Integrating Technology into Correctional Education Settings

June 17, 2020

The National Technical Assistance Center
for the Education of
Neglected or Delinquent
Children and Youth (NDTAC)

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

Housekeeping

- All attendees are entering in listen-only mode.
- For technical issues, please email NDTAC@air.org.

Housekeeping

Please let us know who is attending today by placing the following information in the chat:

- Your full name

- The state or territory you represent

- The full name(s) of anyone viewing with you today

Please also use the chat to pose questions for presenters.
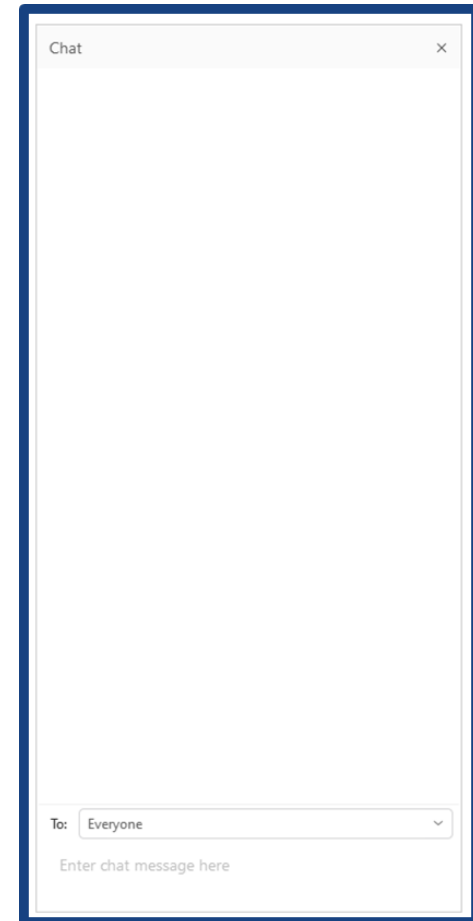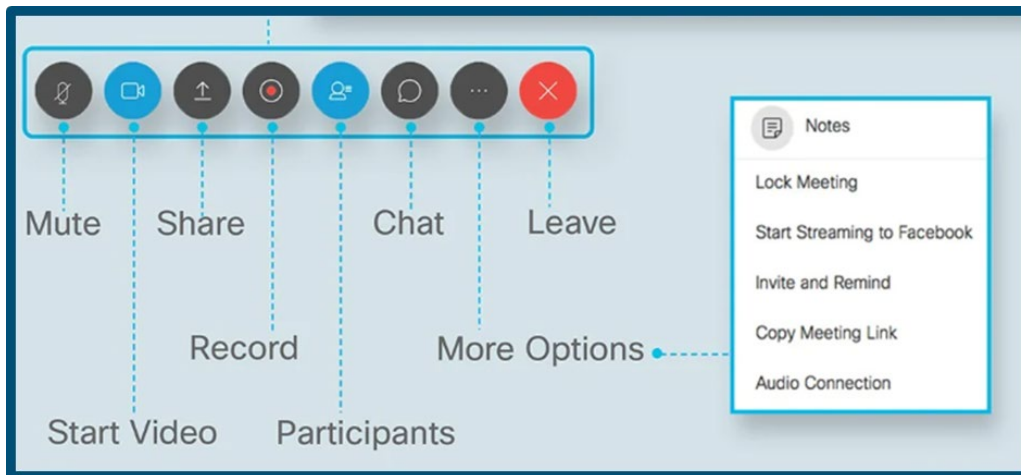
Agenda

- Understanding the Lifecycle of Integrating Technology

- Upcoming NDTAC Brief Digital Learning in Secure Care

- Creating the Foundation for Sustainable Access

- Introducing Technology into Juvenile Justice Settings

- Building Upon Technology and Access in Adult Settings

- Funding Integration and Ongoing Access to Technology

- Exploring Example Policies, Procedures, and Resources

Disclaimer

Rather than promoting any one organization, policy, procedure, resource, platform, or device, our presenters and NDTAC offer the information in today's webinar as a service to get the conversation started in your jurisdiction about what might be possible as you consider integrating technology into your correctional education setting.

Creating the Foundation for Sustainable Access

Frank Martin
U.S. Justice Director
World Possible

John Phaklides
Director of Sales Engineering
Edgenuity

neglected-delinquent.ed.gov

Current State
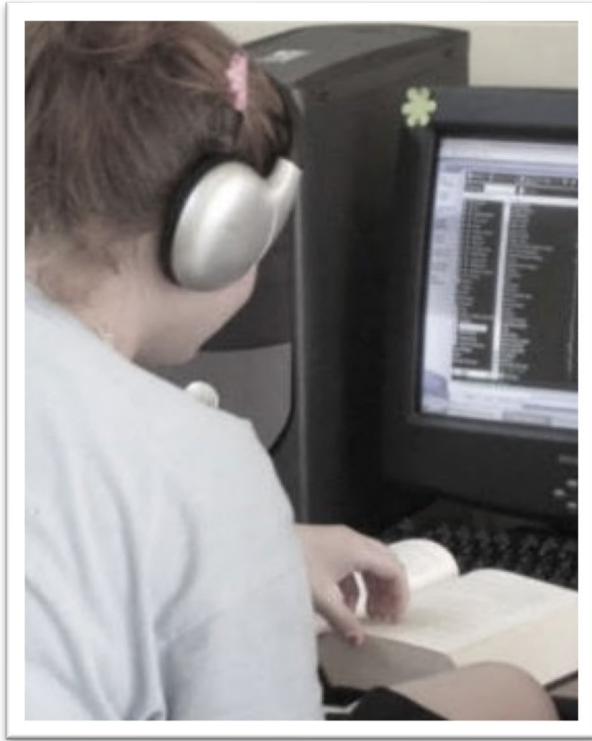
- The Corona Virus is making the digital divide even wider within the corrections classroom.

- We now have a greater dependency on information technology for our education needs and also daily life.

