P" and a long, horizontal stroke at the end.

**Patrick L. O'Daniel**

*Chairman, Windham School District Board of Trustees*

[1] Davis, Lois M., Higher Education Programs in Prison: What We Know Now and What We Should Focus On Going Forward. Santa Monica, CA: RAND Corporation, 2019.

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## VISION

The vision of the Windham School District is to empower students and transform lives through excellence in education.

## 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.



## MISSION

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

## STRATEGIC GOALS

Developed by Windham School District Strategic Planning Committee, July 2019, Windham 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;
- (4) integrate and enhance technology; and
- (5) facilitate meaningful employment of students.

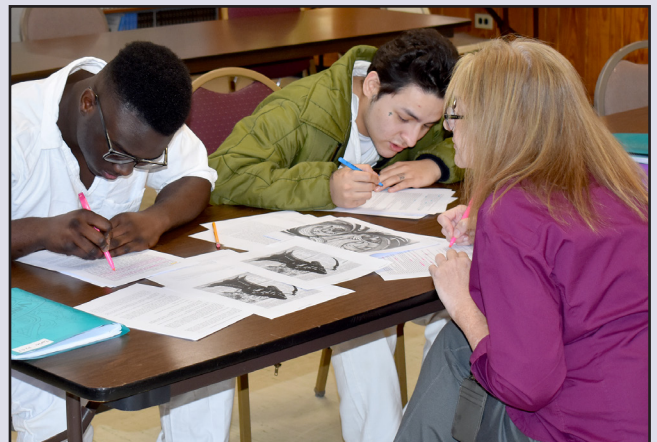
## Evaluation and Placement Puts Education in Perspective

Windham School District combines hands-on training and academics to provide women and men the necessary skills and knowledge to be successful in a variety of job markets upon reentry into their communities. In order to guide students in the appropriate educational direction, Windham utilizes an evaluation and placement process that matches students with the appropriate program to fit their needs and educational goals.

Certified student advisors and administrators follow specific guidelines to assess each student's academic level and desired goals to develop individualized career plans. Windham staff collect educational records, coordinate testing and evaluations and conduct interviews to begin matching students with programs. These interviews help staff collect important details such as career goals, educational background and existing skills that are essential to pairing students with a program that complements their needs.

Students complete assessments to initially determine their educational level. Information gathered through this testing process is used to create an Individualized Treatment Plan (ITP) for each resident. The ITP suggests programs and classes based on a multitude of factors such as age, program availability, projected reentry date and need for specific educational services. The Tests of Adult Basic Education (TABE®) evaluates the educational functioning level. Windham students take the TABE® test throughout the school year as a way to monitor their progress.

Through this rigorous assessment and evaluation process, Windham is able to place students in the necessary programs to promote successful reentry into their communities.



# Windham School District Provided Services to 48,955 Students in the 2021-2022 School Year (SY22)

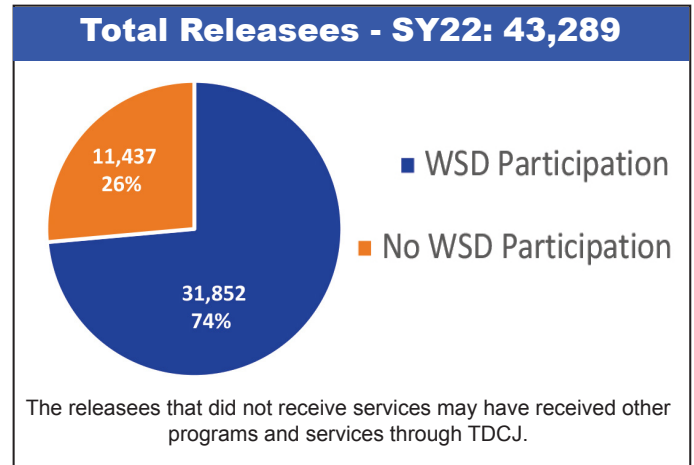
## Student Highlights

(September 2021 - August 2022: SY22)

During SY22, 43,289 individuals returned to their communities from the Texas Department of Criminal Justice (TDCJ). The following statistics highlight the educational accomplishments of those individuals during SY22.

- 74% participated in educational programming during the history of their incarceration.
- 7,256 earned a High School Equivalency (HSE) certificate\* through the Windham School District, and 87 earned a High School Diploma (HSD) through the Matthew Gaines High School, or partnerships with Mullin Independent School District and Lometa Independent School District.
- 13,132 completed career and technical education (CTE) training.
- 16,731 completed life skills courses.

**\*Note: The HSE certificate is awarded through the Texas Education Agency (TEA) HSE Program.**



## Educational Services Provided During SY22

- 48,955 students with varying educational backgrounds engaged in Windham educational services in SY22.
- During SY22, TDCJ had an average population of 118,771 residents at the end of each month. Of those, an average of 111,622 were on TDCJ-operated facilities. From this population, Windham served the highest-priority students as resources allowed, based on their ages, community reentry dates and educational needs.



## A Prosperous Reentry Through Windham Programming

Windham School District provides services to a population of adult and youthful learners at 85 campuses across the state of Texas.

Educational challenges previously experienced often continue in the correctional education setting. Windham staff recognize the presence of these hurdles and strive to empower students through each of their educational accomplishments with the desire to increase student self-esteem and success.

Windham aspires to prepare students through educational achievement, career and technical education, academic instruction and life skills training. The district's ultimate goal is to better equip students to progress to postsecondary education and reenter the workforce within their communities.

## Characteristics of academic students entering Windham programs:

- Dropped out of school in 9th grade
- Functions at the 5th-grade level
- Average age of 33
- Exhibits impulsive behavior
- History of academic challenges
- In need of skills training





# Windham Meets Educational Needs for a Diverse Population

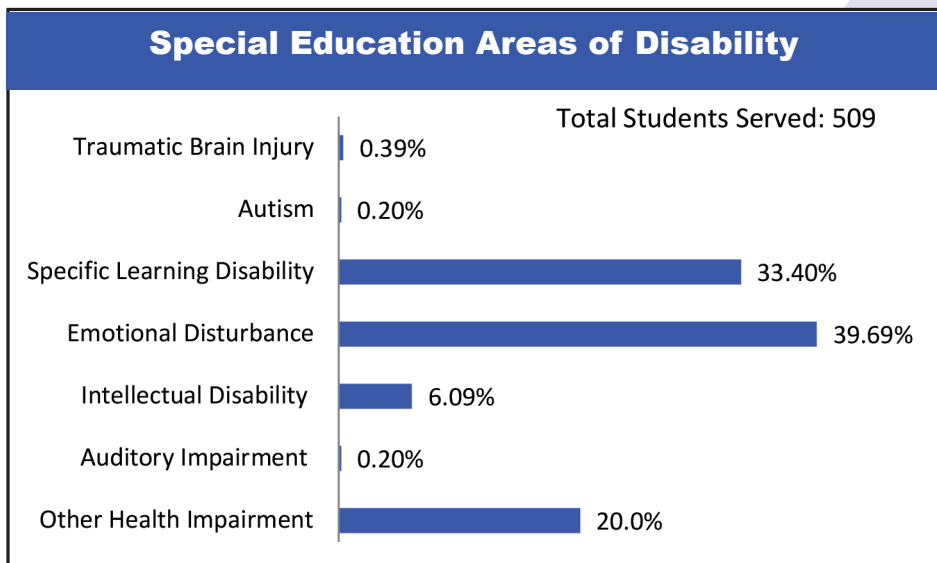
Windham School District's commitment to meeting the needs of a diverse population of students within the Texas Department of Criminal Justice (TDCJ) shows through the various instructional strategies and services provided across the district. Windham offers a wide variety of options to meet the diverse individual needs of students to ensure they receive appropriate and effective education and training.

Windham utilizes various child-find methods to identify students within the district who meet eligibility requirements for special education services. The Individuals with Disabilities Education Act (IDEA) enables all students with a disability the right to receive a Free and Appropriate Public Education (FAPE) according to 34 C.F.R. Part 300; 19 T.A.C. Chapters 75, 89.

Windham receives Title I, Part D, Subpart 1, and IDEA-B funding that allows supplemental support to be provided to eligible students under the age of 22. The support provided helps students participate in educational opportunities with the goal of earning a High School Equivalency (HSE) certificate or High School Diploma.

The district provides a continuum of instructional, transition and social-emotional services through inclusion support within the general education classes. Individualized accommodations are provided through direct and indirect support, tutoring and other supplemental services.

The Special Education and Federal Programs department is working to increase educational and transitional services for youthful learners and students in restrictive housing. Through collaboration with the **Texas Workforce Commission** – Vocational Rehabilitation, Windham is developing partnerships to address student transition needs. The district aims to partner with art therapists and other community-based programs to help motivate and encourage students currently in restrictive housing along with youthful learners. Partnerships with outside agencies and groups provide sustainable resources to eliminate barriers to successful reentry into their community.





# THE POWER OF PARTNERSHIPS



Partnerships are essential to enhancing opportunities for Windham School District students. Listed below are a few of Windham's established partnerships that are centered around collaboration, progress and student accomplishments.

- **Texas Department of Criminal Justice (TDCJ)** – Windham School District works with TDCJ to provide an array of educational, technical and professional opportunities for students as they prepare for reentry. Partnerships with TDCJ include postsecondary education, work certification, on-the-job training and apprenticeship programs.
- **Texas Workforce Commission (TWC)** – Windham and TWC have collaborated to focus on workforce development outcomes. The use of Integrated Education and Training (IET) engages adult learners through contextualized literacy instruction concurrently with workforce activities in preparation for specific occupations. Through adult education, workforce preparation and workforce training, students are positioned for success as future Texas employees.
- **Workforce Solutions** – Workforce Solutions is a local and statewide network comprised of the TWC and its statewide operations. The primary focus of Workforce Solutions is helping local businesses meet their workforce staffing and training needs. Windham School District, TDCJ and Workforce Solutions - Deep East Texas have a formalized agreement, which aims to provide enhanced resources and connection opportunities to students nearing reentry. Windham collaborates with various Workforce Solutions offices in Texas and plans to develop additional agreements in the future.
- **Texas Department of Licensing and Regulation (TDLR)** – In December of 2020, Windham, TDCJ and TWC partnered with TDLR to address occupational licensing barriers. In the 2021-2022 school year, TDLR provided training to Windham student advisors and career and technical education staff to support enrollment of eligible students in regulated fields. This training ensures that students will be eligible to obtain the required occupational license for employment.
- **Department of Family Protective Services (DFPS)** – The DFPS works with communities to promote safe and healthy families and protect children and vulnerable adults from abuse, neglect and exploitation. During the 2021-2022 school year, Windham established a partnership with DFPS to refer TDCJ residents with open Child Protective Services cases to complete Windham programs. DFPS caseworkers submit referrals for students to enroll in parenting, cognitive, academic or career and technical education programs.
- **Texas Association of Business (TAB)** - A partnership between TDCJ, TAB and Windham was established in December of 2019. Representing companies from the largest multinational corporations, to small businesses in nearly every community of our state, TAB and their foundation work to improve the Texas business climate. Through the established memorandum of understanding, TAB will coordinate with Windham and TDCJ to provide workforce development recommendations.





