



U.S. DEPARTMENT OF EDUCATION

Reentry Education Framework

Guidelines for Providing High-Quality Education for
Adults Involved in the Criminal Justice System

January 2016



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Adults Involved in the Criminal Justice System

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For U.S. Department of Education
Office of Career, Technical, and Adult Education

January 2016



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U.S. Department of Education

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January 2016

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Abbreviations

ATB	ability to benefit
CTE	career and technical education
GED®	General Educational Development (test or diploma)
ICM	integrated case management
IRE	Improved Reentry Education (initiative or grantee)
LINCS	Literacy Information and Communication System
MI	motivational interviewing
NIC	National Institute of Corrections, U.S. Department of Justice
OCTAE	Office of Career, Technical, and Adult Education, U.S. Department of Education
OWDS	offender workforce development specialist
PROVEN	Positive Reentry Offered Through Vocation and Education-Focused Narratives
PRSCEO	Promoting Reentry Success Through the Continuity of Education Opportunities
REXO	Reintegration of Ex-Offenders
RMO	Reentry Management Organization
RNR	Risk-Needs-Responsivity Model
TJC	Transition from Jail to Community (model or initiative)
WIOA	Workforce Innovation and Opportunity Act

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Introduction

Although reentry education is well documented as an evidence-based, cost-effective approach to preparing incarcerated adults for release (Davis et al. 2014), education services offered by correctional facilities often are disconnected from community-based education programs and other support. This lack of communication and coordination can make it difficult for adults to complete their coursework and earn a credential as they transition in and out of the criminal justice system.

The Reentry Education Framework (Exhibit 1) presents an approach for reentry education providers to develop an education continuum that strengthens their services and bridges the gap between facility- and community-based programs. This report offers guidelines, tools, and resources to support implementation of the framework, which includes the following five components:



Program Infrastructure: Before building an education continuum, providers first need to ensure they have a solid foundation that includes a diverse funding base and in-kind resources; adequate space and equipment; well-trained, dedicated staff; a process for collecting and using data for program improvement; and administrative policies that support reentry education.



Strategic Partnerships: An education continuum depends on strategic partnerships among facility- and community-based education providers (if different) and the corrections system. It also requires education providers to work closely with other organizations providing support and employment services to adults while incarcerated and upon release.



Education Services: With a strong program infrastructure and strategic partnerships, reentry education providers should have the resources and capacity to deliver evidence-based education services aligned with approaches used in the community, such as using advanced technologies to enhance instruction. These services should help adults identify and pursue a career pathway that will enable them to obtain a living-wage job.

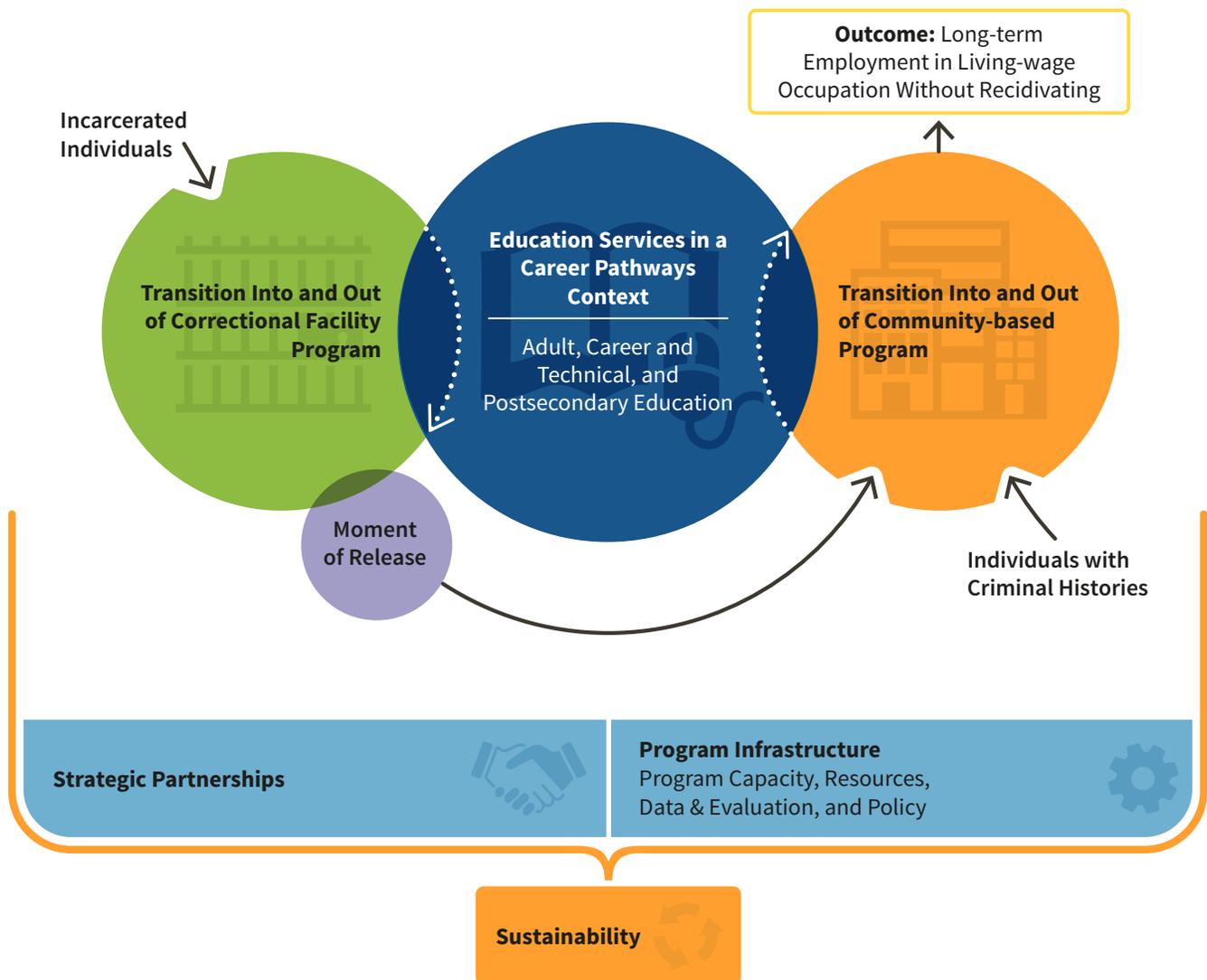


Transition Processes: Education services should be an integral part of the corrections system (e.g., during the intake and prerelease processes at a facility) so that adults can easily progress along their education path as their correctional status changes. However, because not all adults with criminal histories participate in educational services while incarcerated, the transition into community-based reentry education programs is also important.



Sustainability: As with any system, an education continuum — including its infrastructure, partnerships, education services, and position within the corrections system — requires early and ongoing work to ensure that it will persist through fluctuations in resources, staff turnover, and other changes.

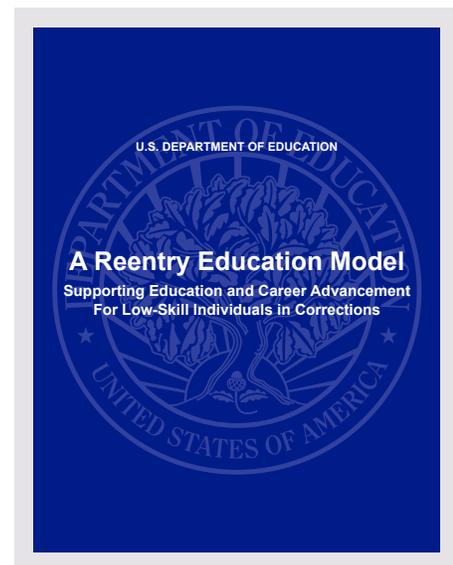
Exhibit 1: The Reentry Education Framework



Background

In 2012, the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) supported the development of the Reentry Education Model by RTI International. Based on existing research and expert guidance, the model was designed to address the disconnections between facility- and community-based education services, including a lack of alignment between curriculum and instructional practices, an inability to share student data and track long-term outcomes, and inadequate staff capacity and training. As described in *A Reentry Education Model: Supporting Education and Career Advancement for Low-Skill Individuals in Corrections* (<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>), the model focused on

- **strengthening and aligning education services** provided in correctional institutions and the community to support successful movement between the two,
- **establishing a strong program infrastructure** to support and improve education services,
- **ensuring that education is well integrated into the corrections system** by making it a critical component of intake and prerelease processes and closely linking it to support and employment services, and
- **encouraging individuals to identify and achieve education and career goals** while recognizing that their education path is not linear or uniform (U.S. Department of Education 2012, pp. 3–4).



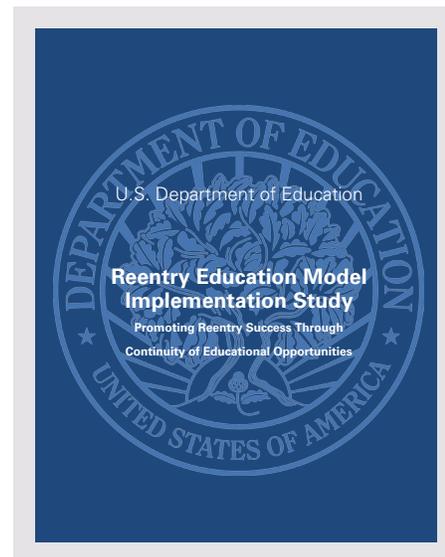
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>

In 2013, the U.S. Department of Justice provided OCTAE with *Second Chance Act* (P.L. 110–199) funding to award grants to three sites to implement the model. The grantees were Barton Community College in Great Bend, Kansas; Lancaster-Lebanon Intermediate Unit 13 in Lancaster, Pennsylvania; and Western Technical College in La Crosse, Wisconsin (see Text Box 1 for more details on each grantee). As part of the initiative, referred to as Promoting Reentry Success Through the Continuity of Education Opportunities (PRSCOE), OCTAE funded a technical assistance provider, RTI International, to support the three sites, and an evaluator, Strix Research LLC, to assess the sites' implementation of the model. The evaluator found that the Reentry Education Model was a valuable tool for education programs operating within both prison and jail settings, despite the fact that it was originally designed for prison-based programs. The evaluator

also recommended several refinements to the model (which are reflected in the Reentry Education Framework), including a greater emphasis on strategic partnerships, career pathways, and sustainability. Findings from the implementation study are summarized in *Reentry Education Model Implementation Study: Promoting Reentry Success Through Continuity of Education Opportunities* (<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-education-model-implementation-study.pdf>).