- We are all in it together to provide digital life skills for present and future learning.

neglected-delinquent.ed.gov

Survival in the Online World
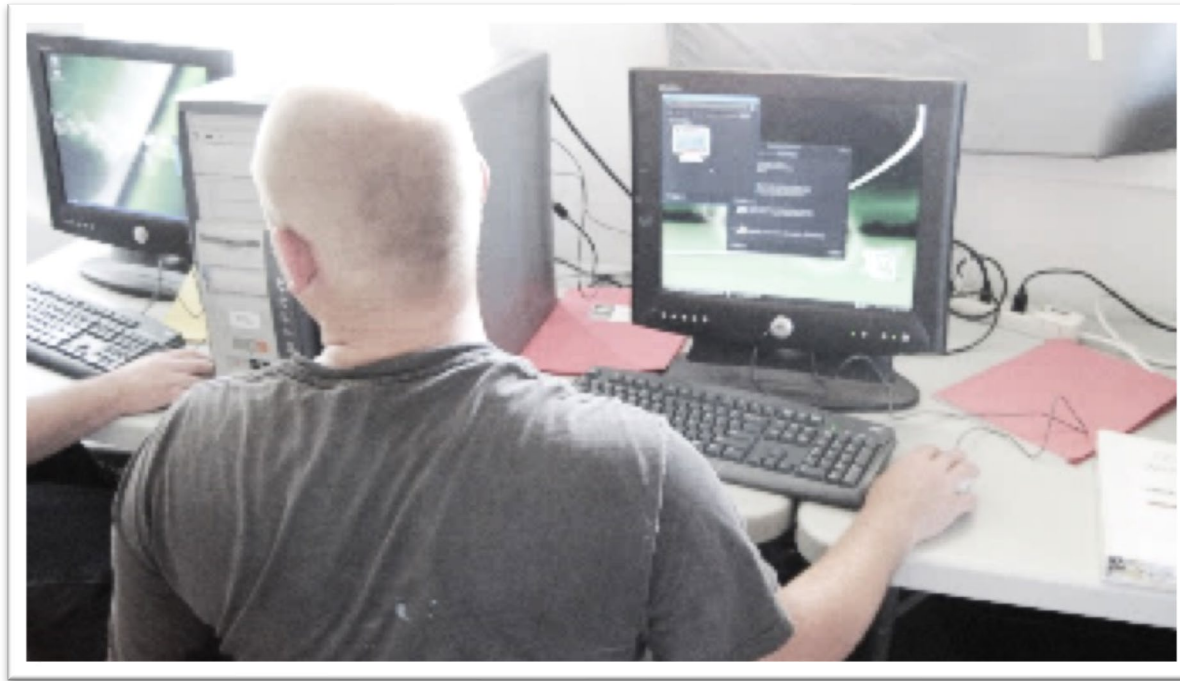
- Learning to use technology and using technology to learn.

It Begins with a Conversation

- Integrating technology is a developmental process

- Stakeholders and systems can move at their own pace

- The process is incremental and designed to build trust

- Efforts are often accelerated when there is a champion

- The decision to integrate technology begins with a conversation

- Consider engaging a knowledgeable, experienced facilitator

- Brainstorm who to involve from the <u>start</u> of the conversation

- Stakeholders to include will likely differ by jurisdiction

neglected-delinquent.ed.gov

Determine Stakeholders to Involve

Possible stakeholders include but are not limited to:

- Youth and Families

- Individuals with Lived Experience

- Young People Supporting Use of Technology on Facility Campus

- Agency/Facility Administration

- Security Administration and Personnel

- Information Technology

neglected-delinquent.ed.gov

Determine Stakeholders to Involve

Possible stakeholders include but are not limited to:

- Education Administrators and Faculty

- Program and Treatment Administrators and Staff

- Transition/Reentry/Community Corrections Personnel

- Federal Program Administrators/Grant Writers

- State Title I, Part D and Title IV, Part A Program Coordinators

neglected-delinquent.ed.gov

Start on the Same Page

- Establish a common goal

- Set some ground rules

- Expect a few bumps in the road

- Establish a no harm clause

- Be solutions oriented rather than assigning blame

- Possess a spirit of continuous quality improvement

neglected-delinquent.ed.gov

Carefully Plan Meeting Agendas

- Consider all stakeholder perspectives, questions, concerns:

    - Safety

    - Security

    - Potential challenges

    - Potential opportunities

    - Potential benefits

    - Available resources

neglected-delinquent.ed.gov

Potential Steps in the Iterative Process

Assess Student Needs & Interests → Inventory Existing Programming → Determine Needed Programming → Catalogue Available Resources → Determine Needed Resources → Establish Policies & Procedures → Identify Funding Sources → Assess Student Needs & Interests
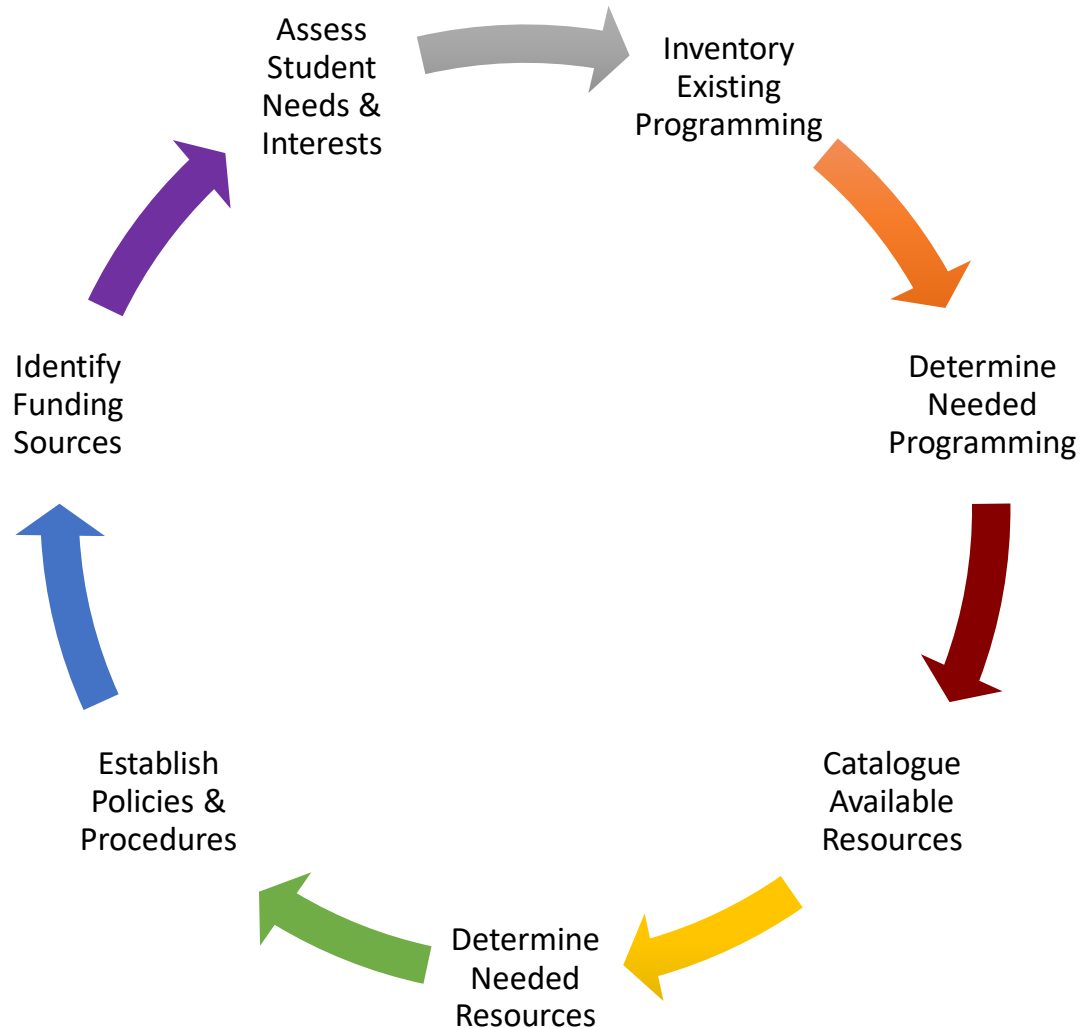
Determining Needed Hardware & Software