# THE POWER OF PARTNERSHIPS

- **Lee College and Central Texas College** - The district has formal partnerships with Lee College and Central Texas College to provide dual-credit courses to eligible students in Windham's high school program. With these established agreements, men and women are able to earn college course credit, while simultaneously finishing their high school education. This helps to create a pathway to postsecondary education, so that upon reentry, students are prepared to continue their education or enter the workforce with a postsecondary certificate or degree in hand. In addition, Windham partners with Lee College to provide Integrated Education and Training to women at the Plane campus. Through academic instruction that is contextualized to students' career and technical education program, students are more engaged, and experience increased motivation to complete their program and advance to postsecondary education.
- **Bulkley Trucking** – Bulkley Trucking is a refrigerated, long-haul carrier specializing in time and temperature sensitive freight. In March of 2022, Windham established a partnership with Bulkley Trucking to provide technical assistance and facilitate meaningful truck driving employment opportunities.
- **WM (formerly Waste Management)** – WM is the leading provider of comprehensive waste management in North America, providing services that range from collection and disposal, to recycling and renewable energy generation. Innovative Employment Pathways (IEP) is a mission-driven recruitment strategy of WM that offers employment opportunities for individuals who face persistent barriers to employment, including people impacted by the criminal justice system. WM partners with Windham to provide graduates who hold a valid commercial driver's license (CDL) with employment opportunities.
- **Aquaponics Association** – Windham's Urban Farming program provides students with the knowledge and certificate necessary to obtain employment in a multitude of fields. Employment opportunities for Urban Farming program graduates include landscaping, horticulture, business and culinary. Windham's Urban Farming program is supported as an Aquaponics Association endorsed course, providing students an Aquaponics Association Certificate upon successful course completion.
- **Breaking Chains Making Amends (BCMA) Foundation** – The BCMA Foundation provides life-changing resources to the children and grandchildren of incarcerated individuals. Through a partnership established during SY22, BCMA provided mentoring services in parental development to Windham's Family Literacy Program participants across the district.
- **Women's Storybook Project of Texas (WSP)** – WSP builds relationships between incarcerated mothers and their children through literature. This special program helps mothers comfort and nurture their children with activities such as reading bedtime stories through audio recordings. Volunteers visit women's campuses in Central and East Texas once a month to record mothers reading books aloud to their children. The children receive a copy of the recording and a new book each month. Twelve campuses in the district participated this school year with over 3,400 books added to children's home libraries. WSP contributes the largest number of Windham volunteers and is constantly growing.



# Empowering SUCCESS

# Through Connections

## Seth Peace, *Windham Alumnus*

At just 18 years old, Seth Peace entered the Texas Department of Criminal Justice with disappointment and discouragement raging through his mind. His entire life, Peace said he had been written off as illiterate, “stupid” and a lost cause. It wasn’t until seven years into his sentence that he decided to take his education into his own hands, and turn his situation into an opportunity to succeed.

Immersing himself in any instruction in which he could partake, Peace found his calling in Windham School District’s Construction Carpentry course.

“I knew I wanted to do something different, but I didn’t know what that was,” Peace said. “So, I just started taking any class that [Windham] would allow me to take and that led me to Construction Carpentry.”

Although he was comfortable working with his hands, Peace said his Windham instructors pushed him to be the best at whatever task was in front of him. Not only was he taught the necessary skills to succeed in the trade, but he was introduced to essential life skills along the way as well.

“There was one day where everyone else could use power tools except me,” Peace said. “I had to do everything by hand. In the moment, I was wondering, ‘Why me?’, but I was being taught work ethic. I was being taught how to do things on my own and be good at it.”

Windham courses opened up an entirely new world of education for Peace. Earning his certificate after the completion of the program, for the first time in his life, Peace felt confident in his mind and in his ability to learn. Today, Peace said he’s like a sponge; soaking up any piece of information he can in order to continue learning.

After returning to the Amarillo community, Peace quickly got to work nailing down a job in the construction industry.



Equipped with the skills and knowledge Windham provided, he began building his dream life.

“Working is what kept me busy,” Peace said. “I never went back to the same crowd I was with before I went to prison. I wasn’t reintroduced to the same things I was doing before I left. It didn’t matter that I was the lowest paid man doing more work than everybody else. That was just my work ethic and that is what kept me busy. You don’t have time for [criminal activity] if you’re always working.”

Today, Peace owns one of the top construction and remodeling businesses in Amarillo, Peace

Remodeling, and takes pride in the steps he’s taken since separating himself from his past.

“You know, most people don’t believe me when I tell them that I’ve been to prison,” Peace said. “You wouldn’t know it unless you see all of my tattoos. I have an amazing wife, I have my dream house, I own rental properties and my own business. They can’t believe it because of how intelligent I am, how successful I’ve become.”

Peace believes in the power of second chances. Because of this, he employs several former TDCJ residents as a way to provide them with an opportunity to succeed despite the baggage they carry — the same opportunity he was given by his Windham instructors.

Peace credits the life skills he’s learned through Windham programs for equipping him with not only the chance to use his certificate to accelerate his success, but for allowing him to realize that his education is all his own.

“I am a firm believer that men and women can be great if they just apply themselves,” Peace said. “What I’ve created in my life since then has been because of my hard work. It wasn’t given to me. I’m very passionate about that.”



# Windham Expands High School Diploma Opportunities

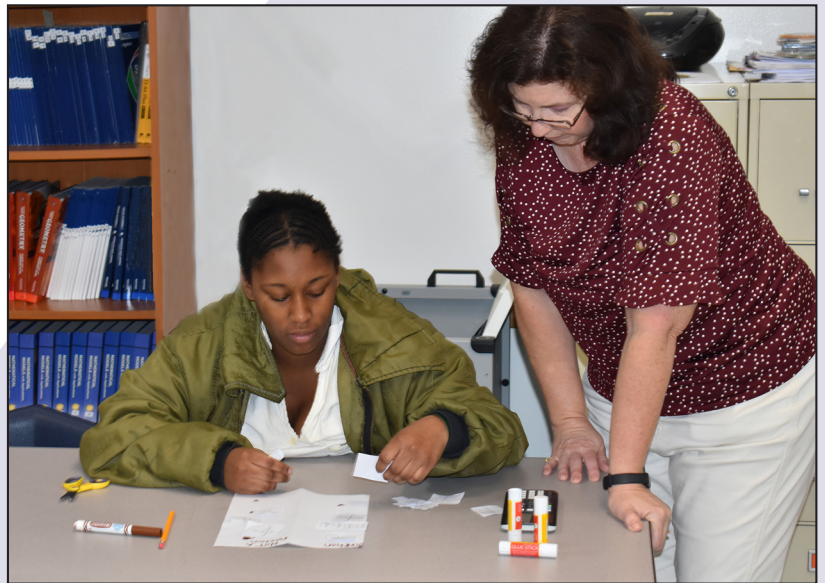
In the 2021-2022 school year, Windham School District made great strides in the advancement of its high school program at both the Matthew Gaines (Gaines) campus in Midway, Texas, and the Jovita González de Mireles (Mireles) campus in Gatesville, Texas. The high school program aids young students in reviving their educational journeys and increase opportunities for growth both in and out of the classroom. Geared toward producing positive educational experiences, Windham's high school program offers academic courses that lead to a high school diploma (HSD), career and technical education (CTE) certificate, industry based certification (IBC), dual credit and opportunities for enrollment in postsecondary education programs.

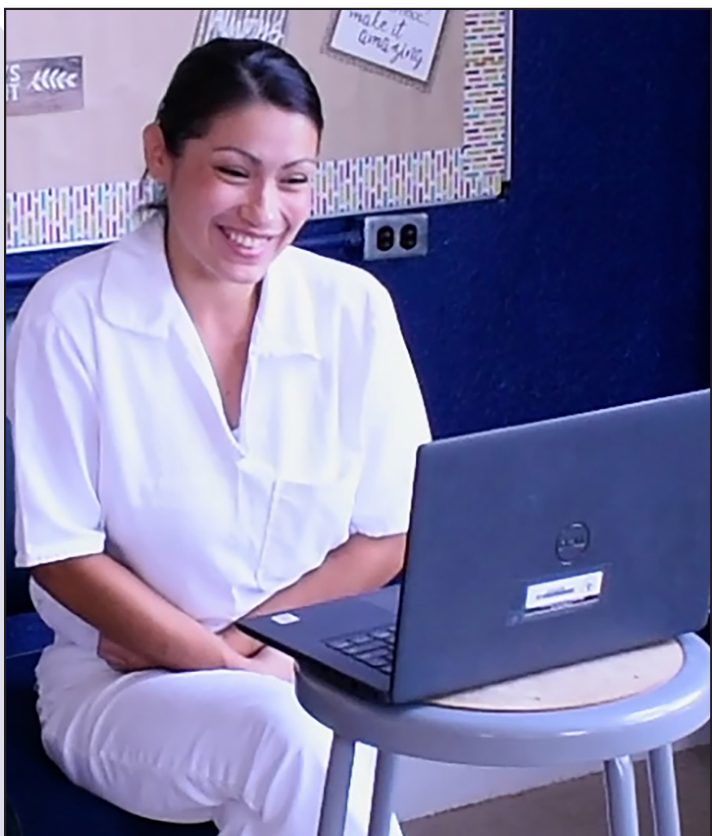
In order to participate in the high school program, students are screened on a number of parameters, such as age, length of sentence, custody level and prior credits earned. At both campuses, Title I and special education services are provided for eligible students. Windham offers a standard high school program with dual enrollment opportunities through Lee College and Central Texas College, providing students with the opportunity to concurrently earn high school and college credit.

At both the Gaines and Mireles high school campuses, the school year runs year-round from August to July. The total number of young men enrolled during the 2021-2022 school year at the Gaines High School was 52. A total of six students received their HSDs at the first graduation, held on April 1, 2022, with an additional two graduates honored from the 2020-2021 school year. Prior to the implementation of Windham high school program, the district provided the opportunity for students at the Hughes and San Saba campuses to earn their HSDs through partnerships with Lometa and Mullin Independent School Districts, respectively. Since expanding the program to include the Mireles campus in SY22, a total of 18 young women were enrolled in the pilot phase. Windham looks forward to increasing enrollment in the upcoming year.

Windham's high school teachers are certified by the State Board of Educator Certification in the subject area in which they teach. In order to enhance curriculum, the program became the first in the district to have online access utilized through Cradlepoint. Laptops are used in the classrooms for online courses, introducing students to a modern form of education and further magnifying their success with the curriculum.

With the implementation of the high school program, Windham is advancing the priority to provide students an opportunity to complete an educational feat many of them thought was unachievable. The students gain a sense of self-confidence in order to continue their journeys into CTE and postsecondary education, and to be successful upon reentry into their communities.





## Family Literacy Program

Focused on battling the cycle of generational incarceration, Windham School District's Family Literacy program provides parents in the Texas Department of Criminal Justice (TDCJ) the opportunity to become effective, supportive and active partners in their children's education.

The Family Literacy program teaches parents the importance of academics to their children. In the 2021-2022 school year, the program increased interactions between parents and their children through interactive readings, conversations about academics and participation in conferences with their child's teacher. To place an emphasis on the quality of these exchanges, family literacy coordinators provided guidance to parents on methods to appropriately interact with their children and their educators. As a way to increase child engagement in interactive reading, the program also provides an inclusive list of books that represents a wide-range of diverse backgrounds.

By providing district and school calendars to spread awareness of events happening with their child's education,

the Family Literacy program increased accountability with program participants. To aid in this endeavor, parental support plans were developed, which included monthly calendars with legends for specific events, action items and follow-up. In addition, family literacy coordinators prioritized improving communication with caregivers and refining those relationships.

In an effort to improve program effectiveness and increase overall participation, Windham solicited feedback from family literacy experts and other organizations working within the field. Monthly meetings led by Pennsylvania State University were conducted to provide guidance on how to improve and further progress the district's Family Literacy program initiatives. Additionally, program staff are currently collecting feedback from students on ways to better support them in their parental roles.

The Family Literacy program staff recognize the importance of partnerships and collaborate with **Breaking Chain Making Amends**, with a former TDCJ warden serving as Executive Director, to support incarcerated parents in co-parenting and managing parental expectations through mentorships.

During the 2021-2022 school year, the Family Literacy program increased the number of activities for parents and their children, to include interaction through parent-teacher conferences, assisting children with homework assignments and scheduled calls for curriculum and report card reviews. Through continuous growth and innovative development, the program is projected to further expand interactive opportunities in the 2022-2023 school year.





