

Correctional Education Association Standards Commission

Performance Standards for Correctional Education Programs

Background Information & Example Standards

July 2004

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Correctional Education Association



CORRECTIONAL EDUCATION ASSOCIATION

MISSION STATEMENT

The mission of the Correctional Education Association is to:

- (a) ensure student success through quality education programs, leadership, networking, and professional development;
- (b) increase community awareness and support for correctional education of at-risk, adjudicated youth and incarcerated adults.

PHILOSOPHY

The Correctional Education Association believes that all individuals have dignity and worth and are able to benefit from education. The purpose of education is to perpetuate and improve the society upon which it exists. Educating incarcerated juvenile and adult offenders improves the quality of life for the individual and benefits society by yielding a more productive citizen. Correctional education is part of the larger educational effort taking place throughout society, whether within established organizations or through informal efforts. All are contributing to the greater benefit of society.

Correctional education provides an opportunity for each participant to develop skills and potential talent so that they might participate more effectively in the cultural, social, economic and political life of society as responsible and productive citizens.

GOALS

1. To increase the effectiveness, expertise, and skills of its members.
2. To involve its members in an active and supportive network of professionals who are leaders in the field of correctional education.
3. To help increase the quality of educational programs and service through technical assistance as well as advocacy.
4. To offer timely and practical information to fellow staff members.
5. To represent the collective interest of correctional education before the government, the press, and the public on the national as well as on state, provincial, and local levels.

CORRECTIONAL EDUCATION ASSOCIATION 2004 STANDARDS COMMISSION

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Correctional Education Association Performance Standards for Correctional Education Programs

BACKGROUND

In 1988, the Correctional Education Association introduced the Standards for Adult and Juvenile Correctional Education Programs. This was the first set of comprehensive Standards designed to establish a framework for evaluating education programs in correctional settings. Since 1988, a number of correctional agencies have used the CEA Standards to evaluate their programs and to determine their compliance with the Standards. The Correctional Education Association has conducted numerous audits for correctional agencies utilizing the Standards and provided consultation to others who chose to perform their own internal reviews. During the years the CEA Standards have been in effect, suggestions for updates and improvements have been made by auditors and practitioners. In 1996, a revision process was implemented that updated and refined many of the Standards. This work culminated in a set of Standards that was approved by the Correctional Education Association Executive Board at the November 1997 meeting. In 2002, the CEA Executive Board established the Standards Commission to administer the Correctional Education Association's accreditation process and maintained the Standards. The Commission has continued the work begun by the original Standards Committee.

In 2003, the Commission began updating and editing the Standards and formulating two additional versions appropriate to juvenile institutions and jails and detention centers. In 2004, the Commission issued the following versions of the Standards:

- *Performance Standards for Correctional Education Programs in Adult Institutions, July 2004

- *Performance Standards for Correctional Education Programs in Juvenile Institutions, October 2004

- *Performance Standards for Correctional Education Programs in Jails and Detention Centers, October 2004

The 2004 versions of the Standards continue the ongoing process associated with maintaining current and effective Standards applicable to contemporary correctional education practices.

The 2004 versions of the Standards replace all previous versions and are effective as of the date of adoption by the Commission.. After this date, agencies and institutions that execute a contract to pursue accreditation with CEA will use the applicable new version of the Standards. These versions will be in effect until replaced by the CEA Standards Commission. The Commission will continuously seek to improve the Standards and the accreditation process and revisions will be necessary periodically to maintain relevance and to reflect modern practices.

PREMISE

CEA has developed Standards on the premise that education programs in correctional institutions can be of high quality despite significant differences in institutions and program modalities. Based on this premise, correctional schools are evaluated according to the philosophy and goals they are trying to achieve, the community they serve, and actions taken to meet the needs of the staff and students participating. In order for correctional and

rehabilitation organizations to provide programs that meet the needs of the student and society, the CEA believes that correctional education programs must have comprehensive policies and procedures, have qualified and well trained personnel, have adequate resources, offer appropriate programming, and focus efforts on student needs and the best interest of society.

The Correctional Education Association Standards were developed to address these areas. The objective of the Standards is to establish minimum criteria which correctional agencies may use to plan and implement education programs. It is recognized that many correctional education organizations offer programs of high quality addressing the needs of the students and society but may be deficient in some areas due to subjective or parochial limitations. Through the use of the Standards the responsible officials and providers are able to assess their performance, improve their programs, receive recognition from an independent source, and better meet the needs of society and the students.