Layered Approach to Integrating Technology

Computers/Tablets	Dedicated Servers	Learning Management Systems	Normalizing the Learning Environment

Easiest to Implement   **More Challenging**
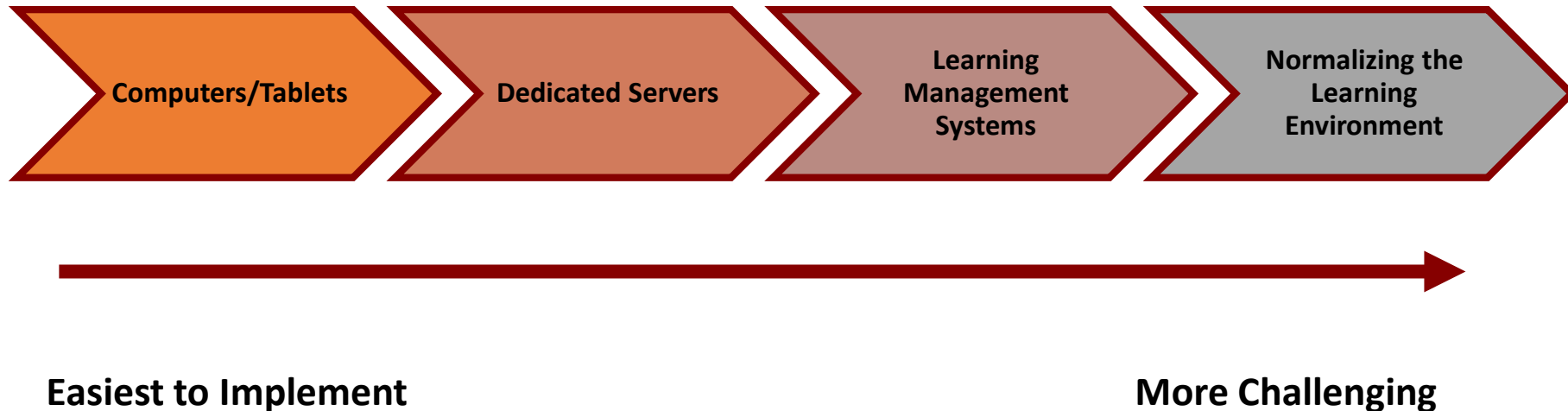
Student Hardware: Computers/Tablets

Example of a Custom Built Laptop for Student Use Inside a Secure Facility:

Top View

Side View

Bottom View

Source: https://www.worldpossiblejustice.org/securebook
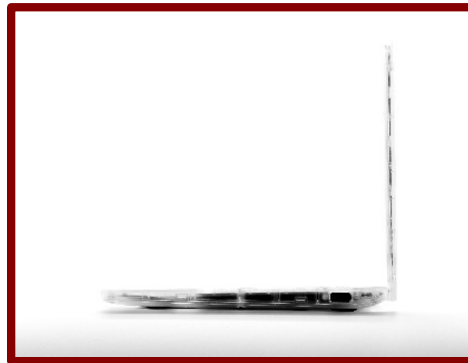
Student Software: Operating System (OS)

Will student need Internet access for schooling?

No

Endless OS

Yes

Does your state or IT team prefer Windows?