# Empowering SUCCESS

# Through Connections

## Monica Broadus, *Windham Alumna*

Trials, tribulations and a series of unfortunate events kept dragging her back to the one place she didn't want to be. For Monica Broadus, life within the Texas Department of Criminal Justice was an unwelcome normalcy. It wasn't until she took Windham School District's Recreational Vehicle (RV) Service Technician program that the opportunity for a new life arose.

With a passion for interior design and projects in her own home, as well as experience in Windham's construction course, Broadus opted for the RV Service Technician program as a new opportunity for hands-on work.

Being one of the first students to go through the program, Broadus said it was a learning curve not only for the students, but their instructor as well. No matter the adversities, the chance at a career kept her pushing forward.

"It was a struggle at times because it was a new class and we were learning just as much as the teacher, so there were days that we were all frustrated," Broadus said. "But it was fun. It was something new, and it kept me out of the dorm and busy. It was my chance."

After roughly six weeks of required coursework and rigorous hands-on training, Broadus had her certificate in hand. A day before her scheduled reentry, she was brought into the Education department and offered a formal interview with Clear Creek RV Center in Abilene.

"I had actually been journaling every day and praying about Clear Creek RV Center because I knew it was a new company opening up whenever I finished [the class]," Broadus said. "I thought it would be perfect. It's something small. It'll be somewhere good for me to start. I literally hit my knees in the office and cried."

Following her reentry and excited about this hopeful opportunity, Broadus said she almost let her nerves get the best of her. It wasn't until she found herself confidently answering each interview question that she realized she had what it took to kickstart her career.



"They started popping off questions, and I just started answering them," Broadus said. "I got really confident and I realized that I actually retained the [information from the course]. I was shocked at what all I had learned."

Now almost a year since her hire date with Clear Creek RV Center, Broadus said she was given the opportunity of a lifetime — a "God-answered prayer" as she called it.

"I absolutely have loved it," Broadus said. "They are great people to work with and for. This has been totally a life changer, like the RV program."

Broadus works anywhere from 40 to 52 hours a week, and utilizes the skills she's learned through the Windham RV Service Technician program in order to successfully complete jobs with her coworkers. From service calls to unit inspections, Broadus says she can identify issues from the top of the RV to the bottom, and everything in between.

More meticulous and detail oriented, she said one of her favorite parts of the job is interacting with customers and helping them understand everything there is to know about their new purchase.

"I love teaching the customers," Broadus said. "They don't know how to do anything on their unit. You're teaching them literally everything from A to Z. I have customers that call and ask to talk to 'that girl' when they're having issues or questions."

Now continuing her education and working through the service tech ranks, Broadus loves what she does without a shadow of a doubt, and encourages others to find that same passion for themselves.

"I love my job," Broadus said. When I see a customer that is just frustrated when they come in because their RV is just giving them [trouble] and they don't understand, to be able to teach them and to fix it the right way and be proud of that — that's a good feeling."





# **ENHANCED CURRICULUM ENCOURAGES STUDENT SUCCESS**





Following the instructional challenges presented by COVID-19, Windham School District overcame the difficulties of continuing education during the pandemic, and students returned to the classroom at full capacity as a result of the diligence and hard work of the staff members including teachers, campus administrators, support personnel and Texas Department of Criminal Justice correctional officers.

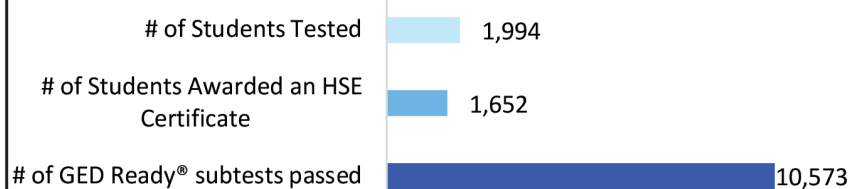
This year, the district was able to serve 18,770 students in academics, English as a Second Language (ESL) and Title I programs. Students' academic progress continues to be evaluated each year using the Tests of Adult Basic Education (TABE) assessment program. TABE measures student gains to drive eligibility for the High School Equivalency (HSE) exam. Students earn their HSE certificates by following academic instruction centered around the individual student's needs, which includes whole, small-group and individualized instruction.

Instructional software and print materials continued to support campus instruction that upheld the standards of adult education leading to literacy gains demonstrated by the TABE. Through printed curriculum, software and civics curriculum, Windham enhances the student academic experience by enabling students to earn HSE certificates, as well as prepare for community reentry.

Windham continues to support instructional staff by providing professional development opportunities. In March and April 2022, the Professional Development department hosted regional trainings in San Antonio, Huntsville and Lubbock, providing academic instructors training in technology, best teaching practices and curriculum development. The instruction provided by Windham instructors is the catalyst for individual student success.



### 83% Earned an HSE Certificate During SY22



\*GED Ready® is the practice test and qualifier to sit for the GED® exams.

### Distinct Academic Participants\* = 18,770

Academic I, II, III	18,512
English as a Second Language	271
Title I Students	1,310

\* Each participant count is by academic program. The total of the distinct counts by specific program may be larger than the distinct count of participants in all of the academic programs combined since a student may be eligible for more than one academic program during the SY.

### Completion of National Reporting System (NRS) Educational Functioning Levels: 2021-2022

Beginning Educational Functioning Level	Grades within Functioning Level	Number of Students Beginning Level - Reading	Number of Students Beginning Level - Language	Number of Students Beginning Level - Math
Level 1 (0.0 to 1.9)	K & 1st	229	575	311
Level 2 (2.0 to 3.9)	2nd & 3rd	1,360	2,159	1,710
Level 3 (4.0 to 5.9)	4th & 5th	2,776	2,904	4,069
Level 4 (6.0 to 8.9)	6th, 7th & 8th	2,556	1,109	1,290
Level 5 (9.0 to 10.9)	9th & 10th	528	169	30
Level 6 (11.0 to 12.9)	11th & 12th	893	830	825

# TEACHER of the YEAR

## Martha Robinson

### *Lane Murray Excellence in Teaching Award*

The highest award bestowed upon a Windham School District teacher, the Lane Murray Excellence in Teaching Award, represents a distinct dedication and empowering vision to educate students within the Texas Department of Criminal Justice (TDCJ).

Martha Robinson, a culinary arts instructor at the Coffield campus, was named the 2021-2022 Lane Murray Excellence in Teaching Award recipient. She was also named the District's Teacher of the Year and the Career and Technical Education Teacher of the Year, due to her teaching methods and commitment to her students and curriculum.

"Ms. Robinson is a driving force, empowering her students through dedication and her creative teaching style," Windham Superintendent Kristina Hartman said. "She provides diverse opportunities for her students to expand their culinary knowledge and skills for utilization upon their return to our Texas communities."

Utilizing cultural recipes and life lessons, Robinson opens a new world of opportunities for her students to learn and reflect upon while cooking in the classroom that they've cleverly nicknamed "Culinary Delights."

With a majority of her professional experience in the public schools, Robinson made the switch to Windham as a testing specialist based on one aspect — her faith.

"I enjoyed working for the public school [system] but to be honest, I think it was more of a ministry calling for me," Robinson said. "My husband and I have our own ministry and I was volunteering in a couple of prisons, but this was just more of a calling than anything."

Although teaching in corrections is vastly different than other forms of education, Robinson has found that the two have definitive similarities.

"It is just a matter of getting [students] to buy in," Robinson said. "So just like you have to get a child to buy in to what you're doing, adults, once you get them to buy in, you're



able to communicate with them, letting them know that what they do matters."

In order to effectively instruct and educate students within Windham, Robinson said it has been extremely important to find balance within the guidelines of providing services in this environment.

Elevating her teaching, Robinson said she ties in real-world experiences to allow her students an equal opportunity to grasp diverse learning material in an otherwise restrictive domain. "I speak a lot about what is going on in our communities. I really like to use real-world experiences to let them know what's going on."

Although continuing their education may be intimidating for some, one of the first rules Robinson tells her students is that her classroom is a safe space. By doing so, she ensures everyone feels comfortable regardless of their background.

"I am not here to judge them," Robinson said. "I tell my students that they belong to somebody. I tell them that I'm here to instruct them and give them knowledge to prepare them for success."

By utilizing daily journal entries, whether it be about cooking or simple questions about life, Robinson is helping her students find their voices.

"I have students that come up to me at the beginning of the day and say, 'Ms. Robinson, we don't like to write our journal entry,' and by the end of the class, they're writing poems, and entries that are half a page to a page long," Robinson said. "So that is one of the biggest things I like to do.... help them find their voice and their passion."

Working in correctional education, Robinson has learned that everyone deserves not only a second chance, but sometimes a third or a fourth opportunity to get it right in the classroom. Oftentimes, she finds her students departing her class with a more positive mindset and with the motivation to succeed.

"I love seeing them come together," Robinson said. "We have a family-like atmosphere."



# TEACHER of the YEAR

## Alysia Fulton

### *Windham Academic Teacher of the Year*

Looking for a new adventure, Alysia Fulton made the switch from teaching English as a Second Language (ESL) to kindergarten and first grade students in public schools, to providing special education services to students at Windham School District's Roach, Formby and Wheeler campuses.

Fulton's exemplary classroom experience and ability to provide the supports that her students need are just some of the reasons she has been honored as the 2021-2022 Windham Academic Teacher of the Year.

"Ms. Fulton is an integral asset in motivating and providing her students with the necessary tools to succeed in all aspects upon returning to their Texas communities," Windham Superintendent Kristina Hartman said.

Teaching in a correctional facility has its challenges. Having found herself teaching at three different campuses, Fulton said one of the most common characteristics she's seen within her students has been the development of their decision-making skills through tasks she presents in her classroom.

She's noted that by meeting her students halfway, being a listening ear for them and relating to their hesitance towards academics has helped her students understand the importance of her class and their education as a whole.

"When I first started in this position, I felt the decision-making skills of the students weren't always where they needed to be," Fulton said. "Now I feel by working with them on interpersonal skills and teaching them ways to cope when in a frustrating situation or a stressful time, they are gaining strategies to be productive."

Fulton said that although some students may have had a bad experience with education in the past, she believes the biggest part of her job is to provide them with any resource necessary to further develop as a scholar and as a person.

In the six years that Fulton has been with Windham, her job has continuously evolved. Fulton went from covering a single campus, to now serving a number of students throughout the



Panhandle Region. She feels this shift in her career has allowed her to serve more students and motivate the young men she teaches to excel in their education.

"I'm really blessed with my job," Fulton said. "We've had great success at Roach with students getting their High School Equivalency certificates (HSE) and getting into career and technical education and college programs. I really am a big supporter of that."

In her classroom, Fulton gives her students the constant reminder that their current situation is temporary. By doing so, when her students walk through her door for the last time, their sense of self confidence has greatly improved.

Although being between three campuses can be challenging, Fulton credits her principals and coworkers for aiding her in keeping track of her students' progress when she is at other campuses.

"I think we have the best staff I've seen since I've been there," Fulton said. "Everybody works [really] well together. The general education teachers are really good about keeping me posted on my students in the classroom and pitching in when needed."

Finding her passion for teaching within a correctional facility was never on the top of Fulton's to-do list when it came to her career, but she said that the life lessons the students provided have made a lasting impact throughout her life. "They've really taught me as much as I feel like I've taught them," Fulton said. "I honestly never really thought that I could do a position like this but they really showed me that it is okay to make mistakes, we can always go back and work on things that we need to improve."

As someone that grappled with academics herself, Fulton has made it her mission to model kindness and patience so that her students know they are not alone with whatever it is they may be struggling with.

"I think my favorite part is waking up every morning and having a purpose," Fulton said. "Not that my students didn't depend on me back in public school but for these guys, I have a big responsibility to get them ready to go home and be in the world."

# TEACHER of the YEAR

## Cecil Rodriguez

### *Windham Life Skills Teacher of the Year*

From teaching science, remedial math and honors reading in Minneapolis public schools, to finishing out her 17 year-long public-school career in Texas, Cecil Rodriguez made the transition to correctional education with the hope of discovering a another purposeful profession.