OCTAE also funded RTI International's development of this report and a corresponding website, the Reentry Education Tool Kit (<http://lincs.ed.gov/reentryed>), to share the lessons learned and technical assistance tools and resources from the PRSCEO project with the larger reentry education community. These resources also were designed to support OCTAE's 2015 Improved Reentry Education (IRE) initiative (<http://sites.ed.gov/octae/2015/11/03/improved-reentry-education-grantees/>), which is providing funding and technical assistance to the following nine demonstration programs developing a reentry education continuum in their communities:

- Washburn University of Topeka — Topeka, Kansas
- Barton County Community College — Great Bend, Kansas
- Essex County College — Newark, New Jersey
- Miami-Dade County — Florida
- Lorain County Community College — Elyria, Ohio
- Lancaster-Lebanon Intermediate Unit 13 — Lancaster, Pennsylvania
- Western Technical College — La Crosse, Wisconsin
- Pennsylvania Department of Corrections — Pennsylvania
- United Teen Equality Center, Inc. — Lowell, Massachusetts



<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-education-model-implementation-study.pdf>

**REENTRY EDUCATION
TOOL  KIT**

<http://lincs.ed.gov/reentryed>

Text Box 1: Promoting Reentry Success Through the Continuity of Education Opportunities Grantees

Barton Community College Great Bend, Kansas

Barton Community College is located in the center of Kansas and serves approximately 5,200 students on its main campus. Through a memorandum of understanding with the Kansas Department of Corrections, Barton provides adult basic education; high school equivalency preparation; and postsecondary career, technical, and academic courses to two nearby prisons: Ellsworth Correctional Facility and Larned Correctional Mental Health Facility. It also provides some educational services to a nearby youth facility, Larned Juvenile Correctional Facility.

Barton used its Promoting Reentry Success Through the Continuity of Education Opportunities (PRSCEO) grant funds to improve and document its administrative processes (recruiting, advising, enrollment, and retention) and strengthen its communication with facility staff. For example, Barton now holds regular face-to-face meetings with facility staff to address issues and streamline services. This includes the enrollment process at the facilities, which was previously done at the last minute and did not adequately involve facility staff. Barton now has established an enrollment period to permit

- students to apply to the program, receive career counseling, and attend an informational meeting;
- college staff to screen students based on their test scores, career interests, program needs, time remaining on their sentence, and disciplinary records; and
- college staff to work with facility staff to identify students most likely to benefit from program participation.



This structured process has not only made the process more transparent to staff and students but also has improved student retention and Barton's relationship with the facilities.

Barton also used the grant funds to hire a career advisor, a position shared with the Kansas Department of Commerce, to help place the released students in jobs throughout the state. The career advisor has a long history of working with the corrections population, is a trained offender workforce development specialist, and, through her work with the Kansas Department of Corrections, has strong connections with employers, workforce development organizations, and support services throughout the state. For Barton's incarcerated students, the career advisor meets with prospective students to develop an education and career plan; helps students soon to be released obtain information about colleges and complete college applications or financial aid forms; and helps students find employment.

Lancaster-Lebanon Intermediate Unit 13 Lancaster, Pennsylvania

Intermediate Unit 13 is an education service agency that provides direct education services and technical assistance and support to its region's 22 school districts. Its educational services include early childhood education, special education, English as a second language, and adult education. Intermediate Unit 13 also provides some of these educational services to Lancaster County Prison, which operates as a local jail. The prison admits approximately 6,000 men and women each year, and most of these adults return to Lancaster County when released.

In the past, the demand for adult basic education and high school equivalency preparation courses at the county prison far exceeded Intermediate Unit 13's capacity. Also, despite having office and classroom space at the local one-stop center (CareerLink), Intermediate Unit 13 and the one-stop's services were not well coordinated. Intermediate Unit 13 also wanted to improve its communication with other reentry education organizations. The education service agency, therefore, used its PRSCEO grant funds to strengthen both its program capacity and partnerships.



- **Program capacity:** Intermediate Unit 13 increased the number of adult education classes offered at the prison and created reentry-focused adult education classes at CareerLink. The grant funds also were used to provide prison instructors with additional time to offer students one-on-one education and case management services; follow up with those who dropped out of classes, and develop a new student orientation process describing education and career services available at the CareerLink.
- **Partnerships:** Intermediate Unit 13 worked to raise awareness among frontline staff, including CareerLink intake counselors, parole officers, county and state probation and parole officers, and staff at the many community-based reentry service providers. Some of this was accomplished when the PRSCEO project coordinator took a more active role on the Reentry Management Organization's (RMO) committees. The RMO is a coalition of more than 50 governmental and community-based organizations serving reentry clients.

Text Box 1: Promoting Reentry Success Through the Continuity of Education Opportunities Grantees (continued)

Western Technical College La Crosse, Wisconsin

Western Technical College provides certificate and associate degree programs to approximately 4,500 students in the La Crosse community. Since 2008, it also has provided adult basic education and high school equivalency preparatory courses to the nearby La Crosse County Law Enforcement Center. The jail houses fewer than 200 men and women, who are primarily pretrial detainees and probation violators.

Before the PRSCEO project, the college's classes at the jail were not well integrated with adult basic education and high school equivalency courses offered on the college campus, and students' transition from the jail to the campus after release was challenging. With its PRSCEO grant, Western Technical College hired a project coordinator to streamline the transition from jail to the college and to establish partnerships with other community agencies working with the reentry population.

The coordinator developed a new certificate program, Positive Reentry Offered Through Vocation and Education-Focused Narratives (PROVEN), that helps those with criminal histories improve their readiness for college and employment. The certificate program includes 16 hours of instruction on employability topics, such as communication, finance, job search, and computer skills; and computer lab time also is provided. The curriculum is offered in modules so that students can resume the program from wherever they left off as their correctional status changes.



Prior to the PRSCEO grant, there was little awareness among college staff and external partners of the services Western Technical College provided at the local jail. The project coordinator, therefore, spent significant time developing relationships internally at the college and with its partner organizations. Several college divisions now support the PROVEN program by providing instruction and curriculum development support and student interns. The project coordinator also reinvigorated existing partnerships with community agencies providing reentry services. She has strengthened communication among the partners by inviting them to training sessions sponsored by the college with PRSCEO grant funds. She also has facilitated subcommittee meetings of the Transition from Jail to Community group, formed in 2011, which has helped to educate members about the services available at the college.

Source: [Reentry Education Model Implementation Study: Promoting Reentry Success Through Continuity of Educational Opportunities](#), U.S. Department of Education, Office of Career, Technical, and Adult Education, 2015

How to Use the Framework

The Reentry Education Framework is based on the Reentry Education Model and lessons learned from the PRSCEO demonstration sites. The framework illustrates the five critical components of an effective reentry system: program infrastructure, strategic partnerships, education services, transition processes, and sustainability. Each component, however, should be tailored to the specific context and needs of the education provider, its partners, and the target population. For example, education providers working with prisons, which typically incarcerate adults from across the state, may need to develop a more far-reaching education continuum than providers servicing jails, which normally house adults who lived in and will return to the local community.

To assist education providers in using the framework to guide the development and implementation of their individualized education continuum, this report includes

- an overview of the Reentry Education Framework;
- guidelines, technical assistance tools, and resources informed by the experiences of three PRSCEO sites; and
- examples from the PRSCEO sites describing their experiences with implementing an education continuum.

Because some providers may be farther along than others in creating an education continuum, the framework, report, and corresponding website should be used as follows:

1. Review the report in its entirety to understand the rationale for and connections among each component of the framework.
2. Conduct an implementation self-assessment to identify components of the education continuum that need to be established or strengthened. See page 17 for guidance on conducting a self-assessment and Appendix A and the website for a sample self-assessment tool.
3. Use the self-assessment results to develop an action plan for implementing a reentry education continuum. See page 17 for guidance on creating an action plan and Appendix B and the website for a sample planning tool.
4. Return to relevant sections of the report and the corresponding website for tools and resources to support building or strengthening your program's infrastructure, partnerships, education services, transition processes, and sustainability strategy.



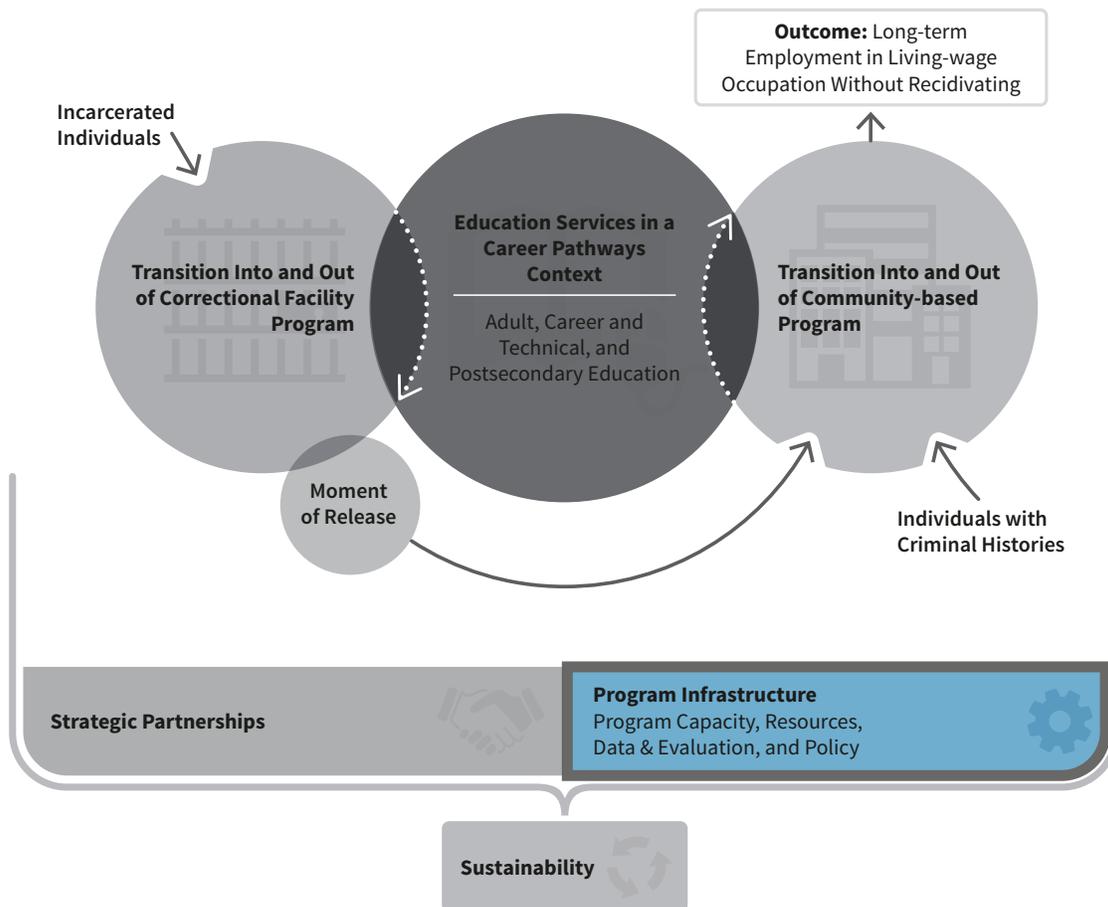
Program Infrastructure



Guidelines

To build a continuum that bridges the gap between the education services offered in the correctional facility and those available in the community, reentry education providers first need to ensure they have a solid program infrastructure (see Exhibit 2). The infrastructure may vary depending on the provider’s context (e.g., whether it is part of the department of corrections or an outside provider and whether it works within a prison or jail), but generally it should include adequate resources and program capacity, data collection and evaluation procedures, and policies supportive of reentry education.