Yes

Windows

No

CloudReady
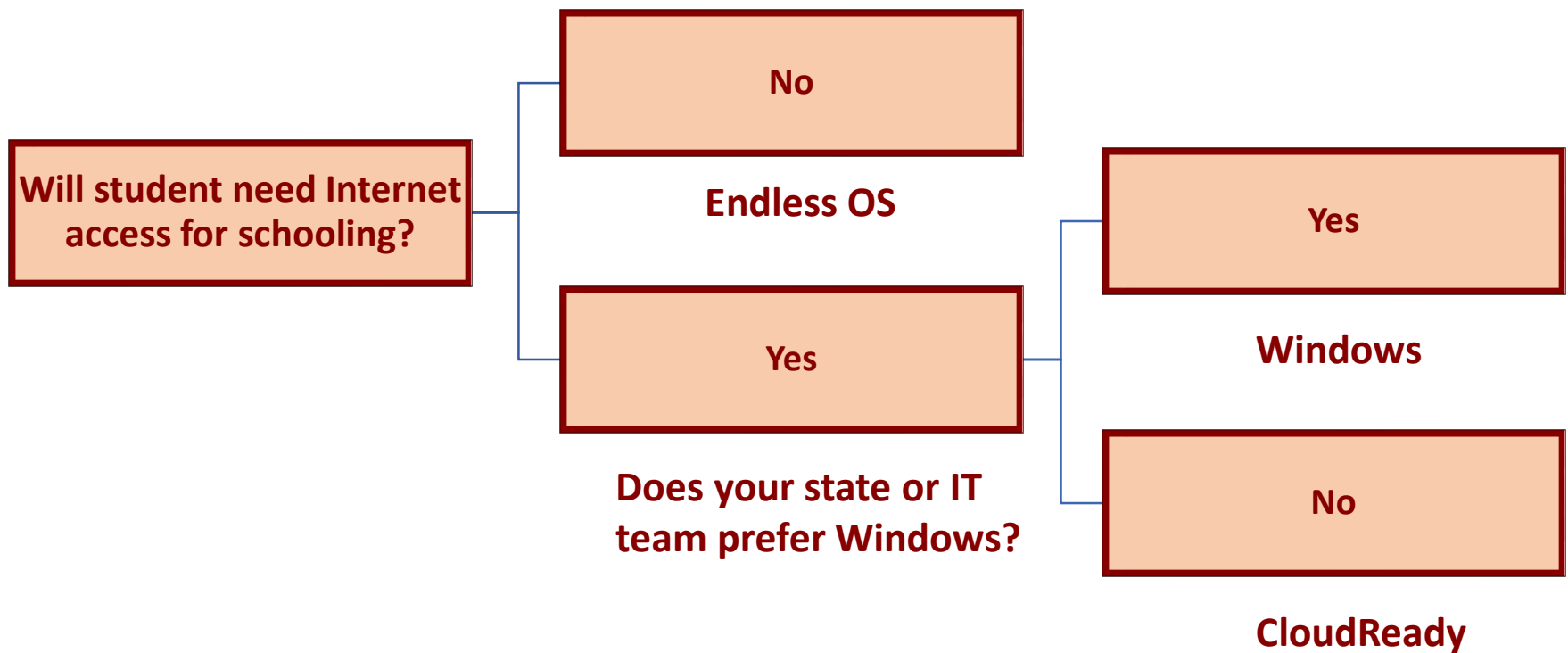
Dedicated Servers

Types of Content Available

- K-12 core curriculum

- Credit recovery

- Intervention

- Test readiness

- Instructional services

- Career and technical education

- Virtual learning

- Personalized learning

- Social and emotional learning

- Summer school solutions

- Course customization for exceptional learners

neglected-delinquent.ed.gov

Types of Content Available

- Open Educational Resources (OER2Go)
  - K-12 educational resources
  - Career and technical education resources
  - Higher education courses
  - College and career readiness resources
  - Textbooks
  - Khan Academy
  - Wikipedia
  - Fantastic Phonics
  - TED Talks
  - Moodle
  - And over 100 more

neglected-delinquent.ed.gov

Learning Management Systems

CANVAS BOX

24 Ports
Router/Switch or Wi-Fi

Docking Stations / Desktops

neglected-delinquent.ed.gov
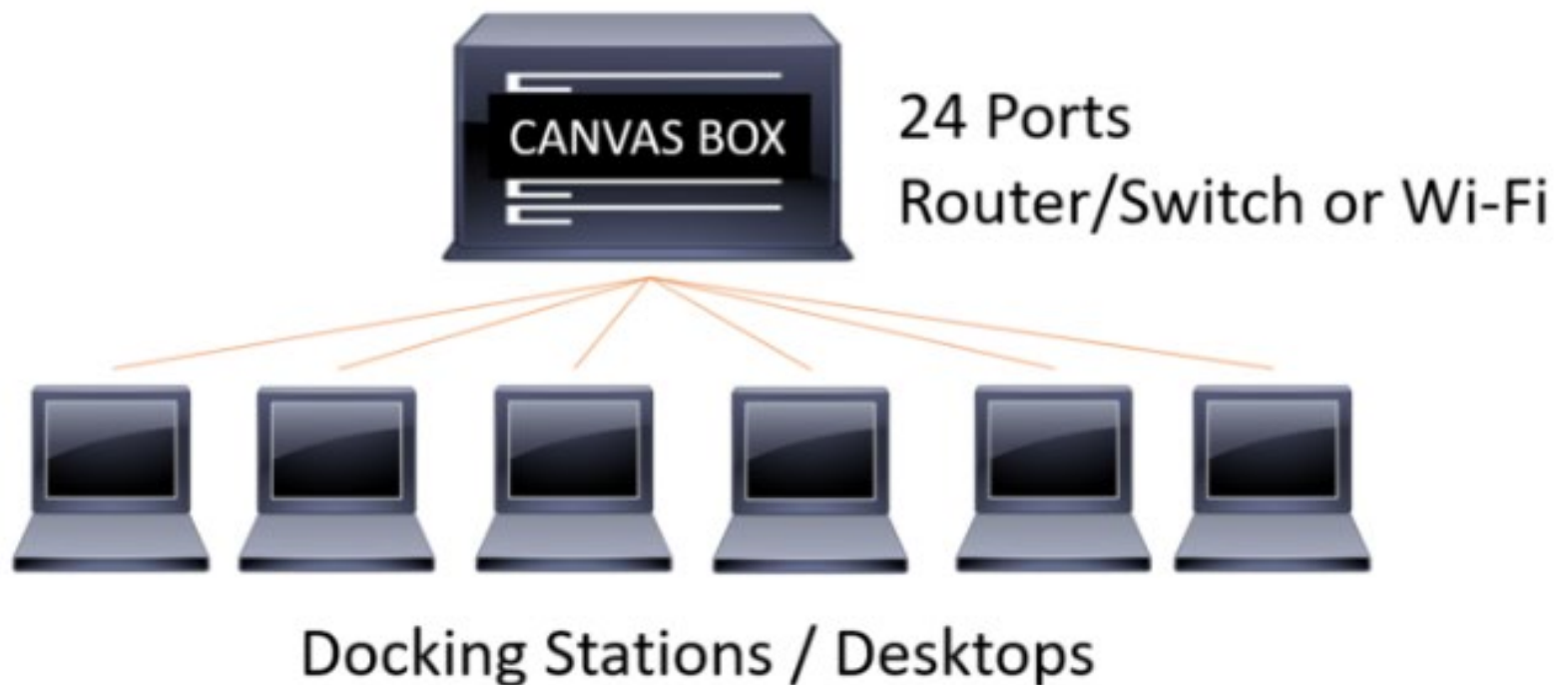
Determining When & Where Access Is Needed