As a life skills teacher at the Garza West campus in Beeville, her desire to see her students succeed in both academics and their lifestyles is one of the many reasons that Rodriguez was chosen as the 2021-2022 Windham School District Life Skills Teacher of the Year.

"Ms. Rodriguez's dedication to her students' success is inspiring," Windham Superintendent Kristina Hartman said. "She recognizes the individual needs of each participant and strives to ensure that all students are equipped with the necessary knowledge and tools to be successful."

"I had never known there was a school system for the [Texas] prison system," Rodriguez said. "I wish I had; I would have come a lot sooner."

Rodriguez said that her experience in the public school system helped prepare her for success when transitioning to teaching in the correctional environment. One of the most important aspects she's learned during her time with Windham is that diversifying classwork is what has really helped her students thrive in the classroom.

"Being able to have six to eight different lessons going on simultaneously is awesome, and that is one of the ways that I have grown as a teacher," Rodriguez said. "I can diversify so much better than I did when I first got here. The materials that Windham supplies help me do that."

Rodriguez favors a constructive teaching style, delivering instruction to the class as a whole, and then allowing her students to further explore the lessons in interactive small groups, while providing additional support as needed.

"Constructive style is designed to where if [students] need additional help, I'm there to guide them," Rodriguez said. "But as their skills increase and they improve on their abilities, I



step back, so that ultimately, I'm just someone on the side that can help guide them as needed."

By letting her students take the reins on their own education, Rodriguez has found herself blown away by the knowledge and capabilities her students hold.

"One of the things that I've learned is that it doesn't matter how someone comes off or the image they try to put out there," Rodriguez said. "A lot of times, it is just a cover-up, and if you just spend time with someone, you'll understand that they're just like everybody else. They have the same fears and once you get to know them and respect them, they are more motivated to succeed."

What Ms. Rodriguez finds most challenging within her classroom is trying to get students who are completely against education to become motivated to learn; to start and, at least, try.

"I try to get the students opposed to education to tell me what their likes and interests are so that I can incorporate that in the classwork so that they start to get pulled into what we're doing without even realizing it," Rodriguez said. "Sometimes it works and sometimes it doesn't, but it is just [about] getting those students uninterested in learning, motivated to grow their education."

Rodriguez said she doesn't see herself as a motivator for her students, but more of a vessel for them to channel their highs and lows when it comes to their education.

"I believe through the nurturing that it takes to incorporate their individual learning styles and the attention you give them when they're struggling, they see that they have support," Rodriguez said. "And that really helps them more than anything else. There is nothing more satisfying than seeing my student succeed."

"Even the toughest students that come and sit in my classroom, when they pass that first test in academics, they get such a glow about them," Rodriguez said. "You can see them swell with pride because they've done something good. It is the little steps and the big steps. That is the biggest thing I take from this job, and that is what motivates me to keep going."



# STAFF of the YEAR

## Cindy Renshaw

### *Windham Principal of the Year*

Cindy Renshaw, Telford and Johnston Campus principal, has dedicated 33 years to serving students within the Windham School District. She has been leading by example as a principal at a multitude of campuses in the North Texas region for the last 16 years. An educator above all else, Renshaw takes pride in teaching and training others to be the best possible versions of themselves. Renshaw treats her staff like family, encouraging them to embrace their talents and enjoy all that educational work has to offer. Following the Golden Rule of “treat others the way you want to be treated,” Renshaw makes everyone she comes across feel valued.

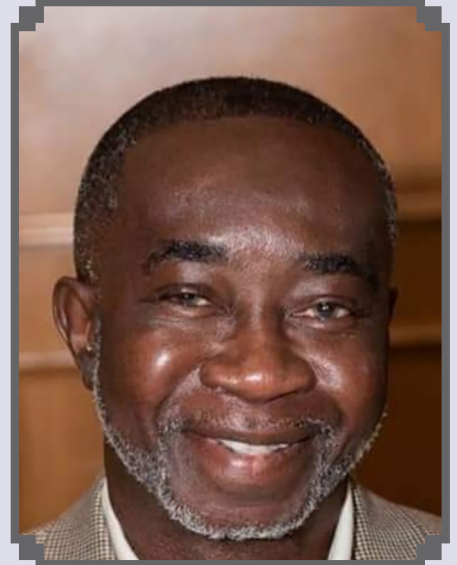
A firm believer that there is no greater satisfaction than the opportunities that education brings forth, Renshaw finds her greatest achievement to be watching students become successful and seeing their joy from putting their foot forward to a positive future.



## John Owens

### *Windham Student Advisor of the Year*

In addition to several years of experience as a teacher and counselor, John Owens has dedicated the last 21 years as a student advisor for the Windham School District. Maintaining an eclectic leadership mentality, Owens utilizes teamwork to create a collaborative and informative atmosphere with his students. As a result, students are confident in their own abilities and develop the skills to take ownership of their educational opportunities. He notably helps his students understand the relevance of success through failure and progress they can make for themselves both in their education and their personal lives. Described as a team player, Owens goes the extra mile for the Hutchins campus, making sure work is done effectively and in a timely manner. He always provides a helping hand and is considerate of coworkers, playing an integral role as part of the campus' success.



## Sylvia Alaniz

### *Windham Support Staff of the Year*

A motivator for her coworkers and students, testing specialist Sylvia Alaniz uses her meticulous mindset to encourage and uplift the Daniel and Wallace campuses. With nearly 12 years of diverse experience with Windham School District, Alaniz is described as a self-starter and problem solver. Alaniz is a quick and coachable learner, passing these traits on to the students she supports. She takes pride in her work, upholding the same quality and efficient expectations for herself as she does the students. As a testing specialist, Alaniz's greatest joy is seeing the excitement students express when they pass the tests needed for graduation. She is an asset to student success and is a beacon of camaraderie for her peers.



# Accountability: The Commitment to Result

Windham School District's comprehensive accountability system is designed to assist district employees with monitoring campus data. While tracking key activities to provide educators with essential information, campuses can ensure effective program implementation. The accountability system assesses campus programs and gauges the district based on the overall performance. Campus employees can monitor their accountability scores using a digital dashboard, allowing visibility of statistical data throughout the year. In addition, district administrators use the accountability system to determine and support areas of need and highlight the achievements of all faculty, staff and students at the campus level.

Windham used eight metrics to determine accountability ratings in the 2021-2022 school year. All measures are weighted and averaged together to determine the final score for each campus. Consistent with the Texas Education Agency (TEA) K-12 accountability scale and grading system, Windham's approach provides a campus score on a scale of 0-100.

1. Percent of Attendance
2. Percent of Academic Completion
3. Percent of Career & Technical Education (CTE) Completion
4. Percent of Life Skills Completion
5. Percent of Compliance on WSD Audits
6. Percent of CTE Students Earning Industry Certifications
7. Percent of Students Earning a High School Equivalency (HSE) Certificate
8. Percent of Students Enrolled Based on Campus Capacity

## Windham School District

### 2022 Accountability Report Card

#### District Wide

# B

Accountability Score



<b>Attendance:</b>	<b>12.82</b>	<b>Academic Completion:</b>	<b>8.34</b>	<b>CTE Certificate:</b>	<b>8.25</b>
<b>HSE:</b>	<b>11.89</b>	<b>Industry Certificate:</b>	<b>8.87</b>	<b>Life Skills:</b>	<b>7.57</b>
<b>WSD Audit:</b>	<b>8.89</b>	<b>Enrollment/Capacity:</b>	<b>13.79</b>		



# Empowering SUCCESS

# Through Connections

## Joseph Sivadon, *Windham Alumnus*

Joseph Sivadon's journey started long before he entered the Texas Department of Criminal Justice (TDCJ). Living the opposite of a meaningful life, Sivadon spent his days partaking in any criminal activity he could immerse himself in, looking to give up completely.

Sivadon said the day he was sentenced to time in the TDCJ was a blessing in disguise — a divine opportunity to make something of himself, even if he didn't know it back then.

"I actually was relieved when I got arrested," Sivadon said. "I was so scared, but I was so glad I was going to prison. For somebody to say that they'd rather be in prison than to be out, you can imagine that my mentality couldn't be any worse."

Of all places, Sivadon said he credits his time in TDCJ for opening his eyes to the person he wanted to be, instead of the man he had so blindly become.

"I just tried to keep busy," Sivadon said. "So, I got two pieces of paper. One listed what I thought a man should be. Knowledgeable and outgoing. A good person. On the other piece of paper, I wrote what I was, and it was bad. I was a drug dealer, I was violent. I would do things that normal people shouldn't do. I tore that paper up and made it my mission to be the man I described on that first piece of paper."

Sivadon was aided in his long-awaited change by a number of men he met while in TDCJ. A single man was the one that stood out to him the most — a welder in one of Windham School District's classes that encouraged him to find his way into the education department.

"I always wanted to be a welder," Sivadon said. "I just never knew how to do it. After talking with him, I think I wrote 12 or 13 letters that night. I needed to leave with something. Somebody must have gotten the letter because within seven or eight days, I was on my way to the program."

Seeing the welding class in action, the sparks ignited a new-found motivation to make the most of his time in prison,



so that he could leave with the knowledge to be successful following his reentry.

Sivadon's journey to enrollment wasn't easy, however, initially needing academic remediation. The Windham student advisor encouraged Sivadon to grab any book he could, and begin studying. After nearly two and a half months, Sivadon was ready.

Sivadon soaked in any and all information his teacher, Mr. Perry, had to offer. A year and a half after completing the course, Sivadon made parole, and began his journey in West Texas as a welder helper.

"Everybody in the welding class, at least when I was there, wanted to be a pipeliner," Sivadon said. "That was our dream. That was the goal. We all wanted to be a pipeliner, and I was out there doing it."

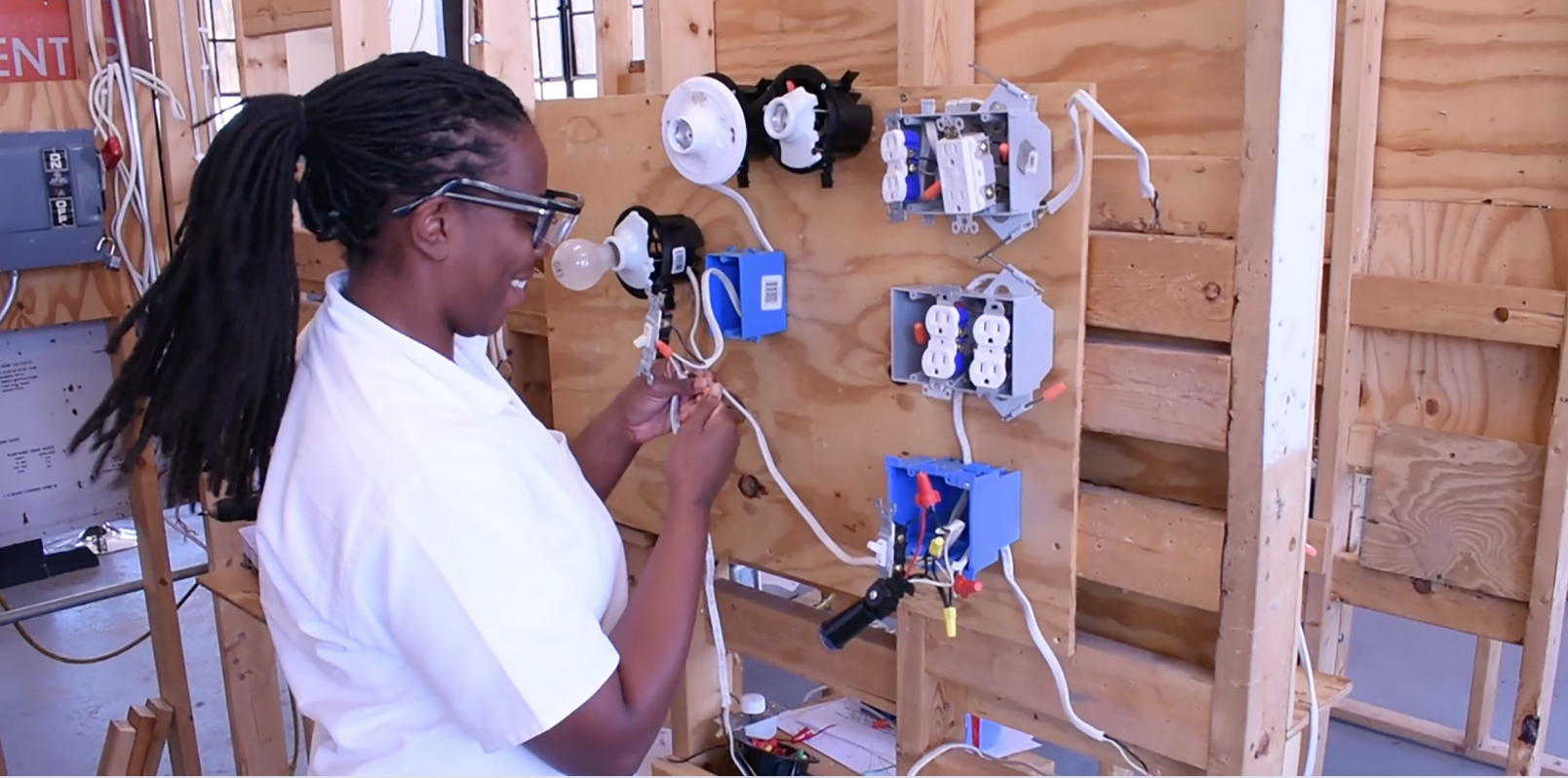
After concluding his time in the Texas oilfield, Sivadon became a Certified Welding Inspector (CWI), working on projects ranging from the Raiders, Rams and Rangers stadiums to the Gerold Desmond Bridge in Long Beach, California. The welding experience gained through Windham contributed to these experiences. Now, eight years since his reentry, Sivadon is working towards his engineering degree with hopes of one day becoming a teacher, to encourage and educate others like himself how to thrive from a bad situation.

