

CORRECTIONAL EDUCATION ASSOCIATION

**Performance Standards
for
Correctional Education Programs
in
Adult Institutions
Updated July, 2016**

ADMINISTRATION

Principle: There is written legal authorization for establishing, operating, funding and governing the correctional education organization.

GOVERNANCE, PHILOSOPHY AND GOALS

1. There is a legal basis for the correctional education organization to conduct educational programs. **(Required, Core)**

INTENT: Programs are officially authorized.

DOCUMENTATION: Copy of the law, order or directive.

2. There is a philosophy, mission, and/or goals statement for the educational organization publicly displayed for the benefit of staff, students, and other interested parties. The statement(s) is included in at least two separate educational organization documents. **(Required, Core)**

INTENT: Staff and students are aware of the organization's mission and goals.

DOCUMENTATION: Copy of the philosophy, mission and goals are posted throughout the school area included in documents such as staff handbooks, strategic plans or student brochures.

WRITTEN POLICY AND PROCEDURE

3. There is a Policy and Procedure Manual for the governance of educational programs that addresses administration, program, personnel and students. **(Required, Core)**

INTENT: A policy and procedures manual is an aid to having an orderly, efficient and consistent operation.

DOCUMENTATION: Copy of the Policy and Procedures (P&P) are available for review.

4. The Policies and Procedures delineate the process for the development, review, update, approval, and implementation of all policies and procedures which includes staff participation. The policy and procedure manual is reviewed, updated, and implemented according to the Parent Agency's Policy and Procedures. **(Core)**

INTENT: Policies and procedures change. In order to be consistent across the system the P&P manual needs to be reviewed and updated.

DOCUMENTATION: An outline of the process for development, review and update is part of the Policy & Procedure manual. Minutes from administrative staff meetings or Policy and Procedure Team meetings show a required review.

5. A complete set of policies and procedures, identified and authorized for placement inside an institution, is available at a location in the school or in a secure location in the institution accessible to the education staff.

COMMENT: Having the policies and procedures accessible to the staff means that the documents are available for the staff to read and review without unnecessary delay, hindrance or storage.

INTENT: Policy & Procedure manual is available as a resource for staff and administrative reference.

DOCUMENTATION: Staff are notified of the location of the Policy & Procedure manual.

ORGANIZATIONAL STRUCTURE

6. There are system-wide and institutional agency organizational charts and written explanations of the lines of authority and cooperation that clearly depicts the position of the correctional education department in the agency structure. **(Required)**

INTENT: Staff are aware of the organizational structure.

DOCUMENTATION: Organizational Chart showing where the Education Department is in the agency structure.

BUDGET

7. There is a system-wide budget and accounting system for correctional education that documents the allocation, disbursement, expenditure, and reconciliation of funds to the correctional education programs. **(Required, Core)**

INTENT: To ensure effective operations, there should be a specific budget established for the purpose of providing education services. Use of these funds is accounted for and documented.

DOCUMENTATION: Copy of the most recent budget, reports showing the budget spending, and documentation of showing the procurement process.

8. The system-wide and/or institutional budget is developed under the direction of the chief education administrator with input from the education staff. **(Core)**

INTENT: Budget is developed with input from the staff who directly use materials and resources.

DOCUMENTATION: Minutes of meetings and or copies of budget requests submitted by each unit and job descriptions that delineating fiscal responsibility.

9. The expenditures and use of the budget for the system-wide and/or institutional education organization is part of the authority and responsibility of the chief education administrator and the facility education program leader. **(Core)**

INTENT: Educators are involved in the education budget and each unit has knowledge of the available resources.

DOCUMENTATION: A document from the overseeing authority stating that the Chief Education Administrator has budget and expenditure authority, and the local school administrator has fiscal management responsibilities **(Job Description)**.

PROGRAM APPROVAL

10. There are policies and procedures and evidence of implementation and practice for obtaining program approval on a prescribed cycle. **(Core)**

COMMENT: When the phrase “There are policies and procedures” is used, it is permissible for the institution to have one policy and/or procedure to cover the respective Standard.