Exhibit 2: Program Infrastructure Component of the Reentry Education Framework



Programmatic Resources

Programmatic resources include not only a secure funding base but also in-kind resources, the ability to leverage resources with partners, and direct student support.

- **Funding:** Reentry education providers should have a diverse yet steady funding base. This can be accomplished by leveraging federal, state, and private funding sources to support different program components. The most common funding sources include state corrections appropriations, adult education state grants authorized by the *Workforce Innovation and Opportunity Act (WIOA)*, and career and technical education (CTE) state grants authorized by the *Carl D. Perkins Career and Technical Education Act*. Providers also should look for other innovative resources. For example, Barton Community College solicits private donations to support a scholarship fund that covers a percentage of student tuition post-release. One-time grants, like the PRSCEO or IRE grants, also can help build a program's infrastructure, but the provider will need to identify other resources to fund staff positions and ongoing costs once the grant ends.
- **In-kind resources:** Communication is also key to a partnership's success. A plan for facilitating regular communication among partners, particularly through face-to-face meetings, should be included in the partnership structure. It is also important to create a process for communicating with senior leadership and frontline staff, because obtaining buy-in from both is critical to sustaining an education continuum. For example, Western Technical College hired a dedicated program coordinator to facilitate communication with existing and new partners. She became an active participant in existing reentry groups and regularly met one on one with partners ranging from transitional housing to community corrections. She also provided new ways for partners to network with one another, such as inviting partner staff to various training opportunities sponsored by the college with funding from the PRSCEO grant. The project coordinator also strengthened communication internally at the college. She reached out to different divisions of the college to educate them on the program and engage them in curriculum development, instruction, program referrals, and intern support.
- **Partnership resources:** Education providers should work with their partners to avoid duplication by leveraging funding and other resources. For example, Intermediate Unit 13 and other members of the Reentry Management Organization (RMO), Lancaster's local reentry council, share data and refer clients to one another. Regular RMO meetings also provide Intermediate Unit 13 with an opportunity to inform members about the importance of reentry education and to learn about other reentry services available in the community. Barton Community College leverages partnership resources by splitting the salary of an employment specialist with the state's department of commerce. This helps the college save money and benefit from the department's connections throughout the state.
- **Student support:** Education providers should look for sources of support for their students to enable them to pursue their education goals. These supports can include inmate wages or other incentives that encourage incarcerated adults to participate in education programs (e.g., the Barton Community College scholarship fund) and financial aid (see Text Box 2) and other public benefits for which students may qualify once released.

Text Box 2: Federal Financial Aid

Pell Grant Eligibility for the Corrections Population

The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain postbaccalaureate students to promote access to postsecondary education. This program was an important source of financial aid to incarcerated students until a 1994 amendment to the *Higher Education Act* eliminated eligibility for students in federal and state penal institutions. However, many staff and students in the corrections population interpreted the 1994 amendment to mean that all persons with a criminal record were now ineligible to receive federal student financial aid. To address this misconception, the Federal Interagency Reentry Council released a Reentry Myth Buster clarifying the law, including a reminder that adults incarcerated in a local or county jail are still eligible for Pell Grants. The U. S. Departments of Education and Justice also developed a [Correctional Education Guidance Package](#) to clarify existing Pell Grant eligibility rules for confined youths. More recently, the U.S. Department of Education's [Second Chance Pell Pilot program](#) was created to test new models that provide adults incarcerated in federal and state prisons with access to Pell Grants. Under this program, participating postsecondary education institutions will be able to disperse Pell Grants to adults eligible for release, particularly within 5 years, and who otherwise meet the *Title IV* eligibility requirements.

Restoration of the Ability to Benefit Alternatives for the Corrections Population

In 2014, the U.S. Congress restored the “ability to benefit” (ATB) alternatives, which allow students who do not have their high school diploma or its recognized equivalent to receive *Title IV* financial aid if they can show the ability to benefit from the postsecondary education program in which they enrolled. Congress has, however, limited this alternative to students enrolled in certain career pathway programs that combine adult education, career and technical education, and support services. This financial aid option may be available to some students who are incarcerated in local or county jails and may also benefit the reentry population, many of whom do not have a high school diploma or its recognized equivalent. A more detailed description of ATB is provided in the U.S. Department of Education's [Dear Colleague Letter](#) clarifying the changes in the law.

Program Capacity

The correctional environment can create some unique program capacity challenges for providers, such as the ability to acquire adequate space and equipment to support educational services. Program administrators and instructors also need to be well trained to work with the corrections population.

- **Space:** Reentry education providers must have sufficient space in the jail or prison to offer classes. Finding appropriate and available rooms for education services can be a challenge that may limit the number of students served.
- **Equipment:** Providers need adequate equipment to support classroom instruction (e.g., computer hardware and software, access to online resources, and machinery and other tools to support occupational programs). For example, with the change to computer-based General Educational Development (GED®) testing in January 2014 and the move of many industry-recognized credential tests to an online platform, access to computers has become critical for adult education programs and should be considered an important part of program capacity. Not only must students be able to take these tests on a computer, they also need keyboarding skills to test effectively.
- **Staff:** A well-trained and dedicated staff is particularly critical to a program's capacity. In addition to general instructional training, staff should be trained in techniques specific to the corrections population, such as motivational interviewing (see Text Box 3). Providers also may benefit from creating a full-time staff position to coordinate reentry education services. Western Technical College, for example, used its PRSCEO grant funds to support a full-time program coordinator and provide corrections-specific training to its staff and partners. This not only ensured that everyone was well trained, but it also provided an opportunity for the college to network with its partners.

Text Box 3: Motivational Interviewing

Motivational interviewing (MI) is a communication method drawing on client-centered counseling and self-perception theory. Staff work to help individuals develop internal motivation for change by exploring and overcoming their ambivalence. The main goals of MI are engaging clients, focusing conversation on habits or patterns in need of change, evoking motivation for positive change, and planning for change. For more information about MI, including training resources, go to the U.S. Department of Justice, National Institute of Corrections (NIC) [website](#).

Data Collection and Evaluation

Education providers need a systematic process for collecting and using data to make programmatic decisions about staffing, resource allocation, and course offerings. High-quality data also are needed to garner public support for reentry education efforts and meet federal and state reporting requirements. Reentry education programs that receive adult education funding under *WIOA*, for example, must report on six primary indicators of performance related to employment, earnings, credential attainment, measurable skill gains, and serving employers.

- **Data collection:** Providers should keep accurate, complete, and timely data on program participation and short- and long-term outcomes through a centralized electronic data system. A particular challenge for reentry education providers is obtaining comprehensive data on long-term student outcomes (e.g., post-release employment, transitions to postsecondary education, and recidivism). One approach to this challenge is establishing data-sharing agreements with partners, including workforce agencies.
- **Evaluation:** A key purpose of data collection is to evaluate program success in achieving desired student outcomes. To guide this process, reentry education providers should develop an evaluation plan that includes both formative and summative approaches. A formative evaluation is used to identify areas where the program is not working smoothly; make changes to improve program function; preserve the reasons for those changes; and make the process transparent to staff, funders, and students. A summative evaluation is used to determine program effectiveness by assessing student or other program outcomes (e.g., community support for program or increased funding). Formative evaluations are typically conducted internally by staff, whereas summative evaluations often employ an independent evaluator.

Policy

Supportive reentry policies include not only federal, state, and local policies but also institutional policies.

- **Federal, state, and local policies:** Providers should review government policies and collaborate with their partners to advocate for changes in policies that create barriers to successful reentry. Such policies include hiring and employment practices and restrictions on housing and other public benefits for those with criminal records.
- **Institutional policies:** Education providers and correctional facilities should review their own administrative policies that may affect education and workforce training programs for incarcerated students and those recently released. These policies can include bans on students having access to advanced technologies in correctional facilities, prohibitions on sharing student data between correctional facilities and education providers, and loan default penalties at postsecondary institutions. For example, the program coordinator at Western Technical College has worked with college administrators to clarify the college's policy barring students who owe the college money from enrolling in credit or noncredit classes. The college has agreed to fee waivers under certain circumstances, which will help to remove a substantial barrier for some jail-based students.



Tools

The appendices include the following tools that were developed to assist reentry education providers in building and strengthening their program infrastructure:

- **Self-Assessment for Determining Readiness for Implementing a Reentry Education Continuum:** This tool (see Appendix A) allows providers and their partners to assess both program infrastructure and their capacity to implement the other components of the Reentry Education Framework: strategic partnerships, education services, transition processes, and sustainability.
- **Action Planning Worksheet for Implementing a Reentry Education Continuum:** Once the implementation self-assessment has been completed, providers should use the results to develop an action plan for implementing their individualized reentry education continuum (see Appendix B).



Resources

More information about the features of a strong program infrastructure can be found here:

Programmatic Resources

- **[Funding Career Pathways: A Federal Funding Toolkit for States and Local/Regional Career Pathway Partnerships](#)**. Center for Law and Social Policy, 2015.

Tools and resources to help identify and leverage various funding sources to support career pathways and bridge initiatives.

- **[Funding Opportunities](#)**. The Council of State Governments Justice Center, n.d.

Lists current grant and other funding opportunities for organizations working with people in or affected by the justice system.

- **[Take Charge of Your Future: Get the Education and Training You Need](#)**. U.S. Department of Education, Office of Career, Technical, and Adult Education, 2012.

A guide for incarcerated adults and those in community supervision that offers information about setting and achieving education and career goals and applying for financial aid.

Program Capacity

- **Motivating Offenders to Change: A Guide for Probation and Parole**. Scott Walters, Michael Clark, Ray Gingerich, and Melissa Meltzer, National Institute of Corrections, U.S. Department of Justice, 2007.

Summarizes research on and presents strategies for motivational interviewing techniques in probation and parole settings. Includes training exercises, sample dialogues, and interview protocols.

- **TPC Case Management Handbook: An Integrated Case Management Approach**. Peggy Burke, Paul Herman, Richard Stroker, and Rachele Giguere, National Institute of Corrections, U.S. Department of Justice, 2010.

Describes staff roles necessary for integrated case management (ICM), based on the risk-need-responsivity approach.

- **Transition and Offender Workforce Development**. National Institute of Corrections, U.S. Department of Justice, n.d.

Describes training and support offered to federal, state, local, and nonprofit organizations to improve employment programs for the corrections population.

Data Collection and Evaluation

- **Correctional Education Data Guidebook: A Working Guide for Correctional Education Administrators**. U.S. Department of Education, Office of Career, Technical, and Adult Education, 2006.