"I passed my CWI exam on the first try," Sivadon said. "I've known guys that have tried to take it nine or 10 times and haven't been able to pass it. I was able to skim through the first 10 to 15 pages of my study guide because it was all things I learned in the welding class. It was all Windham curriculum. Education is life changing."

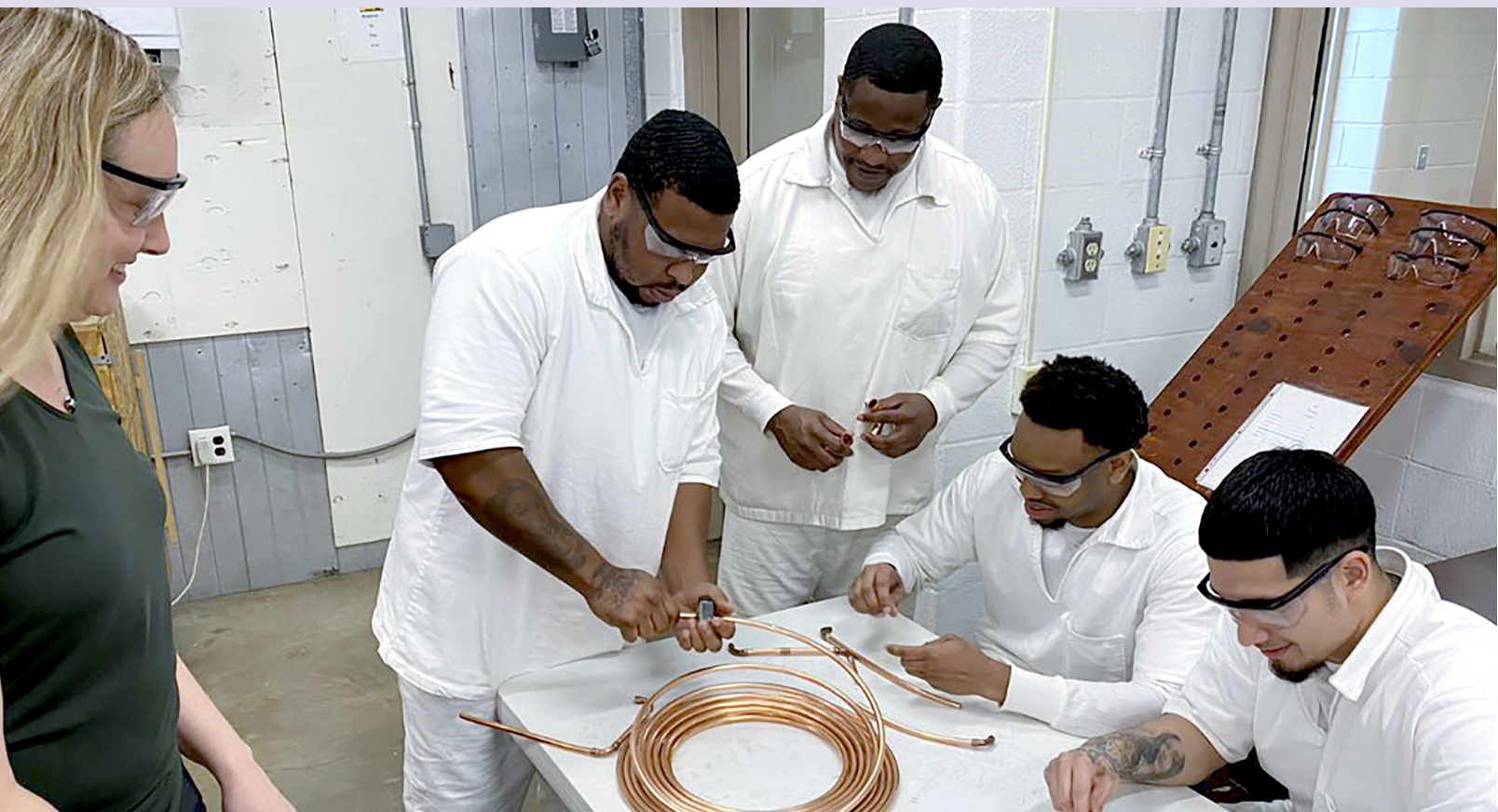
Promoting education, in Sivadon's eyes, is the way he plans on changing the world.

"There's a lot more power in a book than there is in a pistol," Sivadon said. "I feel like I can change the world because of that welding class that I took in prison."





# **INNOVATIVE CTE PROGRAMS PROPEL STUDENTS INTO A BRIGHTER FUTURE**





Windham School District's career and technical education (CTE) programs equip students with the necessary skills, training and experience to succeed in the workforce upon reentering their communities. Utilizing hands-on training, classroom instruction and industry-based certifications, Windham aims to decrease recidivism rates by supplying students with increased experience and employment opportunities. Students that complete Windham CTE programs are 23.1% less likely to return to incarceration and 10% more likely to retain employment.

A combination of academics, technical training and workforce preparation is imperative for students to navigate today's workforce. Windham follows the Integrated Education and Training model by matching students to their career of interest and enrolling them in academic and technical training simultaneously. Through incorporation of essential industry components into classroom instruction, Windham is producing increased student success.

With approximately 40 CTE programs offered, Windham programs provide students with:

- The ability to navigate a workplace and industry setting
- Curriculum built around Texas Essential Knowledge and Skills, Workforce Education Course Manual, and industry standards
- Experienced educators in their respective trades
- Standardized testing
- Safety training
- Confidence to successfully showcase their skills while working in their industry
- The opportunity to earn industry-based certifications, as well as Windham completion certificates

Windham CTE teachers are all trained experts in their fields and offer vital technical and soft skills for students to flourish on-the-job. Instructors not only provide essential work-related training, but also help students master crucial skills and capabilities such as problem solving, effective communication and time management.

<b>CTE Programs*</b>	
<b>Agriculture, Food &amp; Natural Resources</b>	
<ul style="list-style-type: none"> <li>• Horticulture/Urban Farming</li> <li>• Landscape Design, Construction &amp; Maintenance</li> </ul>	
<b>Architecture &amp; Construction</b>	
<ul style="list-style-type: none"> <li>• Bricklaying &amp; Masonry</li> <li>• Construction Careers</li> <li>• Construction Carpentry</li> <li>• Construction Fundamentals</li> <li>• Construction Technology</li> <li>• Computer-Aided Design</li> <li>• Electrical Trades</li> <li>• Electronic Systems Technician</li> <li>• Finish Carpentry</li> <li>• Heating, Ventilation, Air Conditioning &amp; Refrigeration</li> <li>• Pipefitting</li> <li>• Plumbing Trades</li> <li>• Welding</li> </ul>	
<b>Arts, A/V Technology &amp; Communication</b>	
<ul style="list-style-type: none"> <li>• Printing &amp; Imaging Technology</li> </ul>	
<b>Hospitality &amp; Tourism</b>	
<ul style="list-style-type: none"> <li>• Culinary Arts</li> <li>• Customer Service Specialist</li> <li>• Hospitality Services</li> <li>• Restaurant Management</li> </ul>	
<b>Health Science</b>	
<ul style="list-style-type: none"> <li>• Medical Office Support Specialist</li> </ul>	
<b>Human Services</b>	
<ul style="list-style-type: none"> <li>• Cosmetology</li> </ul>	
<b>Information Technology</b>	
<ul style="list-style-type: none"> <li>• Business Information Management</li> <li>• Exploring Information Technology</li> </ul>	
<b>Manufacturing</b>	
<ul style="list-style-type: none"> <li>• Computerized Numerical Control (CNC) Machining</li> </ul>	
<b>Science, Technology, Engineering &amp; Mathematics</b>	
<ul style="list-style-type: none"> <li>• Telecommunications Connectivity — Audio/Video Systems</li> <li>• Telecommunications Connectivity — Copper-Based Systems</li> <li>• Telecommunications Connectivity — Energy Management</li> <li>• Telecommunications Connectivity — Fiber Optic-Based Systems</li> <li>• Telecommunications Connectivity — Grounding &amp; Bonding</li> <li>• Telecommunications Connectivity — Intro to Telecommunications</li> </ul>	
<b>Transportation, Distribution &amp; Logistics</b>	
<ul style="list-style-type: none"> <li>• Automotive &amp; Diesel Fundamentals</li> <li>• Automotive Specialization</li> <li>• Diesel Mechanics</li> <li>• Small Engine Repair</li> <li>• RV Service Technician</li> <li>• Truck Driving</li> </ul>	
<b>Work &amp; Career Readiness</b>	
<ul style="list-style-type: none"> <li>• OSHA</li> <li>• Professional Communications</li> </ul>	
*Programs may have multiple completion levels	

## CTE

cont. from pg. 22

Through partnerships and collaborations with industry leaders and field specialists, the district reviews and updates curriculum to ensure the content being taught is relevant to the present-day workforce and appropriate industry standards. In order to receive industry-based certifications, students must meet all established guidelines. Earning these certifications through Windham CTE programs elevate graduates over other applicants without certifications, validating the skills and training the district provides them. The CTE courses lay the foundation for higher education opportunities, allowing students to continue to build upon their knowledge and elevate themselves in their careers. Certifications offered through the district include National Center for Construction Education and Research (NCCER), Automotive Service Excellence (ASE), Occupational Safety and Health Administration (OSHA), Serv-Safe, Commercial Driver's License, North American Technician Excellence (NATE) and numerous others.

CTE programs are grouped by career, encouraging students to focus on the specific courses that align with their desired career goals. Certified student advisors are tasked with assessing each student and developing career pathways. They discuss students' career goals, previous experience and conviction history to ensure students meet occupational licensing regulations, when applicable. Students are then enrolled in the courses that best fit their career plans.