INTENT: To demonstrate there is an annual education program planning process.

DOCUMENTATION: Reports or letters showing specific action that provides program approval.

11. The educational programs conducted as either part of the system-wide educational organization or the institutional programs are approved by a legal authority, an authorized governmental agency, or an independent regulatory body. **(Required, Core)**

INTENT: There is oversight authority to ensure that appropriate educational programs are being provided.

DOCUMENTATION: Letter from the agency or regulatory body having jurisdiction recognizes the educational organization, which could include State Code and curriculum content standards approved by the State Department of Education.

STAFF MEETINGS

12. There are policies and procedures and evidence of implementation and practice that require administrative staff education meetings to be held semi-annually for the system-wide organization and at least quarterly for the education staff at the institutional level. Meetings are documented with attendance and minutes. **(Required, Core)**

INTENT: Staff meetings are established in policy and provide an opportunity for information sharing and feedback.

DOCUMENTATION: Copies of meeting agendas, minutes and sign in sheets.

PERSONNEL

Principle: There is an established system for the recruitment, retention, and utilization of qualified staff to effectively operate the full spectrum of an educational organization.

INTENT: In order to run quality, effective education programs units must have qualified staff.

CHIEF EDUCATIONAL ADMINISTRATOR

13. There is a Chief Educational Administrator for the education program who has the authority and responsibility for administering the program. This position is established using a formal or legal authority, and a job description and agency organization charts depict the role of this position in the agency. **(Required, Core)**

INTENT: The head of the Educational System is a professional educator. Qualifications are outlined in the job description.

DOCUMENTATION: A policy or letter outlining the steps in the hiring process, a copy of the Chief Education Administrator job description, organizational charts.

14. The chief education administrator or designee visits every site at least annually.

INTENT: Annual visits by the Chief Administrator demonstrate involvement, professional support, and provide staff with opportunity to interact with administrators.

DOCUMENTATION: Copy of administrator (or designee) schedules showing the sites visited. Copy of sign in rosters.

PERSONNEL POLICIES

15. There are policies and procedures that provide for the selection, retention and evaluation of educational personnel according to qualifications, performance and experience and evidence of implementation and practice of those policies and procedures. **(Required, Core)**

INTENT: It is important to have qualified staff in order to have effective programs. Evaluations help administrators to become more involved, assist with staff improvement, and promote communication. Teachers are paid for their qualifications.

DOCUMENTATION: Copy of the hiring policy, copy of the evaluation tool, and copies of hiring paperwork.

16. All education staff involved in the direct delivery of educational services must comply with qualification requirements of their governing jurisdiction.

INTENT: Qualified staff deliver effective programming.

DOCUMENTATION: Copies of teacher certifications/licenses.

17. There are personnel policies and procedures that are available to each employee. The personnel policies and procedures will cover the following areas, at a minimum:

- a. Organization chart of the Education Department at the level of the parent agency and at the institution level
- b. Recruitment and promotion policies, including equal opportunity provisions
- c. Job descriptions and qualifications including teacher certification requirements, salary determinations and non-educational duties required by the parent agency as applicable
- d. Benefits, holidays, leave and work hours
- e. Personnel records and evaluations
- f. Staff development, including in-service training both education-specific and institutional-specific
- g. Retirement, resignation and termination policies and procedures
- h. Employee-management relations, including disciplinary procedures and grievance and appeals procedures
- i. Restrictions relating to political activity
- j. Insurance/professional liability requirements
- k. Policy statements which clearly indicate the role and expectation for education staff for any institutional non-education responsibilities
- l. Institution's hostage policy and the execution of emergency plans

INTENT: All staff are aware of or know where to find, the specifics of the personnel areas mentioned above.

DOCUMENTATION: The policy and procedures manual addresses all these areas. Copy of employment contracts also recommended if available.

18. There is a personnel file that adheres to the policies and procedures of the employing agency for each employee.

INTENT: Every employee has a personnel file that contains job-related data.