Provides a common framework for state data collection and reporting on correctional education, including inmate-, facility-, and state-level variables and definitions.

- **Correctional Education Data: Resources to Support the Collection, Reporting, and Analysis of Federal Data**. Office of Career, Technical, and Adult Education, U.S. Department of Education, Draft 2011.

A guide for states on the collection and reporting of correctional education data. Includes a best practices checklist for building a state correctional education data system.

- **The Program Manager's Guide to Evaluation, Second Edition**. Administration for Children and Families, Office of Planning, Research and Evaluation, 2010.

Chapters 5, 7, and 8 offer tools and information on preparing for an external evaluation, developing an evaluation plan, and reporting and using evaluation results.

Policy

- [**Legal Aid Interagency Roundtable Toolkit. U.S. Department of Justice, 2015.**](#) An online collection of resources that describe how civil legal services can support successful reentry.
- [**National Inventory of the Collateral Consequences of Conviction.**](#) American Bar Association, n.d.
An online database of the collateral consequences of criminal convictions that can be searched by federal, state, and local laws and regulations.
- [**Reentry MythBusters.**](#) Council of State Governments Justice Center, n.d.
Series of one-page fact sheets on federal policies related to reentry issues, including employment, housing, health, education, and access to federal benefits.
- [**Report of the Re-Entry Policy Council: Charting the Safe and Successful Return of Prisoners to the Community.**](#) Council of State Governments Reentry Policy Council, 2013.
Collection of 35 policy statements and recommendations related to key reentry topics, including the various stages of the reentry process, that address many of the components of the Reentry Education Framework.



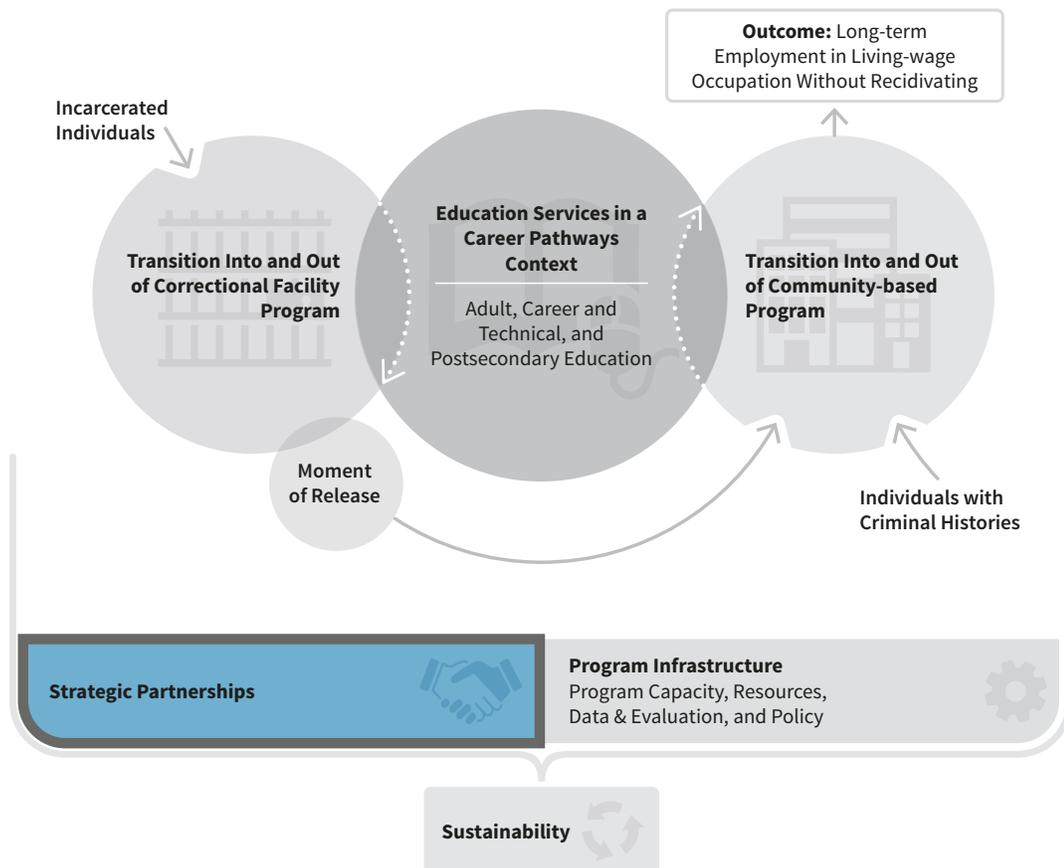
Strategic Partnerships

i Guidelines

Given the limited resources available to meet the education and other diverse needs of the corrections population, partnerships are essential to developing and sustaining an education continuum (Exhibit 3). Facility- and community-based education providers must collaborate with participating correctional facilities, community corrections staff (e.g., parole and probation officers), and social and employment services (e.g., counseling, housing assistance, job readiness training, and job placement). Employers and business associations also can help programs with updating vocational equipment, aligning curriculum with labor market needs, and creating employment opportunities for individuals with criminal records.

Practices that help partnerships function effectively include mapping resources to identify potential partners and establishing a partnership structure to support management and communication.

Exhibit 3: Strategic Partnerships Component of the Reentry Education Framework



Mapping Partnership Resources

Although developing a strong working relationship with the corrections system is paramount to the success of a reentry education continuum, providers also should assess other potential partner organizations in their local area that could support the reentry process. Documenting community resources will enable providers not only to identify new partners but also to create a resource map for helping to connect students — pre- and post-release — to organizations offering needed support and employment services. For example, Intermediate Unit 13 frequently provides its students with a brochure developed by the United Way, which lists existing community services potentially helpful to those with a criminal history.

Establishing a Partnership Structure and Communication Plan

Education providers should establish a formal partnership agreement or join an existing group (e.g., a local reentry council) to ensure that partners work together to achieve common goals, communicate regularly, and measure their success.

- **Common goals:** Establishing common goals and objectives can be particularly challenging when partners have different priorities and institutional cultures. For example, the top priority for correctional facilities is security, whereas education providers are more concerned with providing high-quality services to students. These differences can create challenges in areas ranging from scheduling classes to providing access to classroom materials and advanced technologies to support instruction. To overcome these challenges, partners need to understand and respect each other's differences and determine together where compromises can be made.
- **Communication:** Communication is also key to a partnership's success. A plan for facilitating regular communication among partners, particularly through face-to-face meetings, should be included in the partnership structure. It is also important to create a process for communicating with senior leadership and frontline staff, because obtaining buy-in from both is critical to sustaining an education continuum. Western Technical College, for example, hired a dedicated program coordinator to facilitate communication with existing and new partners. She became an active participant in existing reentry groups and regularly met one on one with partners ranging from representatives of transitional housing to community corrections. She also provided new ways for partners to network with one another, such as inviting partner staff to various training opportunities sponsored by the college with funding from the PRSCEO grant. The project coordinator also strengthened communication internally at the college. She reached out to different divisions of the college to educate them on the program and engage them in curriculum development, instruction, program referrals, and intern support.
- **Measuring success:** Partners need to agree on how to measure their success, which can be challenging if they have different reporting requirements and methods for collecting and analyzing data. As Barton Community College discovered, partners need to establish common definitions for program outcomes. For example, while Barton defines program completion as meeting all the requirements for a class or a credential, the Kansas Department of Corrections defines it as having attended the required number of sessions. Ultimately, Barton and the department agreed on a coding approach that documented both attendance and meeting program requirements.



Tools

The appendices include the following tool that was developed to assist reentry education providers with forming strategic partnerships to facilitate an education continuum:

- **Reentry Resource Mapping Tip Sheet:** This tip sheet (see Appendix C) includes considerations for providers documenting the reentry resources in their communities. It also includes links to resources that will help providers identify new partners and create resource maps for their students.



Resources

More information about the features of strategic partnerships can be found here.

- **[The Employer-Driven Model and Toolkit: Strategies for Developing Employment Opportunities for Justice-Involved Individuals](#)**. National Institute of Corrections, U.S. Department of Justice, 2014.
Includes four toolkits: Prepare Job Seekers for Employment, Address Employers' Needs and Expectations, Engage and Partner with Stakeholders, and Use Labor Market Information to Target High-Growth Occupation.
- **[National Criminal Justice Initiatives Map](#)**. The Council of State Governments Justice Center, 2015.
A map identifying recipients of federal funding related to reentry and recidivism reduction.
- **[Partnerships between Community Colleges and Prisons: Providing Workforce Education and Training to Reduce Recidivism](#)**. U.S. Department of Education, Office of Career, Technical, and Adult Education, 2009.
Describes the structure, management, funding, benefits, and challenges of college-prison partnerships.
- **[Tools for Building Employer-Educator Partnerships](#)**. U.S. Department of Education, Office of Career, Technical, and Adult Education, n.d.
Website with resources for educators and employers to help make connections in support of workforce development. Includes best practices; lessons learned; research findings; and links to partnership toolkits, guides, and handbooks.
- **[Transition from Jail to Community: Online Learning Toolkit](#)**. Jeff Mellow, Gary Christensen, Kevin Warwick, and Janeen Buck Willison, National Institute of Corrections, U.S. Department of Justice, revised 2015.
Module 3 is a self-paced training session on forming a reentry collaboration, based on lessons learned from the Transition from Jail to Community initiative. Includes descriptions of partner roles and partnership activities and links to sample materials, including partnership agreements and meeting agendas.