Windham establishes partnerships to support graduates obtaining jobs while simultaneously filling staffing needs. This year, the district established partnerships with **Bulkley Trucking** and **WM** to refer trained Windham graduates for employment consideration. These partnerships facilitate meaningful instruction and employment opportunities that lead to gainful employment upon reentry to our Texas communities. Windham previously developed a partnership with the **Aquaponics Association**, establishing the district's Urban Farming program as an endorsed course resulting in an Aquaponics Association Certificate upon successful completion. During the 2021-2022 school year, 119 certificates were earned by Windham graduates.

District administrators consistently review job market trends to determine program needs, which include additions, removals and modifications to meet the evolution of the workforce. This school year, the district piloted Career Preparation as an additional course. This program focuses on employability, financial planning, safety and communication skills.

### Career and Technical Education Certifications

CTE Certificates Earned (% completions of eligible)	12,395 (86%)
Industry Certificates Earned	17,634





# Apprenticeship and OJT Programs Pave Way for Employment

In partnership with the Texas Department of Criminal Justice (TDCJ), Windham School District develops hands-on training and classroom instruction through Work Certification, On-the-Job Training (OJT) and Apprenticeship programs. This enables students to earn applied job experience and certifications, and equips them with skills to succeed in today's workforce. Through this partnership and these three programs, students have multiple opportunities to gain employment in their fields of training upon reentry.

The OJT program allows students to work in approved Dictionary of Occupational Titles (DOT) jobs for a minimum of six months under the supervision of a skilled TDCJ employee. During their time in the OJT program, students learn important job expectations, industry culture and trade skills they can apply to their desired career fields. Once all requirements have been completed, students earn their OJT certificate, enhancing their employability upon returning to their communities.

In coordination with the United States Department of Labor (DOL), Windham offers registered Apprenticeship programs to prepare students for skilled trade industries with relevant on-the-job learning, technical instruction and theoretical and practical curriculum based on the occupation. The program adheres to strict DOL regulations and standards, with students required to meet the set number of hours of training and skill related experience for program completion. Upon successful completion of the program, students are awarded a nationally-recognized Certificate of Completion of Apprenticeship through the DOL.

In the 2021-2022 school year, Windham had 26 occupations registered with the DOL across the state, as well as over 500 registered apprentices.

TDCJ's Work Certification Program gives participants the opportunity to earn a certificate upon completing established requirements. In order to receive the certificate, workers must perform essential job functions and hold their position for a minimum of six months, highlighting their work ethic and achievement.

These programs are essential to providing students with the knowledge and job experience necessary to increase career readiness and maintain employment and advance within an occupation upon reentry.

## Apprenticeship Registered Occupations

Assembly Technician
Automobile Body Repairer
Automobile Technician Specialist
Baker
Boiler Operator
Cabinetmaker
Carpenter
Computer-Peripheral-Equipment
Cook
Diesel Mechanic
Drafter, Civil
Drafter, Mechanical
Electrician
Furniture Upholsterer
Graphic Designer
Heating & Air Conditioner Install/Service
Horticulturist
Maintenance Mechanic
Maintenance Repairer, Build
Mechanic, Industrial Truck
Metal Fabricator
Plumber
Sewing Machine Repairer
Sheet Metal Worker
Truck Driver, Heavy
Welder, Combination



# Empowering SUCCESS

# Through Connections

## Yolanda Nelson, *Windham Alumna*

"My name is Yolanda, and I am a person in long-term recovery," Yolanda Nelson, former resident of the Texas Department of Criminal Justice (TDCJ) said.

This is how Nelson chooses to introduce herself in front of any group she is facilitating after 13 years of sobriety. Exposed to drugs and bad habits at the age of 13, she quickly found herself spiraling into an unhealthy lifestyle that she couldn't stray away from.

"Before I went to the prison system, I didn't realize at the time that I was in a mental health crisis," Nelson said. "In my experience, that means that you can't hear or see the truth because your mind is diluted with misperceptions about life and about yourself. I had goals, but what overrode them was I just wanted the pain to stop."

Stumbling through life battling her generational trauma, she relied heavily on the relief substance use provided — that was until she began exploring the deeper issues. Windham School District's Changing Habits and Achieving New Goals to Empower Success (CHANGES) course helped her come to terms with the fear that kept her negatively locked down inside of her own mind.

This brought further opportunity for Nelson to expand her education. Taking everything from computer programming to college courses, for the first time in her life, Nelson found herself blossoming into a positive way of thinking rather than cowering into the life she thought she was comfortable with.

Nelson credits remedial math teacher, Terry Young, for showing her that her education was all her own; that if she was disciplined enough, she could do anything she set her mind to. Nelson said for many, Ms. Young was seen as a firm, nurturing mother figure, showcasing tough love to her students.

"[Everyone] loved her," Nelson said. "She had enough insight to know that we were just troubled young women.



But she never let it phase her. She was genuine in her love of teaching and in her ability to bring out the best in what she called her "girls."

Nelson hit the ground running when it came to furthering her education following her time with Windham. After graduating cum laude with a bachelor's of science from Texas A&M Commerce, she began her career as a mental health care and recovery support peer specialist, helping individuals cultivate a healthy relationship with themselves — a lesson Windham helped her learn.

"What Windham really helped me do is introduce myself to the concept of having a relationship,"

Nelson said. "A healthy one with myself. Especially with the CHANGES classes, those type of self-introspective classes really benefit people. Windham taught me that in order to fix everyone else, you have to have a relationship with the most important person outside of God — yourself."

Even after her successful reentry to her community, Nelson finds herself often reflecting on the fear she once harbored, and how Windham programs completely flipped her frightened way of thinking.

"You're going to meet a million things in life that are going to make you nervous," Nelson said. "But we go and do these things anyway. We do it anyway when we want something that could be bad for us, why not do it when we want something that is going to be good for us?"

"You know yourself better than you know anyone or anything else," Nelson said. In order to thrive from a negative situation, she encourages everyone to find the time to simply believe in themselves first, above all others.

"Don't give up," Nelson said. "Keep coming back to that thing that God is pulling you towards so that you can be free from the inside first. Don't give up on yourself. If the world walks out, do not walk out on yourself. Learn how to befriend yourself first."



# Technology Takes Classroom Learning to the Next Level

Windham made monumental strides in classroom technology during the 2021-2022 school year. Due to the correctional environment, ensuring that students are updated as modern-day technology advances is essential to a smooth transition upon reentry.

## Academic Laptops

In SY22, laptops were purchased and circulated throughout the district for classroom usage. During new hire training, teachers are taught to use the laptops with approved resources while also maintaining a secure classroom environment. Throughout the year, Division of Instruction and Information Technology (IT) staff continually evaluated new content to roll out to each device to better serve students. Windham incorporated the Kolibri software solution to provide a platform to address educational inequity by engaging users within an internet-free environment. Using Kolibri as the delivery platform, teachers and students have access to open-source content from Khan Academy. This pathway allows teachers access to thousands of instructional videos and practice assignments from a high-quality educational content creator, all in an offline environment. In addition, interactive math and science simulations from the University of Colorado Boulder's PhET Project are accessible to teachers with their teacher laptops. Windham looks forward to future educational possibilities through Kolibri.

## Virtual Reality Headsets

Windham's Division of Instruction and IT departments worked collaboratively to identify developers for a virtual reality life skills simulation for implementation into the Changing Habits and Achieving New Goals to Empower Success (CHANGES) course. As that software was being created, Windham worked closely with the vendor to develop a simulation tailored to Windham's educational environment. The focus of this project is to provide low-pressure experience that replicates the ever-changing technology that students will face upon reentry such as self-check-out at the grocery store.

When tested with TDCJ residents, the simulation was well received and feedback was overwhelmingly positive. Full execution is scheduled for the 2022-2023 school year.

## Augmented Reality

The 2021-2022 school year also saw the purchase of augmented reality laptops. Augmented reality is a technology that combines real-world and computer generated content to create three-dimensional composites that can be manipulated with a stylus. The platform provides multifaceted programs across multiple curriculum areas with a strong focus in Science, Technology, Engineering and Mathematic (STEM) subjects. The devices were piloted on two campuses in the 2021-2022 school year, with full implementation planned for the 2022-2023 school year.

## Simulators

The district purchased simulators to utilize in career and technical education (CTE) courses for students to apply and practice the skills they are learning. Welding and truck driving simulators are being utilized at various locations and have proven to be a resounding success. Windham plans on implementing more simulators in the future for students to continue perfecting their skills resulting in increased confidence and thorough preparation for a successful career.

By continuously integrating updated technology into the classrooms, Windham students are able to practice their skills and experience technology enhancements that are constantly evolving.







# **CRITICAL LIFE SKILLS CONSTRUCT POSITIVE MINDSETS**





To prepare students for a successful return to their Texas communities, Windham School District offers life skills courses that are essential in developing students' education and personal mindsets. The district provides academic coursework, technical training and life skills using a set curriculum to constructively address criminal thinking patterns. By making these essential transformations, students are better prepared for job opportunities and healthier relationships with their families and positive engagement with their communities.

The **Department of Family Protective Services (DFPS)** partners with Windham School District to refer incarcerated parents in need of life skills courses to meet individual case requirements.

## Changing Habits and Achieving New Goals to Empower Success (CHANGES)

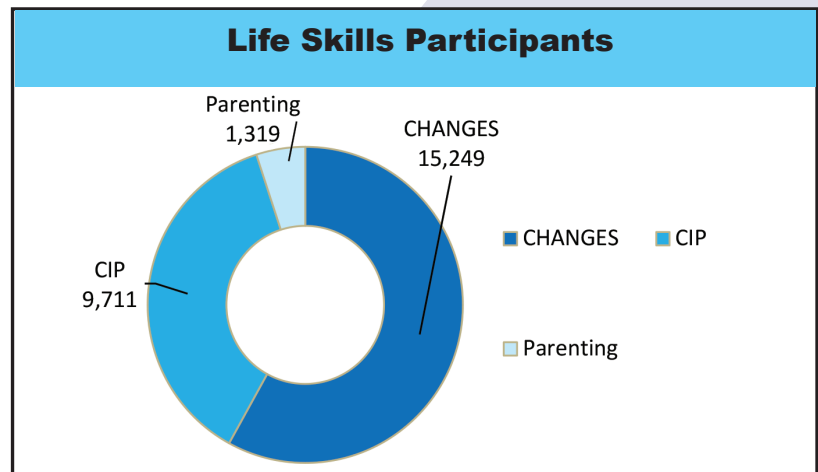
Geared toward students within two years of potential reentry, CHANGES is a 180-hour life skills program that is designed to introduce students to basic life skills and necessary characteristics needed to successfully navigate reentry into their communities. The CHANGES curriculum addresses personal development, healthy relationships, living responsibly, drug education, psychological development, health education and resources for reentry. Students are also prepared to navigate the workforce and difficult job market by using pre-established templates to create resumes and participate in mock interviews to become familiar with the job-search process, leading to gainful employment.

## Cognitive Intervention Program (CIP)

CIP is a 150-hour program that addresses thinking errors that potentially lead to criminal behavior. The overarching aim of this program is to explain how thoughts, attitudes and beliefs are connected to behavior and impulse control. The course shows students how to meet their own needs without infringing on the rights of others. The CIP curriculum is based on instruction, role play and group exercises that introduce interpersonal problem solving. Skills learned in CIP increase students' self-esteem and aid them in having the confidence to be productive family and community members.

## Parenting

Parenting is a 70-90-hour program that addresses productive parenting skills utilizing the Prep to Parent curriculum. This education model is communication-based and interactively designed to support and develop healthy family relationships. The program addresses relationship needs, discipline, wellbeing, healthy communication skills and household management. Participants engage in an introspective process of positive personal change.



Life Skills	
Program	% Complete of Those Eligible
CHANGES	75%
CIP	77%



# Biennial Report Evaluation Highlights

The Windham School District undergoes a biennial evaluation, in compliance with requirements outlined in the Texas Education Code, Chapter 19, Sec. 19.0041, to assess the effectiveness of district programming. Windham partnered with the University of Kentucky to analyze district programming data reflective of residents who were released from the Texas Department of Criminal Justice (TDCJ) in the 2017-2018 school years.