DOCUMENTATION: Copy of the agency policy and procedure for personnel files and a redacted copy of a personnel file.

STAFF DEVELOPMENT

19. There are policies and procedures and evidence of implementation and practice for at least 40 hours of pre-service training of new full time staff to include:

- m. personnel policies and procedures
- n. orientation to the mission, goals, policies and procedures of the education department, institution, and parent agency
- o. overview of the corrections field

- p. basic security training
- q. emergency plans, procedures and responsibilities
- r. teaching the correctional student

(Required, Core)

INTENT: All personnel receive pre-service training to prepare them for working in a correctional setting.

DOCUMENTATION: A Copy of the pre-service training syllabus that addresses the stated areas and a copy an employee completion certificate.

20. There are policies and procedures and evidence of implementation and practice that part-time staff will participate in a structured institutional orientation program that includes, at a minimum:
- orientation to the mission, goals, policies and procedures of the education department, institution, and parent agency
 - overview of the corrections field
 - basic security training
 - emergency plans, procedures and responsibilities
 - teaching the correctional student

INTENT: All part time staff are provided with pre-service training to prepare them for working in a correctional setting.

DOCUMENTATION: Copy of the part time employee institutional orientation program outline and a copy of a completed part time employee orientation certificate.

21. Full time education employees will receive an additional 40 hours of training during the first year of employment and 40 hours of in-service training each year thereafter. Teacher continuing education requirements and/or advanced graduate work may be used for this purpose.

INTENT: Ongoing training helps employees stay current in their area of expertise.

DOCUMENTATION: A copy of an employee training record and training agenda.

STUDENT/TEACHER RATIO

22. A written, formal, regulatory or practical basis for the maximum student/teacher ratio(s) is established by the correctional and/or educational agency. Evidence of practice is maintained on site through class enrollment and attendance records.

INTENT: An established maximum student teacher ratio for each program increases program effectiveness.

DOCUMENTATION: Copy of the written student/teacher ratio guidance. Copies of class enrollment and attendance records.

COMPARABLE PAY

23. Annual compensation for the professional education staff is established according to a consistent set of criteria by the employer or is the result of a labor contract agreement. The teacher salary scale and benefits are comparable to the local and/or public school teachers within a 5% margin adjusted to a 12-month salary schedule. Correctional educators have parity with local public schools.

INTENT: Professional education staff, teaching within a correctional setting, receive compensation comparable to their local and/or public school counterparts. Comparable professional compensation supports hiring and retention of high quality educators.

DOCUMENTATION: A copy of the local and/or public school salary and benefit schedule and a copy of the correctional educator salary schedule.

24. The professional education staff is consistently compensated according to qualifications and experience.

INTENT: Professional educators are compensated according to their qualifications and experience.

DOCUMENTATION: A copy of the salary schedule that reflects levels of compensation based on qualifications and experience.

25. There is an average of 10% or less annual turnover of professional staff for the previous 5-year period that does not include employment separation due to promotion, inter/intra-institutional transfer, illness, discipline dismissal, death, disability, retirement, program growth or program change.

INTENT: A well run, satisfying work experience is implied by a low staff turnover rate.

DOCUMENTATION: A copy of an education program staffing chart listing dates of employment and reasons for leaving. A sheet showing the turnover rate calculation.

BUSINESS AND INDUSTRY INVOLVEMENT

26. There are policies and procedures and evidence of implementation and practice that involve business and industry with correctional education components at the system-wide and institutional levels. A formal education and business/industry committee meets on a regular basis to review and make recommendations on current and proposed education programs. **(Required, Core)**

INTENT: Business and industry involvement with correctional education components will help keep programming current and in tune with the needs of employers.

DOCUMENTATION: Agendas and minutes of business and industry meetings or involvement with the correctional education process, to include names and associations of participants.

27. The system-wide and/or local level administrators consider the advice of the representatives.

INTENT: Administrators open to outside input and recommendations keep programs current.

DOCUMENTATION: Evidence that recommendations reflected in meeting minutes were followed or considered.