INTRODUCTION TO STANDARDS

The Standards specify performance criteria that are recommended by the Correctional Education Association. The 2004 versions of the Standards contain 67 individual standards divided into the major categories of administration, personnel, students, and program. Each category has a principle to introduce the concepts and provide focus for the included standards.

In order to achieve accreditation from the Correctional Education Association, an agency must comply with 100% of the Required Standards and 90% of the Non-required Standards. The calculations for the compliance rates will include all Standards in each category. There are Core Standards in both the required and non-required groups for the Adult and Juvenile versions. The term Core is not used in the Jails and Detention Centers version.

The breakdown of the Standards is:	Required	24
	Non-required	<u>43</u>
	Total number of Standards	67
	Core	30

Compliance with the Standards is determined through an audit conducted by trained CEA auditors who observe programs, interview staff and students, review policies and procedures, and analyze documentation of policy implementation.

For agencies seeking accreditation from the Correctional Education Association, more detailed information will be provided through an accreditation manual and from an on-site orientation to the process provided by a representative of the CEA. Contact the CEA Headquarters at 1-800-783-1232 or e-mail ceaoffice@aol.com.

GLOSSARY

The terms defined in this glossary are provided to clarify their usage in the Standards. They are not to be used in place of the Standards or be used to alter the meaning or intent of the Standard.

Career/technical program – refers to programs that specifically prepare students for jobs. These programs may be training for a specific occupation, such as auto mechanic, or training in generic job skills applicable to various occupations. Life skills training in areas that may affect job performance are included.

Core Standards – those Standards that apply to all institutions across a correctional education system. These will be the responsibility of the education agency's central administrative office to develop and disseminate to all the education programs in the system.

Curriculum – refers to the learning objectives for a course of study and is usually identified as the curriculum guide or course of study.

Instructional/lesson plans – the teacher's plans for implementing the curriculum.

Learning activities – those actions or behaviors that a student actively engages in related to a specific subject for the purpose of study, practice, or application of knowledge or skills. Learning activities may be teacher or student directed. These actions are for mastery of the topic and/or the pursuit of mastery of sequential knowledge and skills.

Non-required Standards – those Standards that are not mandatory. The education agency must comply with 90% of the Non-required Standards in order to pass the Standards audit.

Non-traditional – means occupations or fields of work, including careers in computer science technology, and other emerging high skill occupation, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. *Carl D. Perkins Vocational and Technical Education Act of 1998.*

Open entry – means that education policy allows for the placement of students in programs on a continuous basis throughout the school year when space is available. It is not restricted to enrollment and attendance at the beginning of a course, program, or term.

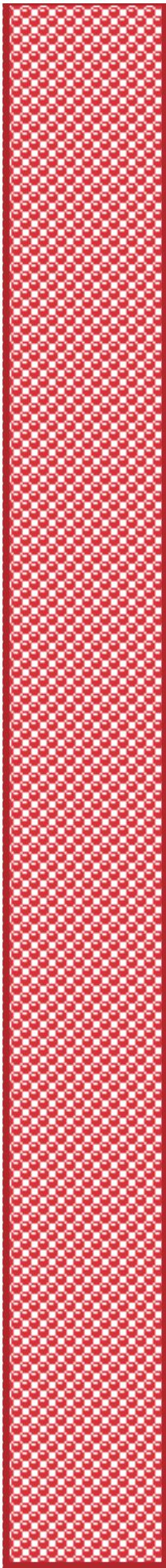
Post Secondary Education – those courses and programs that a student may enroll in after earning a secondary school credential such as a high school diploma or GED. They would not ordinarily be considered part of a basic education that culminates in a high school diploma or GED. These courses and programs may lead to or be part of a post high school certification, license, or degree program.

Required Standards – those Standards that are mandatory. All Required Standards must be met by the education agency in order to pass the Standards audit.