- Use a facility blueprint to determine when and where access is needed

- Consider the level of supervision and oversight available in each area

- Reflect on how to normalize the learning environment for students

An Example of Layered Access on the Facility Campus:

- Level 1 (L1) Living Units – No Internet/Securebook Access Only

- Level 2 (L2) Library – Dedicated Server and Access to Secure Content

- Level 3 (L3) Classrooms – Access Canvas Server

- Level 4 (L4) College Classrooms – Limited Internet Access, FAFSA, etc.
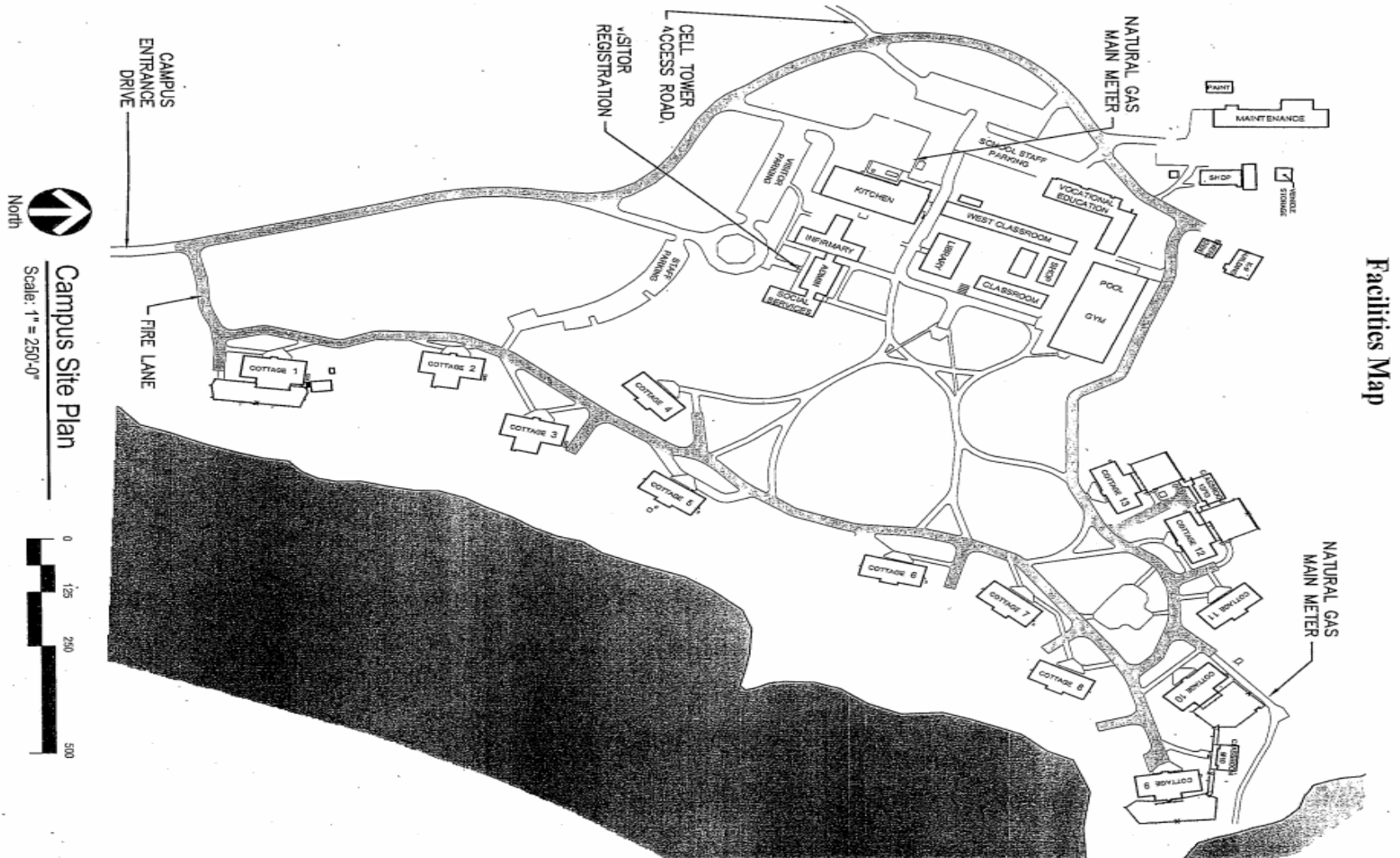
neglected-delinquent.ed.gov