STUDENTS

Principle: The education organization manages the system and services to ensure that all eligible students receive appropriate and necessary service from enrollment to completion or withdrawal.

STUDENT ORIENTATION

28. There are policies and procedures and evidence of implementation and practice on orientation to educational programs for all prospective students including those who cannot communicate in the English language or are legally blind or deaf. **(Required, Core)**

INTENT: All inmates are made aware of the educational opportunities available to them.

DOCUMENTATION: Copies of an orientation agenda and copies of handouts. Policy will outline how deaf, blind and English language-limited inmates are aware of educational programming.

CLASSIFICATION

29. There are policies and procedures and evidence of implementation and practice for the use of education information and data in the system-wide or institutional treatment or classification process.

(Required, Core)

INTENT: Education information and data considered when decisions about institutional treatment and classification are being made.

DOCUMENTATION: Provide a copy of the policy or procedure that states that education participation and related information are considered in treatment and classification decisions, evidence of reports submitted by the education staff to the treatment or classification team for consideration, evidence of attendance at treatment/classification team meetings by education staff and notices of treatment/classification meetings inviting education staff.

EDUCATIONAL INCENTIVES

30. There are policies and procedures and evidence of implementation and practice that provides educational incentives to encourage student involvement and achievement in educational programs.

(Required, Core)

INTENT: Education programs have incentives to encourage inmates to come to school, work productively and to stay in school.

DOCUMENTATION: A policy or procedure that outlines education incentives. Pictures of incentive related activities, awards, assembly/graduation program, sample certificates are available.

SCREENING, ASSESSMENT, EVALUATION

31. There are policies and procedures and evidence of implementation and practice for the educational screening, assessment and evaluation of new students upon application for school enrollment. **(Required, Core)**

INTENT: All new students are assessed and evaluated for placement in appropriate programs.

DOCUMENTATION: A policy or procedure is outlines the assessment process. Testing, printouts from assessment database, orientation outline showing entry assessment as part of the activities.

32. There are policies and procedures and evidence of implementation and practice for the evaluation and assessment of students at periodic intervals to assess progress and plan for future education work as appropriate. **(Core)**

INTENT: Programs must be able to demonstrate student gain. This provides documentation for budget and accountability purposes. This is most easily achieved by periodic assessment.

DOCUMENTATION: A policy or procedure outlines the process. Post-test results are available for viewing.

33. Tests are administered to screen, assess and evaluate students, to gather data and/or to determine general or specific needs for individuals or groups of students. Staff members who administer the test(s) are qualified according to criteria established in the test manual.

INTENT: On going assessment help guide the teacher in the presentation of appropriate lessons. Additional tests also help diagnose specific learning issues. Test administrators are qualified to administer the tests being used and to interpret the results of those tests.

DOCUMENTATION: Samples of the tests being administered and credentials showing that the person administering the test(s) has been trained to do so.

34. The results of the educational screening, assessment and evaluation are used in the classroom to provide appropriate learning activities.

INTENT: Teaching staff use the assessment information to guide them with lesson planning.

DOCUMENTATION: Student tests results and documentation showing appropriate placement or learning activities.

35. There are policies and procedures and evidence of implementation that a formal system of educational advisement/educational counseling is provided to students on an individual basis by professional education personnel.

INTENT: It is important for every inmate to receive advice and counseling regarding their assessment results and possible school placement.

DOCUMENTATION: A copy of the policy or procedure that requires counseling and associated records show that counseling was scheduled and or completed.

STUDENT INSTRUCTIONAL PLAN

36. There are policies and procedures and evidence of implementation and practice for the development of teacher instructional/lesson plans for group and/or individualized instruction. **(Required)**

INTENT: Well organized, effective educational programs have developed instructional/lesson plans for group or individualized instruction prepared prior to the students coming to class.

DOCUMENTATION: Copy of the policy or procedure that calls for the development of teacher instructional/lesson plans. Copies of academic, vocational and transition skills instructional/lesson plans.