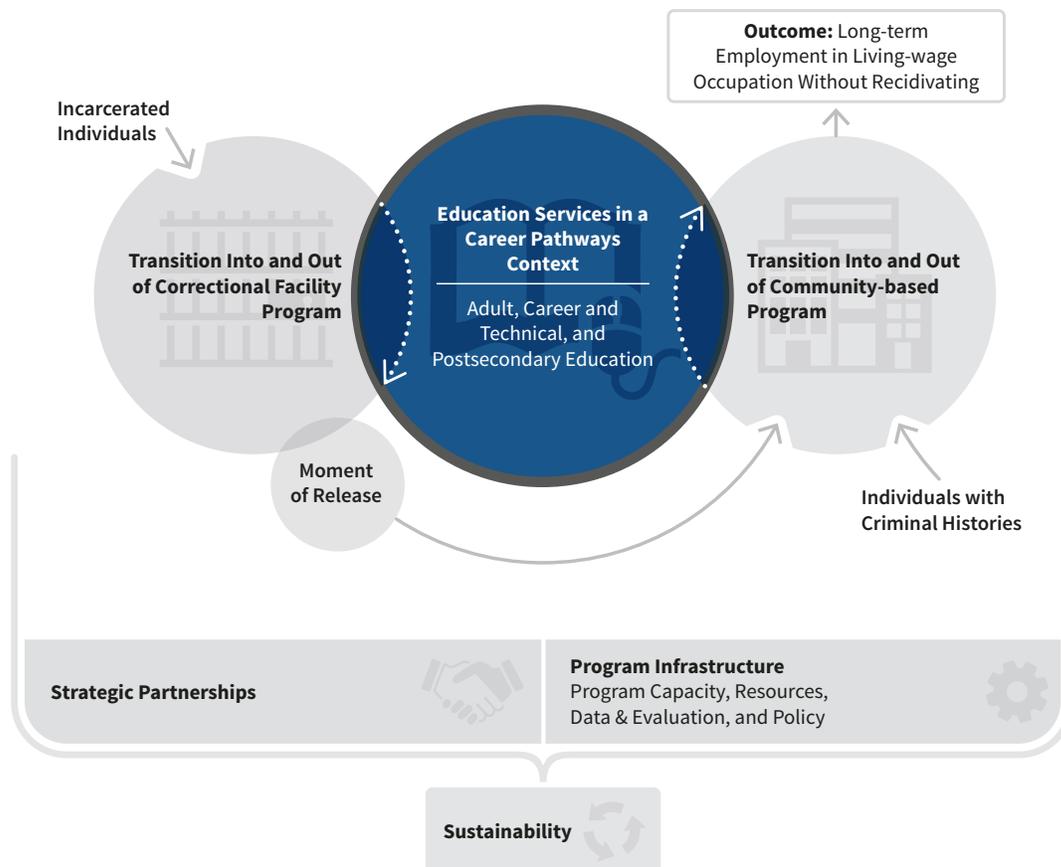


Education Services

i Guidelines

The purpose of the Reentry Education Framework is to create an approach for seamlessly connecting education services offered within correctional facilities to those offered in the community (Exhibit 4). These educational services include adult and postsecondary education, CTE, and other evidence-based approaches, such as cognitive-based instruction. A career pathways approach for reentry education ensures that participants receive the training they need to prepare them for further education and securing long-term employment with a living wage. Other considerations in designing a reentry education continuum include helping students gain employability skills, developing recruitment and retention strategies, and using advanced technologies to enhance instruction and build students' digital literacy skills.

Exhibit 4: Education Services Component of the Reentry Education Framework



Career Pathways

Career pathways, a coordinated set of education, training, and support services leading to progressively advancing employment opportunities, are built upon many of the same foundational components as the Reentry Education Framework: strong partnerships, aligned education and training services, and multiple entry and exit points. Career pathways, which are promoted in *WIOA* (see Text Box 4), provide a natural context for offering reentry education services, and providers should work to connect participants with existing career pathways at local adult education programs and postsecondary institutions as part of the education continuum. Career pathways also provide students with a road map that illustrates how their coursework can lead to a stackable credentials and sustainable careers.

Text Box 4: The *Workforce Innovation and Opportunity Act*

The *Workforce Innovation and Opportunity Act (WIOA)*, which became effective July 1, 2015, reauthorized the *Adult Education and Family Literacy Act* that provides funds to states for adult education and literacy programs, including correctional education. The new law promotes strong alignment across education and training programs and focuses on providing services to those with the greatest need (e.g., low-income adults, out-of-school youths, and dislocated workers). Key provisions include the creation of unified or combined state plans for all *WIOA*-funded programs; an emphasis on career pathways and other integrated education and training options; and common performance measures for core programs. *WIOA* also calls for strong partnerships among education and training providers and one-stop organizations at the state and local levels.

Career Pathways

Career pathways are an integral strategy for achieving *WIOA*'s goals to serve low-income youths and adults more effectively by providing them with coordinated education and training opportunities. Career pathways are included in *WIOA* as a permissible activity under all sections of the act, are to be developed as part of states' unified plans, and are a recommended strategy for aligning adult education and other core services.

Corrections Education: *WIOA* Title II authorizes the use of federal resources to provide corrections education and contains the following new provisions:

- It expands the list of allowable programs for corrections education, including transitions to reentry services and workforce training.
- It increases the cap on federal award grants that states can use for corrections education (from 10 to 20 percent).
- It requires programs to report on recidivism rates for participants.

Sources:

[New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults: Key Provisions of the Workforce Innovation and Opportunity Act](#), K. Bird, M. Foster, and E. Ganzglass, Center for Law and Social Policy, 2014.

[A Summary of Career Pathway References under Title II – Adult Literacy of the 2014 Workforce Innovation and Opportunity Act](#), National Career Pathways Network, 2014.

[Workforce Innovation and Opportunity Act: Corrections Education Fact Sheet](#), U.S. Department of Education, Office of Career, Technical, and Adult Education, 2015.

In addition to the six key elements of career pathways identified by the U.S. Department of Labor (see Text Box 5), the federal government describes the following characteristics of career pathways, which align closely with features of effective reentry education programs:

- alignment with the needs of business and industry;
- progression of articulated educational levels from secondary through adult and postsecondary education;
- contextualized instruction that combines academic, technical, and employability skill training
- opportunities to earn industry-recognized credentials;
- multiple transition points between education and work and within educational levels;
- intensive academic and career counseling and support services; and
- flexible and alternative schedules to accommodate working learners (Social Policy Research Associates 2011).

Similarly, reentry education services in the context of a career pathway should be aligned with programs in the community and the needs of the labor market. Pathways should focus on those industries that have a high demand for employees and that are accessible to individuals with criminal histories. Articulation agreements can help facilitate connections between correctional facilities and community-based programs, as well as with postsecondary and other education institutions. Strong partnerships also ensure that support and employment services are provided. These services range from those addressing a variety of needs and risk factors specific to the corrections population (e.g., substance abuse, housing, and transportation) to more general career exploration and assessment services.

Text Box 5: Six Elements of Career Pathways

In 2015, the U.S. Department of Labor released the [Career Pathways Toolkit: A Guide for System Development](#), which lists the following six key elements for success:

- **Build cross-agency partnerships and clarify roles.** Clearly define and formalize roles and engage local- and state-level agency partners; agree to a shared vision and gain support from political leaders.
- **Identify industry sectors and engage employers.** Recruit and engage employers in the development of career pathways.
- **Design education and training programs.** Meet the skill needs of industries with a high demand for employees by providing clear course sequences and credentials.
- **Identify funding needs and sources.** Raise and/or leverage necessary resources to develop and operate the career pathways system.
- **Align policies and programs.** Promote the development of a career pathways system and support its implementation by seeking needed state and local policy and administrative reforms.
- **Measure system change and performance.** Measure performance outcomes and assess change, then revisit desired outcomes and modify as needed for ongoing program improvement.

Employability Skills

Although improving students' employability skills — the general skills necessary for success in the labor market at all employment levels and in all sectors — is part of the career pathways approach, it is particularly important for incarcerated students. They need to develop these skills because their criminal records and time out of the workforce automatically put them at a disadvantage when applying for jobs. They also often lack critical thinking and interpersonal skills, which can create challenges for them on the job and in their personal lives. Reentry education instructors, therefore, should consider ways to integrate employability skills into their academic and technical skills instruction, or develop a program focused specifically on these skills. Many reentry education providers offer their students cognitive behavioral change programs, such as Thinking for a Change, that support social skills development, problem solving, and cognitive restructuring. Western Technical College, on the other hand, used its PRSCEO funds to develop a certificate program called Positive Reentry Offered Through Vocation and Education-Focused Narratives (PROVEN), which is designed to help participants become comfortable on the college campus; learn about potential careers and their education requirements; improve their job search, critical thinking, interpersonal, communication, and financial and digital literacy skills; and find entry-level employment as they pursue their education and career goals. Western also created a student handbook to support the program.¹

Student Recruitment and Retention

Education providers need a plan for identifying potential students and encouraging their ongoing participation in reentry education services, which will vary depending on their status within the correctional system.

- **Recruitment in prisons:** Recruitment efforts within prisons should focus on identifying students most likely to benefit from educational programming because demand for such programs is high and the target population well defined. For the PRSCEO grantees, student selection factors for prison-based programs included length of sentence — to ensure that students had sufficient time remaining to complete a program — and motivation or ability to commit to regular attendance.
- **Recruitment in jails:** Recruitment in jails should focus on informing individuals of available programs in the community or providing them with short-term targeted training (e.g., resume writing), since their short sentences often mean they cannot complete a longer program.
- **Recruitment in community-based programs:** In the community, recruitment often is driven by referrals from partners and personal follow-up with individuals following their release. As the PRSCEO sites learned, it is important to maintain ongoing communication with potential participants, because they may need to address more immediate needs, such as housing, employment, and substance abuse treatment, before they can participate fully in an educational program.

¹ For a copy of the student handbook, please contact Chad Dull at DullC@westernnc.edu or Tonya Van Tol at vantolt@westernnc.edu.

Student retention in reentry education programming can be supported in several ways. These include providing wraparound services, or referrals to partners who provide them, to address transportation, childcare, and other needs; using personal contacts to encourage students to return to class; and engaging former students as mentors to help current students understand the benefits of education. In the Barton Community College program, former students served as peer tutors and resource room and computer lab staff. Western Technical College and Intermediate Unit 13 both relied on personal relationships to retain students. For example, Western staff would meet new students personally in front of the building and escort them to the classroom on their first day. Intermediate Unit 13 instructors gave students their personal cell phone numbers and regularly called students after their release to connect them with services in the community.

Educational Technology

Reentry education providers should acknowledge the challenges and benefits of using technology to deliver instruction, as documented in the U.S. Department of Education's brief on [Educational Technology in Corrections 2015](#) and [video](#). This is especially important given the significant demand for digital literacy skills in the workplace and the role played by technology in expanding educational access and participation. As described in the brief, correctional institutions increasingly are bringing advanced technologies into facilities, while addressing concerns about security, cost, and staff capacity. Three approaches (see Text Box 6) are being used: *isolated local server*, providing access to offline files identified by facility staff; *point-to-point secure line*, operating as a secure line between the facility and a vendor; and *restricted Internet connection*, allowing only permitted content to be viewed. In fact, a growing number of vendors are adopting one or more of these approaches to equip facilities with tablets or other devices for use in and outside of the classroom. These and other advanced technologies in reentry education are

- helping to prepare students to join the globally networked society,
- providing them with access to online assessments (e.g., online high school equivalency tests and industry-recognized certification exams),
- expanding the professional development resources available to instructors,
- supporting an education continuum for incarcerated individuals,
- expanding the reach of correctional education services, and
- easing the reentry process by allowing incarcerated individuals to prepare for release.

Text Box 6: Existing Approaches to Providing Advanced Technologies in Corrections, 2015

Isolated Local Server: An isolated local server approach moves Internet content to a facility’s local area network so that the documents can be made available to anyone — administrators, teachers, and students — with access to the offline collection. This approach provides the most security, outside of barring access to any Internet content. However, it requires frequent uploading of Internet content to stay current, and it does not provide real-time access to the Internet or student outcome data to support instruction.