Determining When & Where Access Is Needed

Facilities Map

Echo Glen Children's Center
Department of Social and Health Services

Campus Site Plan
Scale: 1" = 250'-0"
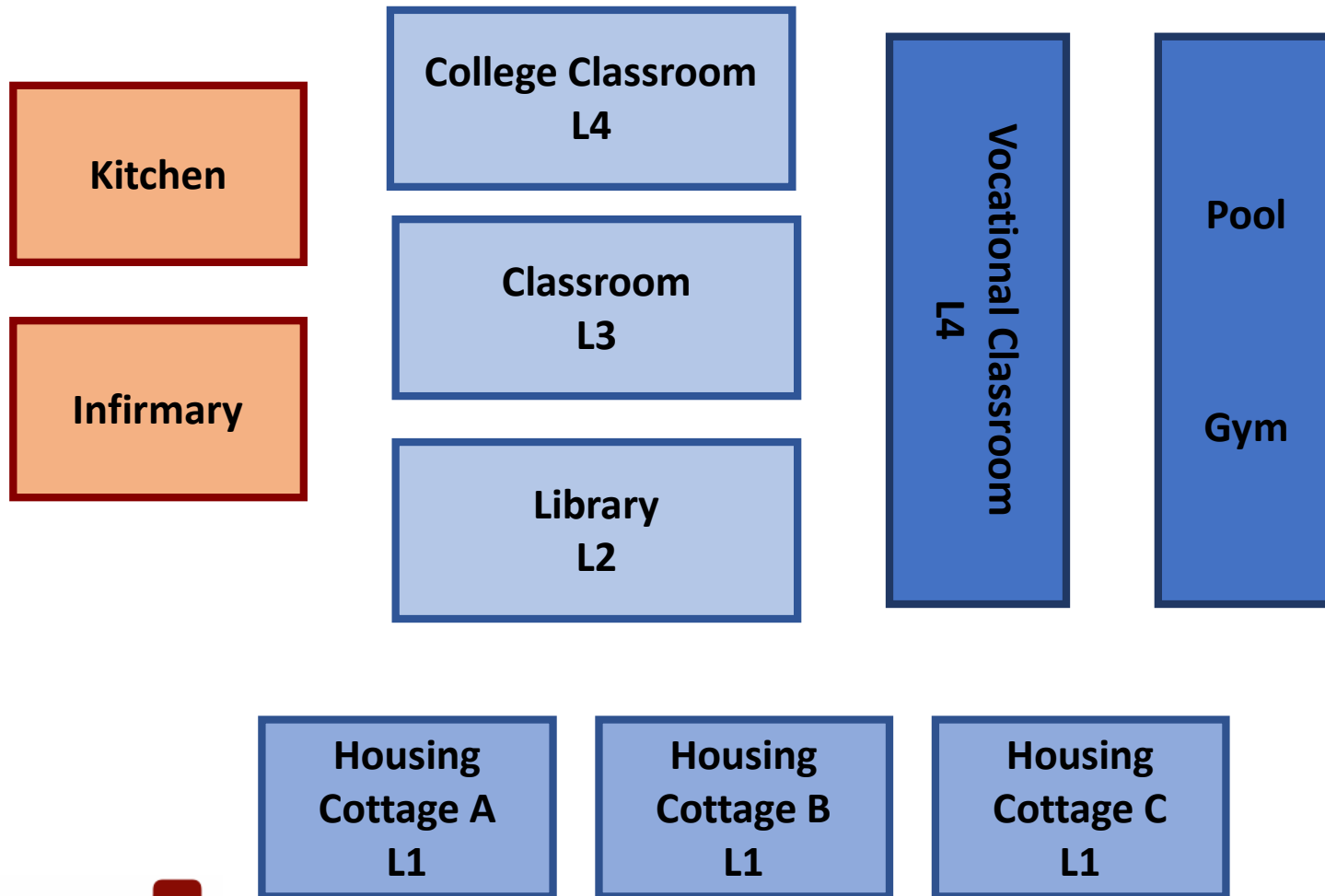
Introducing Technology into Juvenile Justice Settings


Lisa McAllister

Office Chief - Reentry and Transition

Community, Reentry and Parole Programs, Juvenile Rehabilitation

Washington State Department of Children, Youth & Families

Who Does Juvenile Rehabilitation (JR) Serve?

JR youth
457 intakes

FEW

County court-involved youth
19,000 referrals

SOME

All youth in Washington
740,000 ages 10-17

ALL
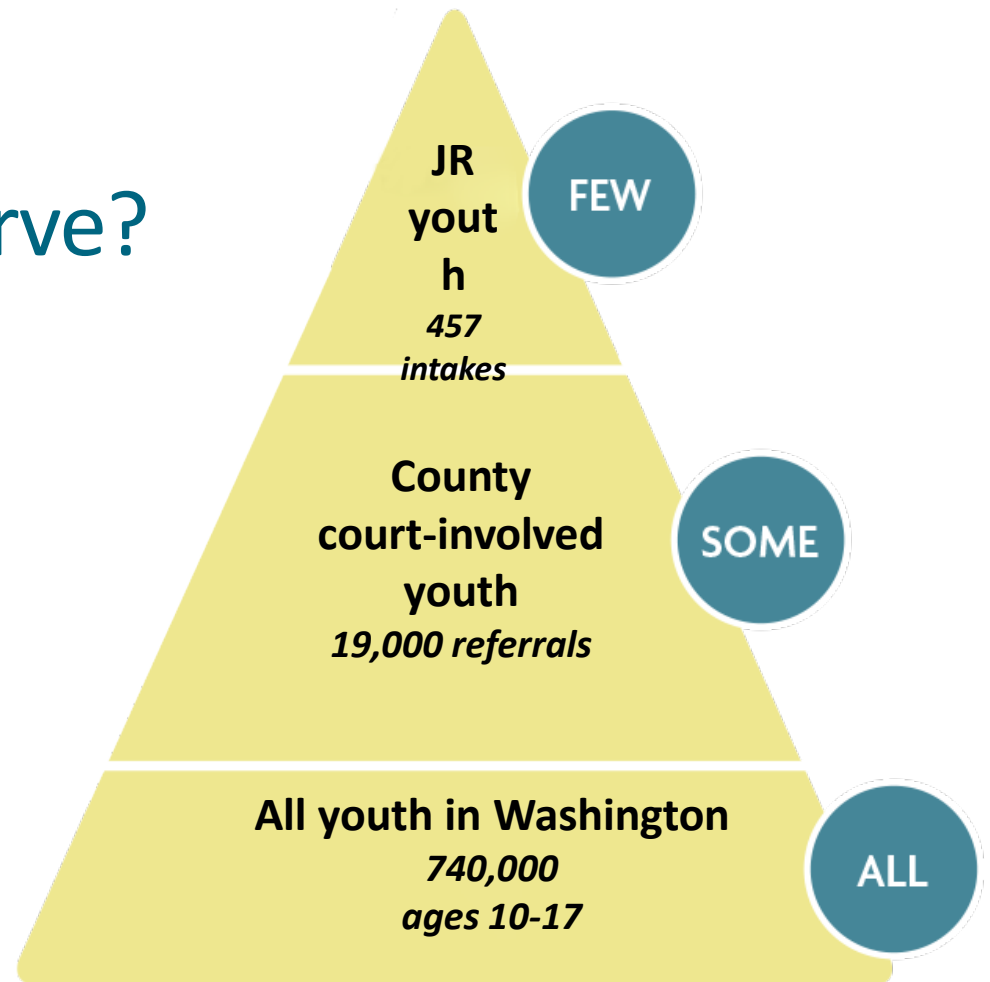
JR Youth Experience Many Complex Barriers

HEALTHY

| No BH Need 15% | Behavioral Health Need (MH, SUD, Co-Occuring) 85% |

EDUCATED

| Basic Education 50% | Special Education Needs 50% |
| raduate 4% | Drop Out 86% |