MAINTENANCE OF STUDENT RECORDS

37. There are policies and procedures and evidence of implementation and practice for recording student progress in a cumulative record. **(Required, Core)**

INTENT: Well-organized programs will maintain cumulative student progress records, which provides a measure of teacher and budget accountability and serve as a guide to other teachers as the student moves through the system.

DOCUMENTATION: Copies of the policy or procedure that requires a cumulative student progress record. Cumulative records must be available for viewing.

38. Teachers maintain student education progress reports and/or grades that are incorporated into the student cumulative records at least quarterly.

INTENT: Student records are updated with progress reports and/or grades on a regularly scheduled (at least quarterly) basis.

DOCUMENTATION: A copy of one or two student records with progress reports and or student grades in them.

39. Access, storage and transfer of student records meet the requirements of privacy and confidentiality according to agency policy. **(Core)**

INTENT: The agency has a policy or procedure that outlines access, storage and transfer of student records in a manner that will ensure privacy and confidentiality.

DOCUMENTATION: Copy of the student record access, storage and transfer policy or procedure.

COMPREHENSIVE EDUCATION PROGRAMS

40. There are written policies and procedures and evidence of implementation and practice for a system-wide comprehensive education program that is available to all eligible students. This program includes at a minimum:

- basic level education
- secondary level education
- career/technical education
- special needs education
- Computer literacy

and may include other supplemental programs: English as a Second Language (ESL), life skills, cognitive skills, remedial education, post-secondary education, and transition/reentry. **(Core)**

INTENT: Every correctional institution has an education program that provides instruction in the five core areas of basic level education, secondary level education, career/technical education, special needs education, and computer literacy.

DOCUMENTATION: Copy of the system-wide policy or procedure that outlines the requirement for a comprehensive education program in each facility. Class attendance rosters and lesson plans for each area of instruction, master school schedules showing all 4 areas of instruction.

41. There are system-wide policies and procedures and evidence of implementation and practice making Library Services accessible to students enrolled in the correctional education programs. The Library Services shall include:

- reference services
- education and vocational information and resources
- institution regulations and policies relevant to the inmate population
- rehabilitative information (ex. drug abuse and addictive services)
- recreational reading
- reentry resources for job search skills, resume writing, etc.
- community information and resources
- a multitude of media to provide information (to include: print materials, video and audio materials, computer software, etc., and necessary hardware)
- staffing to provide library services
- an annual budget provided from the institution or education budget for library services
- adequate space for the provision of library services

INTENT: Comprehensive library services are accessible to all students enrolled in education programs. Provide an opportunity for enrichment activities and the availability of additional learning materials.

DOCUMENTATION: Library visit during the facility tour and library interviews to determine if services include the intended materials. Copy of the annual budget and purchase orders.

42. There are policies and procedures and evidence of implementation of instruction and services to students to prepare for successful transition back into the community. Coordinates with other institutional programs, community agencies, resource providers, local education agencies, aftercare coordinators, and post-release supervisors to ensure a continuum of services. Transition may include:

- identification of student's educational and career and technical interests, abilities, and preferences, and referral for training
- development of post-release education and/or employment goals and a plan for meeting them
- a social skills curriculum that prepares students for independent living, obtaining and maintaining employment, securing and maintaining a stable residence, assuming family and community responsibilities, and referral to community resources that aid in the same
- development of a portfolio to be utilized in post-release employment and education

INTENT: Services to help students transition back into the community are an important component of the education process and help ensure success and reduce recidivism.

DOCUMENTATION: A copy of the policy or procedure that outlines the transition process from correctional custody to the community. Copies of class rosters or transition plans. Student portfolios.

PROGRAM

Principle: The education organization provides an education program that meets the needs of all eligible students and arranges periodic evaluations to determine the effectiveness of the program(s).

43. Academic and career/technical programs up to the level of high school or GED are provided to the student at no cost. **(Required, Core)**

INTENT: All eligible students have access to academic and career/technical education up to the level of high school or High School Equivalency at no cost.