Point-to-Point Secure Line: A point-to-point or dedicated line operates via a virtual circuit setup between the facility and a vendor. Internet content is streamed through the vendor’s server. This approach provides real-time access to the Internet and data to support instruction. It also provides a high level of security but can be expensive because of vendor fees.

Restricted Internet Connection: A restricted Internet connection has routers and firewalls on each end that permit only certain Internet content to come through the system. This requires (1) all nonessential software programs and utilities from the computer to be removed, often referred to as “hardening” equipment; and (2) content to be preapproved, commonly referred to as “white listing.” It also can be expensive because of monthly vendor fees. However, it provides real-time access to the Internet and data to support instruction. It also provides a high level of security but is not as secure as the isolated local server and point-to-point approaches.

Source: [Educational Technology in Corrections 2015](#), p. 9. U.S. Department of Education, Office of Career, Technical, and Adult Education.



Tools

The appendices include the following tools that were developed to assist reentry education providers with building and strengthening their education services:

- **Checklist for Connecting Reentry Education Programs to Career Pathways:** This tool (see Appendix D) offers a checklist for connecting reentry education programs to existing career pathways.
- **Educational Technology in Corrections Handout:** This handout (see Appendix E) presents findings from a brief on the use of educational technology in corrections and describes three common approaches and the benefits and challenges of adopting technology in facilities. Reentry education providers can use the one-pager when making the case to corrections officials to allow advanced technologies in correctional education classrooms.



Resources

Adult Education

- [**College and Career Readiness Standards for Adult Education**](#). Susan Pimentel for the U.S. Department of Education, Office of Career, Technical, and Adult Education, 2013.

A set of college and career readiness standards identified by experts and focused on content most relevant for adult learners.

- [**Literacy Information and Communication System \(LINCS\)**](#). U.S. Department of Education, Office of Career, Technical, and Adult Education, n.d.

Features professional development activities, resource collections, and an online community of practices for adult educators on a variety of relevant topics, including correctional education, career pathways, technology, reading instruction, and program management.

Employability Skills

- [**Employability Skills Framework**](#). U.S. Department of Education, Office of Career, Technical, and Adult Education, n.d.

Identifies key employability skills in an interactive framework and shows connections among skills identified by major national and state initiatives. Includes tools and resources for employability skills instruction, such as a lesson-planning checklist and an assessment selection worksheet.

Career Pathways

- [**Accelerating Opportunity: Redesigning Adult Basic Education for Collect Success**](#). Jobs for the Future, n.d.

Offers strategies, policy recommendations, and resources for strengthening the transition from adult basic education to postsecondary education.

- [**Alliance for Quality Career Pathways: Shared Vision, Strong Systems: The Alliance for Quality Career Pathways Framework Version 1.0**](#). CLASP, 2014.

Presents a framework for developing a quality state, regional, or local career pathway system.

- [**Career Pathways Toolkit: A Guide for System Development**](#). U.S. Department of Labor, Employment and Training Administration, 2015.

Organized around the six key elements of career pathways, the toolkit suggests action steps and offers tools to support the development of career pathways systems.

- [**Moving Pathways Forward: Supporting Career Pathways Integration**](#). U.S. Department of Education, Office of Career, Technical, and Adult Education, n.d.

Provides targeted technical assistance and an e-mail-based information service to promote career pathway implementation.

Technology

- [Educational Technology in Corrections 2015](#). U.S. Department of Education, Office of Career, Technical, and Adult Education, 2015.

Overview of and recommendations for using advanced technologies in correctional facilities, with discussion of emerging approaches and lessons learned.

- [Educational Technology in Corrections video](#). U.S. Department of Education, Office of Career, Technical, and Adult Education, 2015.

A brief video highlighting the benefits of providing access to advanced technologies in correctional education.

- [Reentry MythBuster: On Information Technology Access](#). Federal Interagency Reentry Council and the Council of State Governments National Reentry Resource Center, 2014.

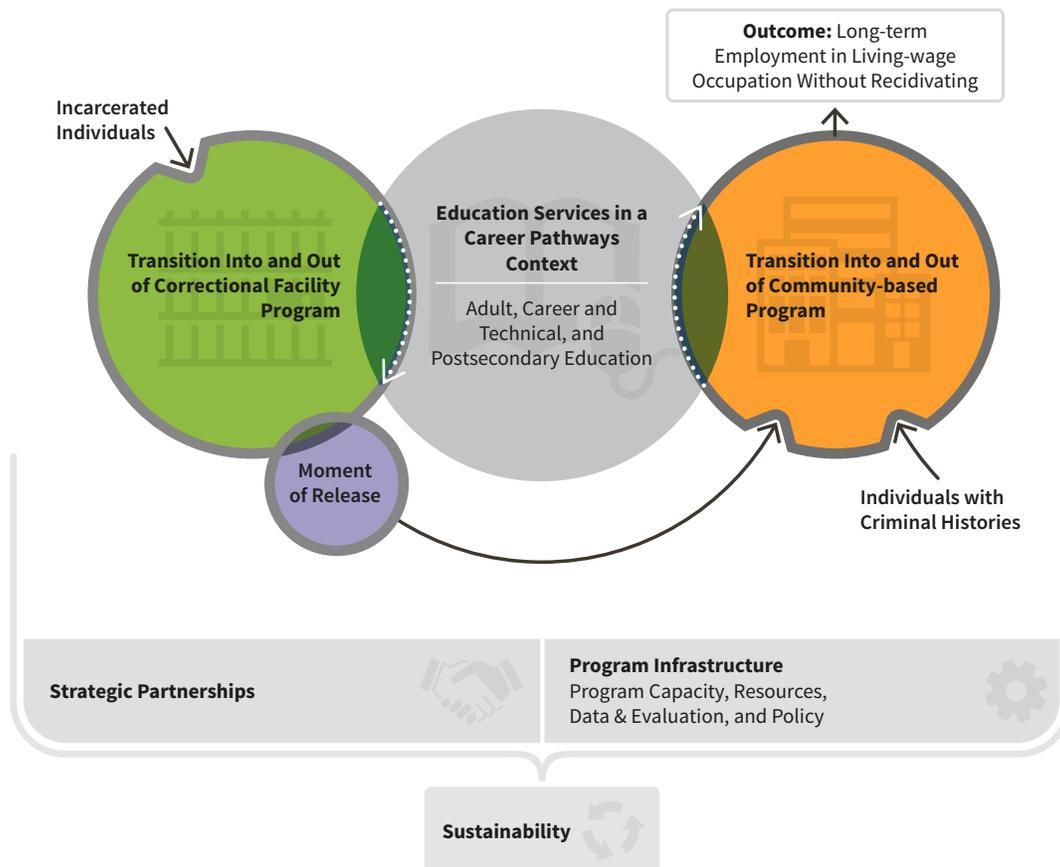
Describes approaches to offering limited Internet access in correctional institutions, including its use for education and education-related activities.

Transition Processes

i Guidelines

As adults move through the criminal justice system, they face many obstacles that make it difficult to set and achieve education and career goals. When incarcerated, they are removed from the labor market and have limited access to educational programs and college and career counseling. When preparing for release, they struggle with uncertainties about their health, housing, employment, reconnecting with their family, and finances — issues that may overshadow their education and career plans. Although the moment of release should be a hopeful time for incarcerated adults, they often are released in the early morning with no secure transportation and little money or support. As they reintegrate into their communities, they must deal with a wide range of challenges, including work and family responsibilities, which may take priority over their education. Even adults whose sentences did not include incarceration face significant challenges as they try to reestablish their lives and learn to function with a criminal record.

Exhibit 5: Transition Process Component of the Reentry Education Framework



Given these transition challenges, reentry education providers should work closely with support and employment services to assess their students' needs and risks (see Text Box 8), identify the services and support required, and develop a schedule for providing services that takes into account the various transition points (see Exhibit 5). The approach to easing the transition process, however, may vary depending on whether a provider is working with a prison, jail, or in the community:

- **Transitions in and out of prisons:** Prison-based education programs have the opportunity to create a structured intake and prerelease process that may include assessing their students' knowledge, skills, and occupational interests upon intake; engaging their students in creating an education and career plan; using assessment results and the education and career plan to determine eligibility and timing for education services; referring students to community-based programs; and sharing data with community partners in preparation for a student's release.
- **Transitions in and out of jails:** Education programs working with jails may be given little time or notice to help their students prepare for release. They may need to focus most of their efforts on program referrals and developing their community-based program and partnership resources to help released adults reenroll in their program as soon as possible
- **Transitions in the community:** Community-based reentry education programs may serve students with varying experiences with the criminal justice system. Some students may have received education services while incarcerated in prison or jail; others may have received no education services while incarcerated; and others may never have been incarcerated but may instead have been sentenced to community supervision. As a result, community-based providers should develop flexible approaches to ensure that their students' education records are reviewed and verified or, if records are not available, that the students are assessed and engaged in creating education and career plans. As with transition in prison and jails, this information should be used to direct students to appropriate education programs.

For example, Barton Community College, which works with two local prisons, has a policy of enrolling students at least 3 years before release so that students have time to earn their high school equivalency credential and industry-recognized certificate and to gain work experience through the Kansas Department of Correction private industries program. This approach, however, was not possible for Intermediate Unit 13 or Western Technical College, which partnered with local jails. They focused their efforts instead on educating their incarcerated students about services available in the community. They also developed programs in the community specifically targeted to individuals with a criminal history. Intermediate Unit 13 created several reentry-focused GED® classes, and Western Technical College developed the PROVEN certificate program. These programs served both students who had recently been released from jail and those who found the program through other means.

Text Box 7: Risk-Needs-Responsivity Model

The Risk-Need-Responsivity Model (RNR) has been used to assess and rehabilitate justice-involved adults and juveniles with increasing success since 1990. The model is based on three principles:

- **The risk principle:** The level of service should match the adult or juvenile’s risk of reoffending. Adults and juveniles at higher risk should receive more intensive service; those at minimal risk should receive less intensive services.
- **The need principle:** Dynamic criminal risk factors must be addressed in the design and delivery of treatment. These factors often are called “criminogenic needs” and include such factors as substance abuse, negative relationships, procriminal attitudes, and antisocial personality patterns.
- **The responsivity principle:** Treatment should match the justice-involved adult or juvenile’s needs. The adult or juvenile’s ability to learn from interventions may be maximized by providing cognitive behavioral treatment and basing interventions on the motivation, learning style, abilities, and strengths of the offender.

For more information about RNR, see the Council of State Governments Justice Center’s [overview](#) and [primer](#).



Tools

The appendices include the following tool that was developed to assist reentry education providers with building and strengthening their transition services:

- **Reentry Education Student Flow Chart:** This illustration (see Appendix F) shows how students in the corrections system can progress through their education path as their correctional status changes.



Resources

More information about the features of transition processes can be found here:

- [**Integrated Reentry and Employment Strategies: Reducing Recidivism and Promoting Job Readiness**](#). Council of State Governments Justice Center, 2013.