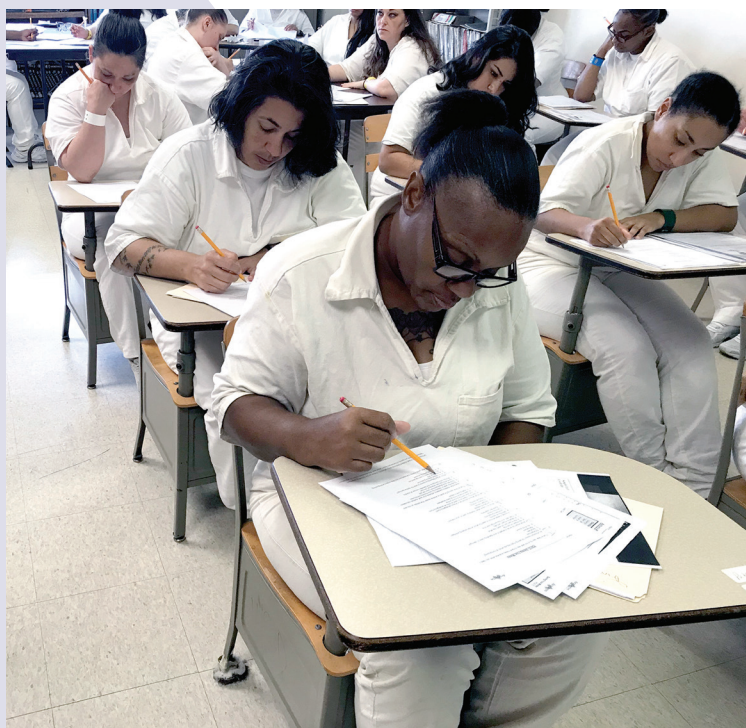
The research team identified the following summations:

- Those who completed a Windham program were 17.6% less likely to recidivate than their matched samples.
- Those students who completed the Cognitive Intervention Program (CIP) were 39.1% less likely to recidivate than their matched sample.
- Those who completed CTE and a life skills program were 25.8% less likely to recidivate than their matched sample.
- Those who participated in Windham programs secured employment on average 6.5 weeks sooner than their matched sample. This equates to a 20% reduction in time to employment for Windham program participants compared to their matched sample.
- Of those who completed career and technical education programs:
  - ◆ 23.1% were less likely to recidivate than their matched sample.
  - ◆ 10% were more likely to retain employment than non-WSD participants.
  - ◆ 14.2% had a wage increase after one year of employment.
  - ◆ 78% secured at least one job related to their training.
- Those who completed academic programming improved reading skills by 2.23 grades, math skills by 2.45 grades and overall scores by 2.36 grades.\*

The primary conclusions of the research team can be summarized as:

- Increased academic, career and technical and life skills achievement.
- Enhanced job skills.
- Expanded abilities to secure and retain a job upon reentry.

\*as measured by the Tests of Adult Basic Education (TABE)®





# Department Resources Bolster Student Success

The administration staff at the Windham School District works diligently behind the scenes to help campuses across the state. These key staff members provide the necessary support and resources for educators to help students reach their full potential. The district's divisions of Instruction and Operations consistently collaborate to ensure district success.



## Revamped Regional Leadership

During the 2021-2022 school year, Windham took steps to enhance support by incorporating an updated regional principal model. This model promotes a more purposeful, campus focused leadership approach. The updated framework includes six regions, with a regional principal assigned to lead and serve each region. With this restructured model, each campus has a principal to manage day-to-day operations and a regional principal to assist and provide supplemental support and guidance.

The six regions and assigned regional principals are as followed:

<b>Alamo Star Region:</b>	Laurie Olivarez
<b>Central Texas Region:</b>	Azure Mach
<b>East Texas Region:</b>	Luann Pickett
<b>Gulf Coast Region:</b>	Kimberly Calhoun
<b>North Texas Region:</b>	Jeffery Flowers
<b>Panhandle Region:</b>	Erika Moore

## Assessment, Advisement and Records (AA&R)

The AA&R department is essential in aiding the routine operations of all Windham School District campuses. Responsibilities include all High School Equivalency (HSE) and Tests of Adult Basic Education (TABE) testing and assessment support for all student advisors, principals and testing staff. The department supports campus staff in testing processes, including intake assessments for all new residents, annual assessments for students and testing for all HSE certificates. All Windham campuses are approved as secure testing sites and meet the guidelines and standards set forth by the Texas Education Agency (TEA), Pearson Virtual University Enterprises and General Education Development (GED®) Testing Service.

AA&R also serves as the custodian of student records, maintaining educational records for all current and former Windham students. AA&R works closely with education agencies across the country to verify educational records and achievements of students. Staff members respond to records requests from current and former students, as well as subpoenas when received from the legal community.

The department ensures all student advisors are trained and able to serve their respective campuses in order to seamlessly meet the needs of the students. In addition, conferences are held annually to provide further training, updates and support, enhancing performance and the integrity of the department and campuses.

In addition, AA&R oversees the High School and College and Career Readiness programs. Opportunities are provided for eligible students under the age of 27 to attend high school classes, complete high school credits and earn their high school diplomas. Once a student has completed their HSE or High School Diploma and are eligible for college, the Workforce Specialist works closely with colleges to afford eligible graduates the chance to enroll and broaden their educational experience.

## Campus Leadership

Each Windham campus is assigned a principal to lead and support students and staff, manage daily operations and implement educational programs. Principals coordinate the campus schedule and work closely with TDCJ unit administration to organize educational activities. In addition, principals are responsible for executing a campus improvement plan annually to assess the needs of their students and staff, determine areas in need of professional development, evaluate classroom instruction and deliver mandated school activities. Windham's 51 principals are spread across 85 campuses to ensure appropriate support is provided district-wide.

## Operational Support

The Operational Support department serves the district by monitoring, tracking and examining student performance. The department administers program evaluation initiatives related to student enrollment, attendance and achievement reporting. The daily operations also include monitoring compliance standards and coordinating the Individualized Treatment Plan (ITP) guidelines. The department organizes research initiatives to evaluate the effectiveness of district programs, including performance-based information and data related to academic, CTE and life skills programs. The Operational Support department collaborates with external entities such as TDCJ, privately operated prisons, the Correctional Education Association (CEA), the American Correctional Association (ACA), Texas Education Agency (TEA) and the Texas Workforce Investment Council (TWIC) to analyze data and reports to assess the ongoing performance of the district.

## Communications

The Communications department serves Windham School District by establishing and promoting communication across the district on a multitude of mediums. Communications' staff cover a wide range of responsibilities, such as the publishing of the monthly newsletter, Annual Performance Report (APR), press releases, social media, media requests, website management and visuals such as brochures and infographics. The department promotes the district to stakeholders through positive public relations by sharing newsworthy information about the district and emphasizing successes.

The Communications department also works closely with the Correction Education Association (CEA) Council of Education Directors (Council), with Windham's Superintendent, Kristina J. Hartman Ed.S., serving as President and Texas representative, and the district's Communications Administrator serving as Secretary. This Council, composed of Correctional Education Directors across the Nation, collaborates to provide best practices, process improvement strategies and networking to ensure high-quality educational opportunities are available to individuals during incarceration.

Windham's Communications department also oversees the ECHO, the newspaper that is written by, and distributed to, all TDCJ residents, as well as community subscribers. The ECHO is supervised by a managing editor, published 10 times a year and is regulated by the district through a memorandum of understanding with TDCJ.

## Volunteers

The Windham School District's success is made possible with the assistance of volunteers. Bringing various strengths, experiences and skills, volunteers assist the district in cultivating an environment conducive to learning. During the 2021-2022 school year, there was an increase of approximately 40 approved volunteers. The **Women's Storybook Project of Texas** contributes the largest number of Windham volunteers with the goal of bridging the literary gap between mothers in incarceration and their children.

From state legislators and community members to former students, volunteers inspire students to change their lives by:

- Providing academic and language tutoring
- Offering assistance with specific activities and programs
- Promoting personal growth and development
- Serving as positive role models of citizenship and service

## Library Services

Through the library, patrons are able to prepare themselves for successful reentry into their communities by utilizing the knowledge and resources available. In school year 2021-2022, WSD operated 84 libraries in TDCJ facilities across the state.

Windham library staff also coordinate and monitor donated libraries. Additionally, the project of converting closed stack libraries to open stack libraries was completed allowing all patrons increased access to books. Digital catalogs were implemented to assist patrons with locating books.

This year, a statewide professional development was held to provide training and collaboration opportunities to all library services staff. In addition, two regional librarians were added to the Library Services team to better assist campus needs. Library Services continues to work to increase transparency within our department so that each employee is aware of procedures and processes to ensure inclusivity.



### Windham Library Information for SY22

Libraries Maintained*	84
Books Circulated	932,154
New Books Received	21,202
Books Cataloged	50,132
Books Distributed to Libraries	62,551
Books Purchased	21,202
Donated Books Cataloged (for library collections)	28,930
Donated Books Not Cataloged (for housing areas)	12,419
Deleted Books	49,991
Patrons Served	626,231
* Does not include libraries maintained by private facilities	



## Information Technology (IT)

Windham School District's IT department provides reliable and secure technology solutions by developing, deploying and maintaining services in support of the district's mission. The department provides students and staff with equipment and resources for successful educational opportunities and advancement.

In the 2021-2022 school year, IT continued with its multi-year technology plan to expand technical infrastructure and technology for student instruction. The high school program received laptops for students and staff, as well as devices to allow internet connectivity, allowing students to take online end-of-course STAAR test for the first time. The distribution of network resources was prioritized to maximize student impact. IT worked with vendors to develop software to support Windham programs. In addition, the IT department prioritized cyber security by purchasing antivirus licenses and filtering solutions.

The department consists of three functional areas to support the district and students. The help desk and network specialist staff, located in Huntsville and at six area offices, support district employees and maintain all IT equipment for personnel and the campus academic, career and technical education and computer labs across the state. The infrastructure and network team administers virtual and physical servers, switches, routers and other network devices, while also maintaining endpoint security, email filtering and archiving as well as equipment upgrades. The application development group continues to create, maintain and improve web and desktop-based applications for district personnel, as well as maintain and create user-friendly reports and dashboards to support Windham in meeting its mission.

## Recreation and Wellness

Windham School District's Recreation and Wellness department provides health and wellness opportunities for staff and residents based on the eight dimensions of wellness. The dimensions include: Physical, Intellectual, Spiritual, Environmental, Occupational, Emotional, Financial and Social wellness.

To encourage staff to improve their overall health and to boost morale across the district, Windham's Recreation and Wellness Department provided monthly, quarterly and annual wellness challenges. These opportunities included, but were not limited to, Walk Across Texas, sponsored by Texas AgriLife Extension, Chairman's Challenge sponsored by Wondr Health and the Get Fit Texas challenge sponsored by the Texas Department of State Health Services. Windham staff committed to the challenges and finished third out of 21 entities in the Get Fit Texas challenge and walked a cumulative 52,319.61 miles in Walk Across Texas.

The Chairman's Challenge, in collaboration with TDCJ, was established to educate staff about best nutritional practices and to inspire healthy eating habits. This year's Chairman's Challenge was the Wondr Program. This program consisted of three parts, across one year including: a 10-week section dedicated to practicing newly learned weight management

skills, another 10-week section committed to maintenance of all skills learned and a 32-week section practicing the new lifestyle. Within each section, staff watched educational videos and set goals to improve their physical and behavioral habits.

The Recreation and Wellness Department also provided educational outreach and activities to residents encompassing the eight dimensions of wellness, with a focus on nutrition and healthier eating habits. In conjunction with the wellness lessons, residents were afforded the opportunity to participate in various intramural events to encourage increased physical activity.

In addition, the Recreation and Wellness Department provides activities for residents in the housing area day rooms such as scrabble, dominoes, chess, checkers, bingo events and more to encourage a sense of community.