DOCUMENTATION: A copy of a policy or procedure that states that basic and secondary education programs will be provided at no cost. School brochures may be utilized to list programs. A statement is included to indicate no cost to the student.

44. Career/technical programs on the institutional level are integrated with academic instruction so that the necessary academic skills for any given career/technical field are provided to the student. This career related academic instruction might be offered separately within the curriculum or as a part of the career/technical program.

INTENT: Career/technical programs provide students with related academic skills.

DOCUMENTATION: Copies of attendance rosters showing dual enrollment in career/technical classes and academic classes or copies of career/technical program lesson plans showing integration of academic standards.

45. There are policies and procedures and evidence of the implementation and practice that provides students with access to educational programs able to grant diplomas and licenses, high school credit, certificates and/or employer recognized credentials.

INTENT: Diplomas, licenses, high school credit and other credentials that are recognized by the general public will increase the inmate's employability when they are released.

DOCUMENTATION: A copy of the policy or procedure that outlines the process for obtaining diplomas licenses and credentials. Secondary documentation would be copies of diplomas, licenses and credentials.

46. Educational programs allow for scheduling which enables students' open entry to the school programs and courses according to written school procedure. Programs are offered at a time which permits the majority of prospective students to attend.

INTENT: Education programs run on an open entry basis in order to keep classes full and to provide educational opportunities to as many inmates as possible. Classes are scheduled when the majority of students can attend.

DOCUMENTATION: A copy of the school policy or procedure that directs classes to be open entry. A copy of the scheduled classes with an explanation of any atypical schedule. Attendance records showing new students added at various times in the month, week, etc. School master schedule showing day and evening classes.

47. Classes in institutional level programs are based upon the educational needs of the students as evidenced by the periodic assessment of the institution's education population.

INTENT: Programs are based on current student needs.

DOCUMENTATION: A policy or procedure outlines the process. Needs Assessment Survey results are available for viewing.

Annual reports or data demonstrate the profile of the population showing educational needs.

CURRICULUM

48. There are policies and procedures and evidence of implementation and practice for the adoption and use of curriculum for each education course. **(Required, Core)**

INTENT: All programs and courses have formal curricula to ensure quality and consistency.

DOCUMENTATION: A policy or procedure is available that requires each course to have a formal curriculum. Copies of each curriculum are available for review.

49. Teachers are included in the development and implementation of curriculum.

INTENT: Teachers provide critical insight in the development and implementation of curriculum.

DOCUMENTATION: Minutes for meetings when discussion about curriculum development/selection took place are available for review. The minutes have a list of attendees who participated in curriculum discussions.

50. All curricula are maintained in the institution education office and each instructor maintains subject specific curriculum.

INTENT: Curriculum is readily available for reference and use.

DOCUMENTATION: Copies of curricula are available for review. Instructors provide a copy of their curriculum during the tour or during their interview.

51. Non-instructional time, a minimum of three hours per week, is provided to plan or prepare activities related to the curriculum.

INTENT: Teachers need non-instructional time to properly prepare for lessons and to complete other related administrative duties.

DOCUMENTATION: A copy of teachers work schedules with non-instructional time is available for review. A copy of the school master schedule shows “planning periods.”

EDUCATION EQUITY AND OPPORTUNITY

52. There are policies and procedures and evidence of implementation and practice on education equity and opportunity for students to ensure all qualified students have equal access to traditional and non-traditional classes including career and technical programs regardless of race, disability, sex, age, color, national origin, creed, religion, sexual orientation, ancestry or any other legally protected classification. **(Required, Core)**

INTENT: All qualified students have an equal opportunity to participate in any and all programs.

DOCUMENTATION: A copy of the policy or procedure that mandates equal opportunity, along with class rosters, are available for review available for review. Class rosters.

FACILITIES, TECHNOLOGY, AND MATERIALS

53. Facilities are conducive to achieve the academic and career/technical program objectives. **(Core)**

INTENT: In order to run effective programs a clean comfortable environment with adequate space for the particular program is available.