Offers an assessment tool for resource allocation and service matching by risk category. Includes a description of proven and promising practices for reducing recidivism and improving outcomes for hard-to-employ individuals at reentry.

- [**Offender Reentry Annotated Bibliography**](#). National Institute of Corrections, U.S. Department of Justice, 2015.

An annotated list of resources on reentry issues ranging from employment and housing to financial planning. Includes resources specific to both jail and prison reentry populations.

- [**Ready4Reentry: Prisoner Reentry Toolkit for Faith-Based and Community Organizations**](#).

Center for Faith-Based and Community Initiatives, U.S. Department of Labor, 2008.

A compilation of tools, resources, and information on successful reentry employment programs, addressing program infrastructure, partnerships, client recruitment, case management, support services, workforce training, job placement, mentoring, and evaluation.

- [**The Jail Administrator's Toolkit for Reentry**](#). Jeff Mellow, Debbie Mukamal, Stefan LoBuglio, Amy Solomon, and Jenny Osborne, the Urban Institute, John Jay College of Criminal Justice, and the U.S. Department of Justice, Bureau of Justice Assistance, 2008.

Offers background information, sample forms, and other tools to facilitate inmate reentry. Toolkit is designed around a set of reentry elements, ranging from assessment screens to community partnerships and staff training.

- [**Transition from Jail to Community: Online Learning Toolkit**](#). Jeff Mellow, Gary E. Christensen, Kevin Warwick, and Janeen Buck Willison, the Urban Institute and National Institute of Corrections, U.S. Department of Justice, n.d.

Stand-alone, self-paced modules on key elements of the Transition from Jail to Community (TJC) model, including leadership, partnerships, data use, transition strategies, and evaluation. Modules offer summary information, tools and resources, and examples from TJC sites.



Sustainability

Guidelines

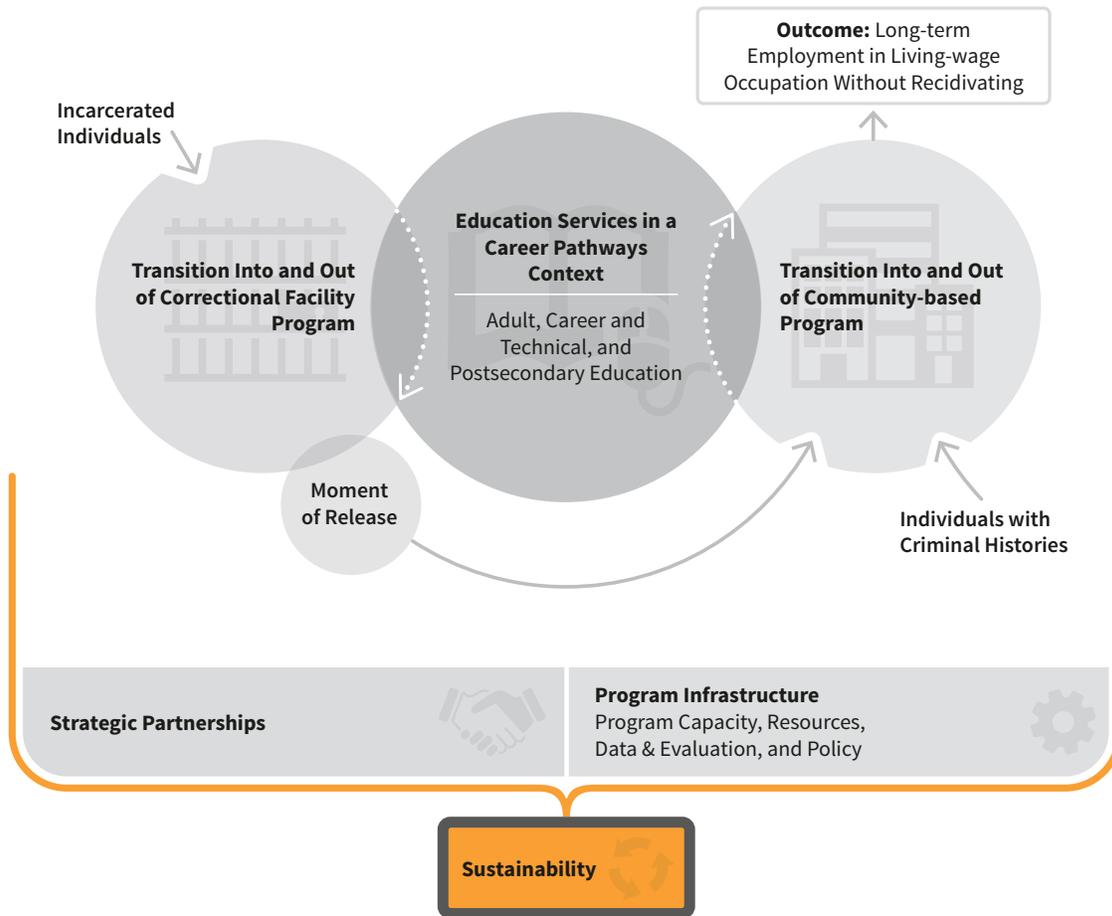
Sustainability is an ongoing process that will help providers ensure that their reentry education continuum persists through resource fluctuations, staff turnover, and other changes. Sustainability does not mean simply finding new resources to maintain the status quo. It means achieving desired outcomes by continuing a project's goals, principles, and activities. A thoughtful sustainability strategy should give reentry education providers and their partners a road map for strengthening and expanding the education continuum over time (see Exhibit 6).

When developing a sustainability strategy, providers should

1. assess organizational readiness and capacity for sustainability (see Tools);
2. maximize resources, such as staff, volunteers, and internal and external partnerships;
3. engage partners and key stakeholders and develop communication strategies to ensure widespread support of the program (see Tools); and
4. develop a sustainability plan, including funding strategies (see Tools).

An effective sustainability strategy also depends on the soundness of a provider's education continuum, including its program infrastructure, strategic partnerships, education services, and transition processes. For example, sustainability requires a strong program infrastructure that is adaptable. The program infrastructure also should include a process for collecting data and using it for program improvement and to inform partners, funders, and other stakeholders about the program's successes and challenges. Sustainability also requires a process for mobilizing and maintaining support from partners and involving them in planning for the future. Most importantly, the long-term success of a reentry education continuum depends on the effectiveness of the education services provided and how well supported students are as they transition through the corrections system. A long-term sustainability strategy should include steps to support and develop these components.

Exhibit 6: Sustainability Component of the Reentry Education Framework





Tools

The appendices include the following tools that were developed to assist reentry education providers in creating a successful sustainability strategy:

- **Assessment and Tracking Sheet for Sustaining a Reentry Education Continuum:** This tool (see Appendix G) will help reentry education providers assess their ability to sustain their reentry education continuum based on the critical components outlined in the Reentry Education Framework. It also allows providers to create a tracking sheet to document their progress with implementing a sustainability strategy.
- **Sustaining a Reentry Education Continuum: Creating Talking Points:** This exercise (see Appendix H) will help reentry education providers translate a description of their program into an inspiring vision and rationale for making education a critical component of the reentry process.



Resources

More information about planning for sustainability can be found here:

- **[Handbook for Sustaining Standards-Based Education in Adult Education](#).** Susan Pimentel for the U.S. Department of Education, Office of Career, Technical, and Adult Education, 2014.
Comprehensive guide to sustaining and implementing standards-based education in adult basic education at the local and state levels. Includes sample state templates and talking points.
- **[Reintegration of Ex-Offenders \(REXO\) Sustainability Resources](#).** U.S. Department of Labor, Employment and Training Administration, n.d.
Includes the following handouts for reentry practitioners (requires free registration): Assessment Planning, Sample Sustainability Action Plan, Self-assessment Tool, Sustainability Planning Guide, and Sustainability Tips.
- **[Sustaining Improved Outcomes: A Toolkit](#).** Scott Thomas and Deborah Zahn, Asian Pacific Islander American Health Forum, the Community Health Foundation of Western and Central New York, and the New York State Health Foundation, 2010.
Describes 12 key factors to consider for sustaining successful projects and includes sustainability assessment and planning worksheets. Also provides worksheets for funders that can be used to inform grant writing and planning.

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Appendices

- Appendix A Self-Assessment for Determining Readiness for Implementing a Reentry Education Continuum
- Appendix B Action Planning Worksheet for Implementing a Reentry Education Continuum
- Appendix C Reentry Resource Mapping Tip Sheet
- Appendix D Checklist for Connecting Reentry Education Programs to Career Pathways
- Appendix E Educational Technology in Corrections Handout
- Appendix F Reentry Education Student Flow Chart
- Appendix G Assessment and Tracking Sheet for Sustaining a Reentry Education Continuum
- Appendix H Sustaining a Reentry Education Continuum: Creating Talking Points

Appendix A:

Self-Assessment for Determining Readiness for Implementing a Reentry Education Continuum

Use this self-assessment to guide your implementation of the Reentry Education Framework by examining your program’s current, planned, and completed work related to the framework components. You can use the tool as you begin implementation to create a baseline understanding of the extent to which your program already has adopted framework components and to identify areas needing additional work. Use it again over the course of your work to review and document your implementation progress and refine your action plan.

Instructions:

1. Review the self-assessment questions and record your responses.
2. Based on your responses, identify three priority areas for implementation.
3. Develop an action plan to address the implementation priority areas (see Appendix B).

For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).



Program Infrastructure: Resources

Questions	Responses
How do you fund the services your organization provides to the corrections population?	
What in-kind materials (e.g., equipment) and human resources, such as peer tutors, support your services?	
What partner resources support your services?	

What incentives and other supports (e.g., inmate wages and financial aid) do you provide students to encourage their participation and persistence?

What resources are lacking?

Based on your responses above, does your program currently have sufficient resources to operate for the next year?

Yes

No



Program Infrastructure: Program Capacity

Questions	Responses	
Do you have adequate classroom space and equipment to support instruction?		
What professional development does your organization offer? How often and in what format?		
What is your organization's staff performance review process? How is that information used?		
What challenges with program capacity have you encountered?		
Based on your responses above, does your program have sufficient capacity (e.g., space, equipment, and staff) to implement a reentry education continuum?	Yes	No



Questions

Responses

What information do you collect on students and/or your services?

What data are required by funders for reporting?

Are these data housed in one system or pulled from multiple systems?

Do you have any data-sharing agreements with your partners?

How are these data used (e.g., evaluation, reporting, external communications, legislative support, etc.)?

Have you or other staff members been trained in collecting, analyzing, and using data?

What challenges have you encountered with data collection?

How does your organization evaluate its services for the correctional population? How do you determine the intended outcomes and goals for your programs?

What data, beyond student outcomes, do you use in your evaluations?

How are your evaluation findings used (e.g., program improvement, outreach, etc.)?

What challenges have you encountered in evaluating your programs?