RESILIENT

No CW...	Child welfare involvement (lifetime) 79%
Stable Housing 75%	Homeless 25%
Working 40%	Unemployed (at age 21) 60%
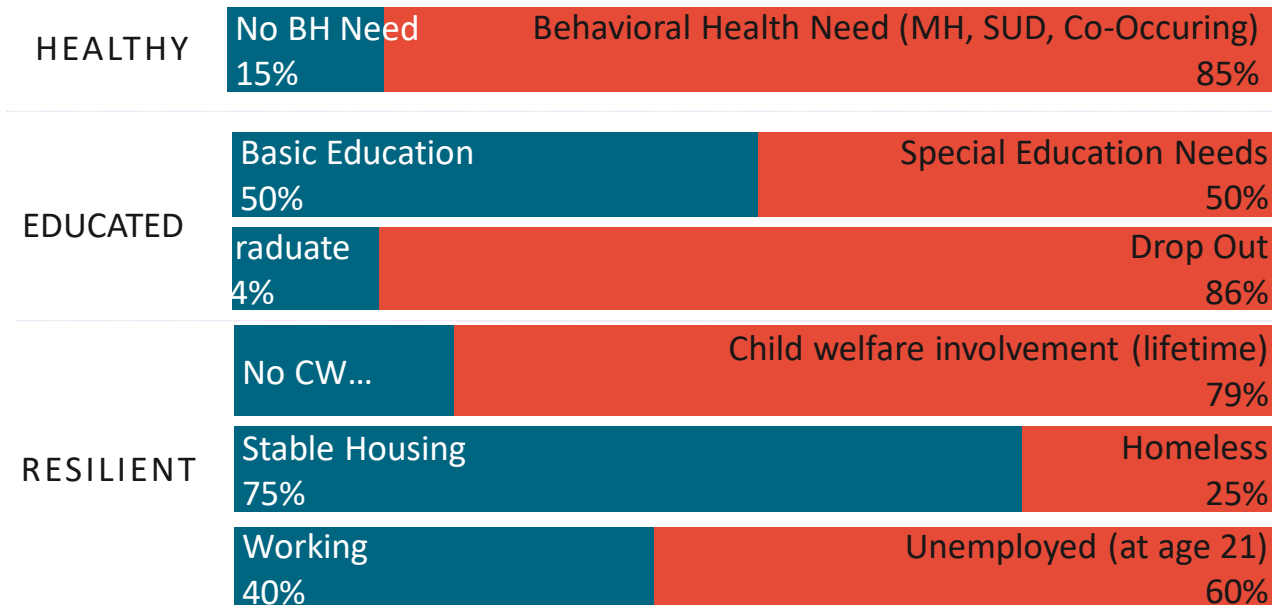
25%
*Average number of juvenile justice youth who **re-enroll in high school within 90 days after release***

Percentage of youth served by DSHS who transition to employment at age 21

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Impetus for Integrating Technology – Serving Young Adults to Age 25

2018 |Extends juvenile jurisdiction up to age 25 for 16 or 17-year-olds with specific offenses. (E2SSB 6160)

Created A++ crimes:
- Robbery 1
- Drive-by shooting
- Burglary 1 (if juvenile has a prior felony or misdemeanor offense)
- Other offenses with firearm and sentenced to 12 months

2019 |Extends DCYF custody up to age 25 (previously 21) for individuals convicted in **adult court** for a **crime committed under age 18** (E2SHB 1646)

- Initial custody begins with DCYF instead of DOC
- Created a Multi-disciplinary Team (MDT) retroactive review process
- Electronic home monitoring allowed for young adults with an earned release date between age 25 and 26

Process for Implementation

Laptops

Outcome
- ❖ All JR youth will have access to an approved laptop for education and treatment

Key Tasks
- ✓ Purchase laptops across JR continuum
- ✓ Consultation
- ✓ Interim directive issued
- ▪ Training staff
- ▪ Training youth

Secure Internet

Outcome
- ❖ Internet connectivity for all JR clients regardless of age

Key Tasks
- ✓ Requirements analysis and design
- ✓ Procurement
- ✓ Site surveys
- ✓ Infrastructure, wiring and installation
- ▪ Staff training
- ▪ Recruitment/staffing

Youth Portal

Outcome
- ❖ Self-service record request portal for DCYF foster and juvenile justice youth

Key Tasks
- ✓ Recruitment/staffing
- ✓ Requirements and design
- ✓ ACT integration
- o FamLink integration
- o Implementation

- ✓ Completed
- ▪ In Progress
- o Not Started

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Layered Approach to Technology Access

Securebooks in JR Institutions

- Safer for youth in secure settings

- Allows for offline access

- Youth can access online classes in supervised locations

- Will eventually have online access available in living units (just rolling this out)

Probooks in the Community Facility

- Looks like a "regular laptop"

- Allows for offline access

- Youth can access online classes in supervised locations

- Youth can have Wi-Fi activated on their laptop if attending college in community

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Thank you!

Contact:

Lisa McAllister, Office Chief – Reentry and Transition
lisa.mcallister@dcyf.wa.gov

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Building Upon Technology and Access in Adult Settings

Benjamin Jones

Education Director for Adult Institutions

Division of Adult Institutions, Wisconsin Department of Corrections

Initial Challenges

Challenges shared with Wardens and Deputy Wardens:

- Not all instructional materials are in textbooks

- Changes in courses, materials, and instructors are costly

- Homework/constructed responses (CR) are a multi-tiered and time consuming problem for students

- Department of Corrections' (DOC) resources are being used to scan and send CRs and communicate with instructors

- Limited space exists in classrooms for computers

neglected-delinquent.ed.gov

Modernizing Educational Practices

- Expanding the use of technology to improve practices:

  - Portability of educational materials

  - Independent CR time

  - Reduced workload for DOC staff

  - Reflect current instructional practice

  - Discover ways to use space more efficiently

  - Reduce idleness

Internal/External Drivers of Change

- Second Chance Pell (SCP) Experimental Sites Initiative (ESI)

  - Driven new approaches to technology:

    - Use of Moodle learning management system (LMS)

      - Hosted by a technical college

      - Accessed over the internet

  - College course content hosted locally on RACHEL servers

  - Creative email approaches to meet Free Application for Federal Student Aid (FAFSA®) requirements