DOCUMENTATION: The physical conditions of the program spaces are observed during the facility tour. A policy outlining minimum space requirements per student and particular program is available. Floor plans are included in the documentation, if available.

54. The application of technology is included throughout all programs of study.

INTENT: The use of technology has become an intrinsic part of society and is included as a part of all programs.

DOCUMENTATION: Each school has a technology plan that outlines the goals and objectives for the placement and use of technology in every program. The availability of technology is noted during the tour. Academic, career and technical education and transition lesson plans, which include the use of technology, may be shown.

55. Sufficient numbers of appropriate, up-to-date instructional materials are available to deliver curricular content.

INTENT: Curricula and content are continually updated. Programs use updated materials to maintain relevance to society and to reflect pedagogical change.

DOCUMENTATION: A sampling of the up-to-date materials being used is available for review.

While interviewing the teaching staff, the auditor may ask if the teacher has what is needed to deliver the curriculum.

EDUCATION FOR SPECIAL NEEDS STUDENTS

56. Within statutory and regulatory requirements, there are policies and procedures and evidence of implementation and practice for providing programs for students with special needs. **(Required, Core)**

Disclaimer: Passing this standard does not certify that the institutional education program is in legal compliance but only that a review of documents provided by the agency as part of the accreditation audit has been conducted by the auditor(s).

INTENT: Each program implements a policy that provides programs for students with special needs.

DOCUMENTATION: A copy of the policy and procedure that addresses the statutory and regulatory requirements for special needs students. Copies of associated documentation, such as IEP's, special ed or special needs classes on the school schedule, test results and teacher credentials in the special education fields, would be evidence of implementation and practice.

EDUCATION FOR SEGREGATED, RESTRICTED OR SUSPENDED (SRS) STUDENTS

57. There are policies and procedures and evidence of implementation and practice about providing educational programming to students in segregated, restricted, or suspended status. A procedure exists for reenrollment in the regular school program. Cumulative educational records reflect completed work.

(Required, Core)

INTENT: Education programs are available to all qualified inmates, including those in a restricted or segregated status. Procedures are outlined as to accessing services and the procedure for re-enrollment, once the segregation or restricted time ends.

DOCUMENTATION: A copy of the policy or procedure that addresses the provision of educational services to individuals in a restricted or segregated status, attendance rosters or copies of segregated student education records, teacher schedules reflect time to serve these inmates, and notations or entries in class files or cumulative record indicating that work was done while SRS status.

POST SECONDARY EDUCATION PROGRAMS

58. There are policies and procedures and evidence of implementation and practice for providing post secondary educational programs at the local level. **(Core)**

INTENT: Post secondary education opportunities are available to students with a high school diploma or high school equivalency certificate.

DOCUMENTATION: A copy of the policy or procedure that calls for the provision of post-secondary educational opportunities. Copies of course schedules and attendance rosters would provide evidence of implementation.

PROGRAM EVALUATION

59. There are system-wide policies and procedures and evidence of implementation and practice for internal and external education program evaluations on a 3-year or less cycle. **(Required, Core)**

INTENT: Review and feedback are important for program evaluation and improvement.

DOCUMENTATION: A copy of the policy and procedure and program evaluations are available for review. The evaluation could be peer review, inter-institutional, self-evaluation, or other type of internally managed evaluation process.

60. There are policies and procedures and evidence of implementation for applying educational indicators of program performance at the institution level. The program performance areas include educational achievement, student certificate and/or diploma acquisition for academic and career and technical programs, enrollment and attendance. **(Required, Core)**

INTENT: It is important for programs to have indicators of program performance in order to demonstrate accountability.

DOCUMENTATION: A copy of the policy or procedure that calls for the use of indicators of program performance. Copies of student certificates, diplomas or documented achievement will provide evidence of implementation. Enrollment records such as the reporting of contact hours or enrollment numbers may also be used.

61. Evaluations are used for program planning, improvements, and accountability purposes.

INTENT: Program evaluations is essential for planning and improvement.

DOCUMENTATION: Copies of evaluations are available. Copies of improvement plans emanating from program evaluations are available for review.