Screening – an initial part of an assessment process that requires an educator to decide or make a recommendation for more intensive assessment related to a perceived educational deficiency, disorder or disability. Assessment in an educational setting is a multifaceted process that involves a student’s performance of tasks in a variety of contexts, the meaning of the performance, and the possible explanations for the performances. It includes collecting data for the purpose of making decisions about students, and measuring their progress and competence in the three major domains of academic, behavioral (including social), and physical. In addition, an assessment indicates the need for special programs and related services. *Salvia & Ysseldyke, 1998*. Evaluation is the determination of progress, performance, new and/or continued programs and related services of a student at a point in time based upon data and observations by a qualified education professional.

Special Needs – in the United States, specialized programs would include but not be limited to: Individual with Disabilities Education Act for Special Needs, English as a Second Language (ESL), and Title 1 N&D (Neglected and Delinquent) for Remedial Education.

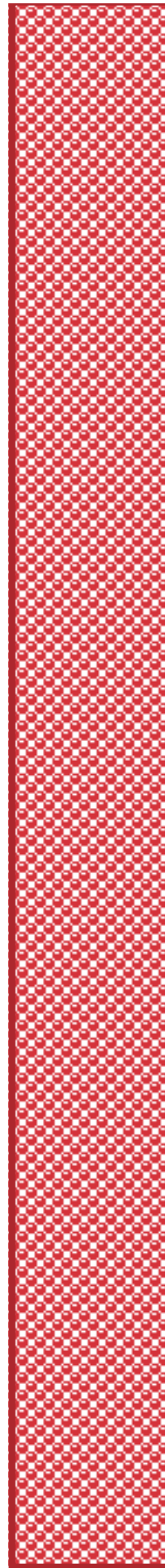
System-wide – refers to those agencies that have more than one institution under their administration where education programs are operated.



CORRECTIONAL EDUCATION ASSOCIATION

Performance Standards for Correctional Education Programs

Example Standards



Standards for Adult Institutions

Below are some selected standards from our Performance Standards for Correctional Education Programs in Adult Institutions. These standards are to provide an idea of how the standards are worded and some of the topics they cover.

5. Changes to the policies and procedures are made available to staff for review and implementation according to a clearly prescribed procedure.
10. 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)**
12. 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)**
16. 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)**
29. The system-wide and/or local level administrators consider the advice of the representatives.
42. Access, storage and transfer of student records meet the requirements of privacy and confidentiality according to agency policy. **(Core)**
59. Sufficient numbers of appropriate, up-to-date instructional materials are available to deliver curricular content.
64. There are system-wide policies and procedures and evidence of implementation and practice for education program evaluation. **(Required, Core)**

Standards for Jails & Detention Centers

Below are some selected standards from our Performance Standards for Correctional Education Programs in Jails & Detention Centers. These standards are to provide an idea of how the standards are worded and some of the topics they cover.

- 5. Changes to the policies and procedures are made available to staff for review and implementation according to a clearly prescribed procedure.
- 10. The expenditures and use of the budget for the education organization is part of the authority and responsibility of the chief education administrator and/or the facility education program leader.
- 12. The educational programs are approved by a legal authority, an authorized governmental agency, or an independent regulatory body. **(Required)**
- 16. 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)**
- 29. The education program administrator(s) considers the advice of the business/industry committee.
- 42. Access, storage and transfer of student records meet the requirements of privacy and confidentiality according to agency policy.
- 59. Sufficient numbers of appropriate, up-to-date instructional materials are available to deliver curricular content.
- 64. There are policies and procedures and evidence of implementation and practice for education program evaluation. **(Required)**

Standards for Juvenile Institutions

Below are some selected standards from our Performance Standards for Correctional Education Programs in Juvenile Institutions. These standards are to provide an idea of how the standards are worded and some of the topics they cover.

5. Changes to the policies and procedures are made available to staff for review and implementation according to a clearly prescribed procedure.

10. 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)**

12. 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 including standards testing as required by state and federal regulations. **(Required, Core)**

16. 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)**

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

42. Access, storage and transfer of student records meet the requirements of privacy and confidentiality according to LEA, state and federal regulations policy. There is evidence that student records are requested (and transferred) within 72 hours of a student's arrival or discharge. **(Core)**

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

64. There are system-wide policies and procedures and evidence of implementation and practice for education program evaluation. **(Required, Core)**
Comment: The evaluation could be peer review, inter-institutional, self-evaluation, or other type of internally managed evaluation process.