By developing and increasing opportunities for staff and residents, the Recreation and Wellness Department aims to improve health and wellness outcomes across the state.

## Human Resources (HR)

The Human Resources department works diligently to support all district employees. By incorporating innovative strategies, HR staff members are able to enhance existing approaches and implement updated methods for recruitment, talent management, employee selections, position classification, compensation and benefits and employee relations.

The department collaborates with existing administrators and campus staff to recruit new employees. Recruitment methods include partnering with Education Service Centers across the state, the Texas Workforce Commission and utilizing social media.

In the 2021-2022 school year, the department supported 1,141.5 budgeted full-time equivalent positions. The Windham superintendent and all principals, student advisors, teachers and diagnosticians are certified by the Texas State Board for Educator Certification. Windham teachers average 15 years of experience.



## Business Services

The Business Services department strives to improve district operations through sound fiscal management practices and ensures fiscal responsibility through compliance with all applicable laws, regulations and internal policies and procedures. The department provides financial support to the district by facilitating financial planning, management and reporting. Specifically, the department oversees transactions relating to accounting, accounts payable, budget, payroll, purchasing, the Historically Underutilized Business (HUB) Program and warehousing. The department also provides training related to these areas to promote a partnership between Business Office and district staff and to provide district staff with the tools and resources needed to make sound financial decisions.

## Financial Data

The district is funded through state appropriations to the Texas Education Agency (TEA) Foundation School Fund, and the TEA allocates funds based on student contact hours for the best 180 of 210 school days in each year of the biennium. In the 2021-2022 school year, Windham spent \$7.34 per contact hour, \$1,152.58 per participant, of state-appropriated money from the TEA.

Other sources of Windham revenue include local interest and miscellaneous income. Federal grant pass-through 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), the Carl D. Perkins and the Governor's Emergency Education Relief (GEER) grant. Windham also receives reimbursement through a contract with TDCJ for providing administrative oversight of Radio and Television, Library Services, Recreation and Wellness and the ECHO newspaper.

Funding for Fiscal Year 2022		
WSD Contact Hour Rates		
Academic Education		\$4.69807
Career and Technical Education		\$3.87648
Fiscal Year 2022 Cost Per Contact Hour		
Windham (State)	Federal Grant Pass-Through	Total
\$7.34	\$0.53	\$7.87
Contact Hours		
2021-2022		
Best 180 Days		7,687,701
Cost Per Participant - Fiscal Year 2022		
PROGRAM		AMOUNT
Windham (State and Federal Funding)		\$1,235.16

Funding for Fiscal Year 2022	
Revenues - Fiscal Year 2022	
TYPE	AMOUNT
Local (Interest Income)	\$146,347
Windham School District State (Foundation School Program)	\$57,850,464
Instructional Material Allotment (IMA)	\$894,187
Federal Grant Pass-Through Funds	\$4,042,285
Contract	\$4,930,371
Other	\$114,563
Operating Transfer-In	\$300,150
<b>TOTAL REVENUE</b>	<b>\$68,278,367</b>
Expenditures - Fiscal Year 2022	
Windham School District State (Foundation School Program)	\$55,525,547
Instructional Material Allotment (IMA)	\$899,209
Federal Grant Pass-Through Funds	\$4,042,285
Contract (Recreation & The ECHO)	\$4,930,371
<b>TOTAL Expenditures</b>	<b>\$65,397,412</b>

Biennium Budget	86th Legislature 2020-2021	87th Legislature 2022-2023
WSD Appropriation from General Revenue (Gr) within the TEA Budget	\$108,518,518	\$115,494,752

Staff	SY22 - Public School <sup>1</sup>	SY22- Windham
Teachers	49.3%	56.5%
Central Administration	1.2%	1.5%
All Other	49.5%	42%

Teaching Staff	SY21 - Public School <sup>1</sup>	SY21- Windham
Average Teacher Experience	11.1 years	14.8 years
Average Salary for 14 Years of Experience	\$328.22/day	\$271.20/day
Days Per Contract	187	220

<sup>1</sup>2022 Texas Academic Performance Report prepared by the Texas Education Agency (TEA).





# WINDHAM SCHOOL DISTRICT

(WSD educational programs available at these locations)

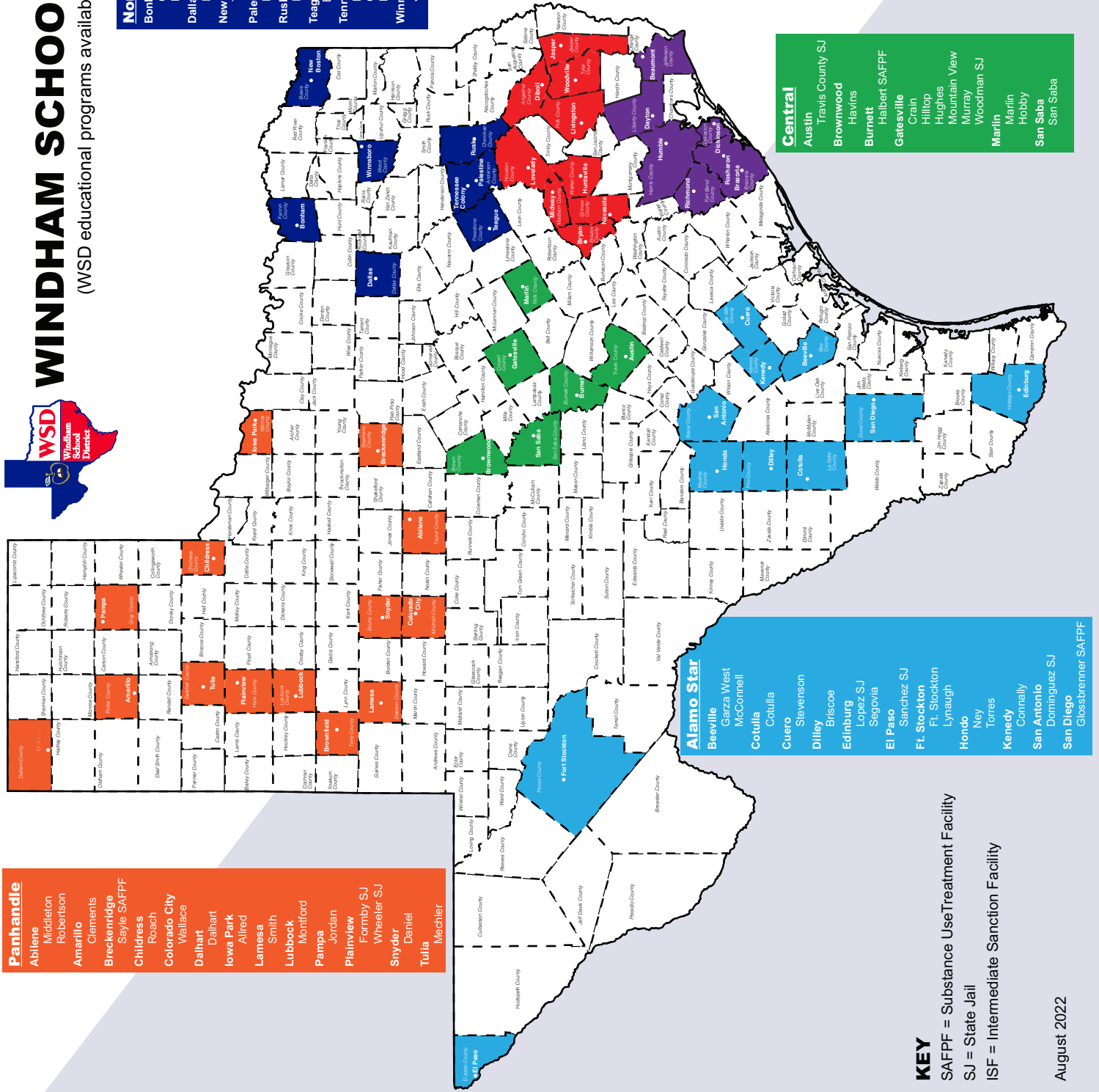
Panhandle	
Abilene	Middleton
Robertson	
Amarillo	Clements
Breckenridge	Sayle SAFFP
Childress	Roach
Colorado City	Wallace
Dalhart	Dalhart
Iowa Park	Allred
Lamesa	Smith
Lubbock	Montford
Pampa	Jordan
Plainview	Formby SJ
Snyder	Wheeler SJ
Tulia	Daniel
Mechler	

North Texas	
Bonham	Cole SJ
Moore	
Dallas	Hutchins SJ
New Boston	Telford
Palestine	Powledge
Rusk	Hodge
Teague	Boyd
Tennessee Colony	Belo
Confield	Michael
Winnboro	Johnston SAFFP

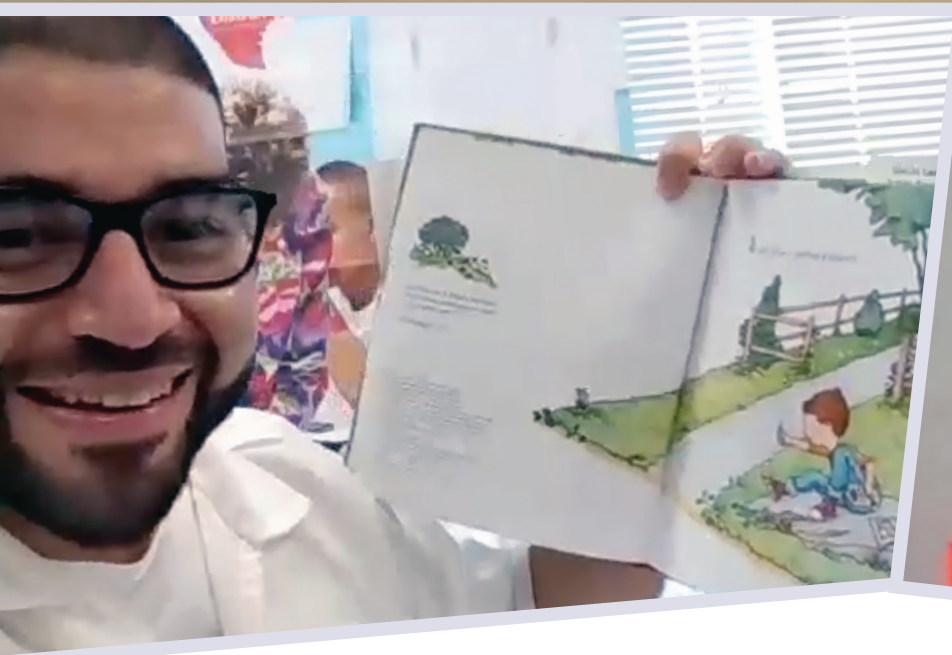
East Texas	
Bryan	Hamilton
Diboll	
Duncan	
Huntsville	Byrd
Ellis	Estelle
Goree	Holliday
Huntsville	Wynne
Jasper	Goodman ISF
Livingston	Polunsky
Lovelady	Wanwright
Navasota	Luther
Pack	
Midway	Ferguson
Woodville	Lewis

Gulf Coast	
Beaumont	Gist SJ
Stiles	
LeBlanc	
Brazoria	Clements
Dayton	Henley SJ
Hightower	Plane SJ
Dickinson	Young Medical Facility
Humble	Lychner SJ
Richmond	Jester 3
Scott	Vance
Rosharon	Memorial
Ramsey	Stringfellow
Terrell	

Central	
Austin	Travis County SJ
Brownwood	Havins
Burnett	Halbert SAFFP
Gatesville	Crain
Hilltop	Hughes
Mountain View	Murray
Woodman SJ	Marlin
Marlin	Hobby
San Saba	San Saba



**KEY**  
SAFFP = Substance Use/Treatment Facility  
SJ = State Jail  
ISF = Intermediate Sanction Facility



*“Windham School District provides students opportunities for growth and empowerment preparing them to be successful employees, dedicated family members and contributing stakeholders within the community.”*

**~ Kristina J. Hartman, Ed.S.**  
Superintendent, Windham School District