    For More Information on SCP ESI:
    - https://www.ed.gov/news/press-releases/secretary-devos-expands-second-chance-pell-experiment-more-doubling-opportunities-incarcerated-students-gain-job-skills-and-earn-postsecondary-credentials
    - https://experimentalsites.ed.gov/exp/index.html
    - https://experimentalsites.ed.gov/exp/pdf/NewSCPInvitees.pdf

neglected-delinquent.ed.gov

Internal/External Drivers of Change

- SCP also highlighted need for new approaches and alternatives to textbooks and instructional resources

  - Sparked initiative with local technical college partner to use Open Educational Resources (OER) in lieu of textbooks

- Widespread use of tablets in housing units for commissary purchases at DOC helped pave the way for in-cell device use

neglected-delinquent.ed.gov

Levels of Access Offered/How Achieved

- Internet access:
  - Staff use Windows PCs on administrative network with web filtering
  - Students at DOC and some Educational Staff use Chrome operating system (OS) devices and some Windows PCs on separate network primarily for student use
  - Student access to the internet is controlled primarily by Chrome Enterprise administrator functions
  - Limited use of web filtering by site category is tied to specific needs:
    - Pre-release job searching and job applications
    - Some juvenile education programs

neglected-delinquent.ed.gov

Levels of Access Offered/How Achieved

- Internet access, cont.:

  - Windows PCs are used when Chrome OS cannot meet a need such as:

    - GED Testing, AutoCAD and Solidworks classes, etc.

  - Other student use of technology –

    - Network access to local RACHEL (World Possible) content servers *(no internet)*

    - Stand alone Windows PCs *(not networked)*

neglected-delinquent.ed.gov

Technology Approaches Employed

The foundation:

- A dedicated, robust network designed and built to meet current and future student needs – OTIS *(Offender Technical Infrastructure Services)*

- Replaces an outdated education network *(EdNet)*

- Designed for multiple use cases

  – Education

  – Entertainment - Keefe tablets with music and movie downloads

  – Family engagement – Keefe secure messaging

  – Reentry – Internet job searches, application submissions, interviews

  – Legal resource access - Lexis Nexis and WestLaw

- Built for future high bandwidth applications such as live streaming of high school and college courses to students in multiple locations

neglected-delinquent.ed.gov

Technology Approaches Employed

The desktop:

- End user computing primarily with Chrome OS devices

  – Benefits: Lower purchase cost, more secure, supportability

  – Enterprise management using Google Management Console

  – Aligns with future direction of DOC and technology in general:

    • More use of internet-based resources

    • Limited use of locally installed software

- Windows PCs to be used only when Chrome cannot meet the need

  – Vendor requirement like PearsonVue GED testing

  – System requirements: AutoCAD, Solidworks, etc.

neglected-delinquent.ed.gov

Technology Approaches Employed

Behind the Scenes:

- Monitor and update Chrome devices using Google Management Console

- Internet access secured and logged using:

  – Google Management Console – Chrome OS devices only

  – Web filtering software

  – Firewalls

- Windows PCs secured with Faronics Deep Freeze

- Network monitored with alerting for equipment issues

- Network and desktop device support from:

  – IT staff at DOC Central Office

  – A small number of IT staff doing weekly onsite visits/support

  – Ongoing assistance from maintenance staff located at the sites

Benefits of Modernizing Practices

- Expanding the use of technology improved practices by:

  – Enhancing availability and portability of educational materials

  – Allowing more independent homework/CR time

  – Reducing the workload for DOC staff

  – Reflecting current instructional practice

  – Providing ways to use space more efficiently

  – Reducing student idleness

Policies and Procedures Developed

- Secure Laptops FAQs

- Clearbook Laptop User Guide

- Letter to Students Explaining Laptop Rental Program Fees

- Device Secure Laptop Specifications for Request for Bids Process

- Clearbook Teacher Training

Future Goals

- Expand and enhance infrastructure throughout DOC locations

- Lifecycle of endpoint devices and network infrastructure

- Increase access for students/offenders to Electronic Medical Records and other services to offenders

- Adopt G Suite (computer software) for educational use

neglected-delinquent.ed.gov

Funding Integration and Ongoing Access to Technology

Kyle Peaden
Title I Education Consultant
Wisconsin Department of Public Instruction

Katie Penkoff
Technical Assistant Consultant, Senior
American Institutes for Research

Support for Title I-D Subpart 1

- [Title I-D Subpart 1 Handbook](#)

- [Title I-D eBrief](#)

- Ongoing Technical Assistance

- Support during COVID-19:

  - Networking calls

  - Shared resources, challenges, and questions

neglected-delinquent.ed.gov

Other Funding Sources to Explore

- Title I, Part D of the Elementary and Secondary Act

    – NDTAC State Information Section

- Title IV, Part A of the Elementary and Secondary Act

- Individuals with Disabilities Education Act

- Carl D. Perkins Career and Technical Education Act of 2006

- E-Rate Universal Service Program for Schools and Libraries

- Council on Foundations Community Foundation Locator

neglected-delinquent.ed.gov

Exploring Example
Policies, Procedures, & Resources

Frank Martin
U.S. Justice Director
World Possible

John Phaklides
Director of Sales Engineering
Edgenuity

Katie Penkoff
Technical Assistant Consultant, Senior
American Institutes for Research

neglected-delinquent.ed.gov

Links to Policies, Procedures, & Resources

- Oregon Administrative Rules (OAR), Chapter 416, Division 40 Offender, Use of Electronic Networks within OYA Facilities (OAR 416-040-005)

- California AB-811 Juveniles: rights: computing technology

- National Institute of Corrections: Technology in Corrections

- U.S. Department of Education (2015). Educational Technology in Corrections

- CEA Newsletter (2020). The Changing World of Tech in Corrections Education

- NDTAC Webinar: Innovative Implementation of Educational Technology in Juvenile Justice Settings

- World Possible Justice Example State User Agreements and Info

- Edgenuity

neglected-delinquent.ed.gov

Thank You & Online Feedback

Online Feedback Link:

https://docs.google.com/forms/d/e/1FAIpQLSd3KfOyO6qLSM3vva_ZyDyV-H7uzrSqjVWZy-DkEJ4XncYNMQ/viewform?usp=sf_link

neglected-delinquent.ed.gov