Based on your responses above, do you have a method in place to collect and use data to evaluate and improve your reentry education services and processes?	Yes	No
---	-----	----



Program Infrastructure: Policy

Questions	Responses
-----------	-----------

Are you aware of any federal, state, or local policies that support your work?	
--	--

Are you aware of any policies that hinder your work?	
--	--

What institutional or administrative policies support and/or hinder your work?

Do any of your partners' institutional or administrative policies support and/or hinder your work?

Based on your responses above, has your program identified supportive reentry education policies and developed a plan for addressing any policy barriers?

Yes

No



Strategic Partnerships

Questions	Responses
Has your organization ever conducted an assessment of potential partners and community resources that could support your work?	
Who are your organization's partners?	
How do these partners support your work?	
How long has your organization worked with them?	

How often do you communicate and/or meet with your partners?

Are you aware of any MOUs/agreements between your organization and its partners?

Do your partners share common goals and agreed-upon measures of success?

Have you experienced any challenges working with partner organizations? If so, please briefly describe those challenges.

Are there any organizations that are not currently your partners, but should be?

Based on your responses above, does your program have the appropriate partners in place to support your work?

Yes

No



Education Services

Questions

Responses

What education services does your program offer to incarcerated students?

What education services does your program offer students under community supervision?

How are the facility- and community-based services aligned/not aligned? Are there any articulation agreements in place?

How does your program decide what services to offer?

How does your program assess whether or not the education services are aligned with the labor market and prepare students for jobs without criminal history restrictions?

What efforts have been made to align your services with career pathways?

Does your program offer any cognitive-based skills instruction? If so, please briefly describe the program.

Does your program integrate employability skills into instruction or offer a program specifically focused on these skills?

To what extent and how does your program use any technology to enhance instruction/curriculum and increase program access?

Where and when are your classes and other services offered? Are all students able to attend at these times?

How does your program incorporate or work with other support services, such as employment services, drug treatment, housing, etc.?

Does your program have a student recruitment and retention strategy? If so, please briefly describe the strategy. What challenges do you have with recruitment and retention?

Based on your responses above, does your program currently offer a continuum of education services in correctional facilities and in the community that prepare participants for further education and employment?

Yes

No



Transition Processes

Questions

Responses

What is the intake and/or prerelease process in the facility? How are the education program and other support services involved?

What is the intake process in the community? How are the education program and other support services involved?

How and when are the knowledge, skills, and occupational interests of incoming students assessed?

Are students expected to develop education and career plans? If so, what do these plans include and how are they developed and implemented?

What are the eligibility requirements for program participation? Do you have a waiting list?

How does the education program in the facility connect with community providers? Are any in-reach or referral services provided?

How do the partners working with an individual communicate? Is there a point person for tracking an individual's progress? If so, who?

Based on your responses above, does your program currently have transition processes aimed at preparing participants for successful reintegration into their communities?

Yes

No

Save the Self-Assessment with your responses here:

Appendix B:

Action Planning Worksheet for Implementing a Reentry Education Continuum

Use the Action Planning Worksheet to develop a plan to implement the Reentry Education Framework. You can use the worksheet for planning purposes as you begin implementation and then throughout implementation to document your progress.

Instructions:

1. Identify three priority areas based on your responses to the self-assessment.
2. Develop a plan that includes your priority areas, metrics for evaluating your progress, stakeholders for conducting the activities, and activity start and end dates.
3. Use the plan to guide the implementation of your reentry education continuum and revise as needed.

For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).

Program Name: _____

Plan Date: _____

Identify Priorities

Based on your responses to the self-assessment, what are your top three priority areas for implementing the Reentry Education Framework?

Priority 1: _____

Priority 2: _____

Priority 3: _____

Develop Plan

Complete the template below with information about proposed activities to address each priority area. Include the metrics you will use to evaluate progress for these priority areas, the stakeholders responsible for conducting the activities, the activity start and end dates, and any notes.

Implementation Priority #1

Fill in framework component (e.g., program infrastructure).

Action #1:				Notes/Updates	
Activities:					

Measurement	Stakeholder	Start Date	End Date	Status	
	_____	___/___/___	___/___/___	Completed	Not Completed

Action #2:				Notes/Updates	
Activities:					

Measurement	Stakeholder	Start Date	End Date	Status	
	_____	___/___/___	___/___/___	Completed	Not Completed

Action #3:				Notes/Updates	
Activities:					

Measurement	Stakeholder	Start Date	End Date	Status	
	_____	___/___/___	___/___/___	Completed	Not Completed

Implementation Priority #2

Fill in framework component (e.g., partnerships).

Action #1:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #2:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #3:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Implementation Priority #3

Fill in framework component (e.g., education services).

Action #1:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #2:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #3:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Save the Action Planning Worksheet with your responses here:

Appendix C:

Reentry Resource Mapping Tip Sheet

Purpose

Because funds for education programs serving the corrections population are limited, partnerships are essential for program success. Partners can provide additional services, such as employment services (e.g., career counseling and job readiness training) and social support (e.g., counseling, mentoring, and addiction treatment). A resource map can help link incarcerated students — pre- and post-release — to partners offering these needed services.

This tool is designed to support reentry education providers implementing the strategic partnerships component of the Reentry Education Framework. For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).

Target Users

Reentry education providers will populate and manage the resource map, which will be used to identify new partners, community resources, and support for their students.

When to Use

Reentry education providers adopting the Reentry Education Framework should start by conducting a needs assessment, which includes identifying existing partners. The resource map should be populated with the partners identified during that process and then managed and updated regularly.

How to Use

In its most basic form, a resource map can be as simple as a comprehensive list of partners, managed in a spread-sheet or database. Resource maps also can be created with more advanced software, including features such as geographical information system maps, text messages, and interactivity. Reentry education providers should determine if their community has an existing reentry resource mapping tool (e.g., developed by a local reentry council) and, if so, request access to the tool. Otherwise, providers needing to develop their own resource map-ping tool should use available open source tools, such as Resource Map and Story Map Shortlist.

Regardless of the level of sophistication of the resource map, the tool should include the following fields:

- Agency name
- Program name
- Services provided
- Contact person
- Address
- City, state, zip code
- County or geographical zone
- Phone number, email address, and fax
- Days and hours
- Appointment required?
- Referral required?
- Language(s) spoken
- Eligibility requirements
- Program exclusions
- Space availability
- Documents required
- Fee structure
- Website address
- Weekend days and hours
- Comments

Appendix D:

Checklist for Connecting Reentry Education Programs to Career Pathways

The Reentry Education Framework is intended to connect education services offered within correctional facilities seamlessly to those offered in the community. This requires the support of many partners, a strong program infrastructure, and aligned education and training services. Career pathways operate on many of the same principles, offering a network of partnerships and services to help individuals improve their knowledge and skills so that they can pursue further education and employment opportunities within an industry sector. Reentry education can prepare individuals to enter a career pathway, which can help them improve their employability and secure better jobs when they reenter the workforce.

The below checklist outlines steps for aligning reentry education programs with local career pathways. These steps assume that career pathways already exist in your communities, as they are different from the steps a state or region would take to design a pathway. Use the checklist to guide your research on local pathways and explore other community resources.

For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).

- Understand how the Reentry Education Framework aligns with the U.S. Department of Labor’s career pathways framework
- Research local industries offering viable career opportunities for individuals with criminal backgrounds.
 - Credit Reports and Employment Background Checks, Federal Trade Commission.
 - Federal Bonding Program, U.S. Department of Labor and McLaughlin Company.
 - EEOC Enforcement Guidance, U.S. Equal Employment Opportunities Commission.
 - National Inventory of the Collateral Consequences of Conviction, ABA Criminal Justice Section.
 - Reentry Mythbusters, Council of State Governments – see employment topics related to federal bonding, tax benefits for employers, and federal hiring policies.
 - Work Opportunity Tax Credit, U.S. Department of Labor and Internal Revenue Service.
- Contact reentry education partners who also may be part of a career pathway, including, for example, community colleges, adult education providers, one-stop centers, and work-force boards. For more information, see if your partners participate in any national or state career pathways initiatives, such as:
 - Advancing CTE in State and Local Career Pathways
 - Accelerating Opportunity
 - Alliance for Quality Career Pathways
 - Moving Pathways Forward
 - Pathways to Prosperity
- Help reentry education participants understand the benefits of career pathways. For example, create a free customized career pathways map: <http://oregon.ctepathways.org/>.

Appendix E:

Educational Technology in Corrections Handout

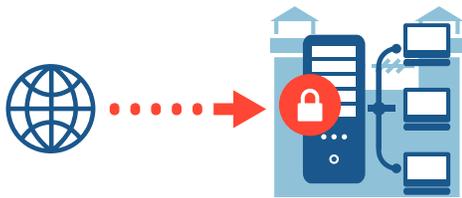
Use the following handout to help inform your partners about existing and emerging approaches to providing incarcerated students and their instructors with access to advanced technologies. Adopting educational technology is recommended as part of the education services component of the Reentry Education Framework. For a more detailed overview, encourage your partners to read *Educational Technology in Corrections 2015* (<https://www.edpubs.gov/document/ed005580p.pdf>) and view a five-minute video (<https://www.youtube.com/watch?v=wRWs4x-vkx4&feature=youtu.be>) summarizing the benefits of adopting such technologies.

For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).

Educational Technology in Corrections

Corrections agencies and their education partners increasingly are exploring ways to use educational technology to help prepare students to join our globally networked society; support an education continuum for incarcerated individuals; expand the professional development resources available to instructors; expand the reach of correctional education services; and ease the reentry process by allowing incarcerated individuals to prepare for release. They are using one of the following three approaches to provide secure access:

Isolated Local Server



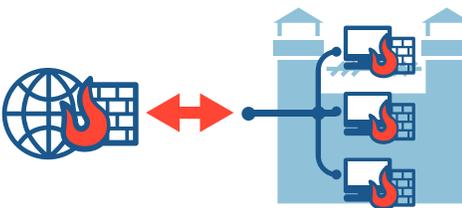
An isolated local server approach moves Internet content to a facility's LAN so that the documents can be made available to anyone — administrators, teachers, and students — with access to the offline collection. This approach provides the most security, outside of barring access to any Internet content. However, it requires frequent uploading of Internet content to stay current, and it does not provide real-time access to the Internet or student outcome data to support instruction.

Point-to-Point Secure Line



A point-to-point or dedicated line operates via a virtual circuit setup between the facility and a vendor. Internet content is streamed through the vendor's server. This approach provides real-time access to the Internet and data to support instruction. It also provides a high level of security but can be expensive because of vendor fees.

Restricted Internet Connection



A restricted Internet connection has routers and firewalls on each end that permits only certain Internet content to come through the system. This requires (1) all nonessential software programs and utilities from the computer to be removed, often referred to as "hardening" equipment; and (2) content to be preapproved, commonly referred to as "white listing." It also can be expensive because of monthly vendor fees. However, it provides real-time access to the Internet and data to support instruction. It also provides a high level of security but is not as secure as the isolated local server and point-to-point approaches.

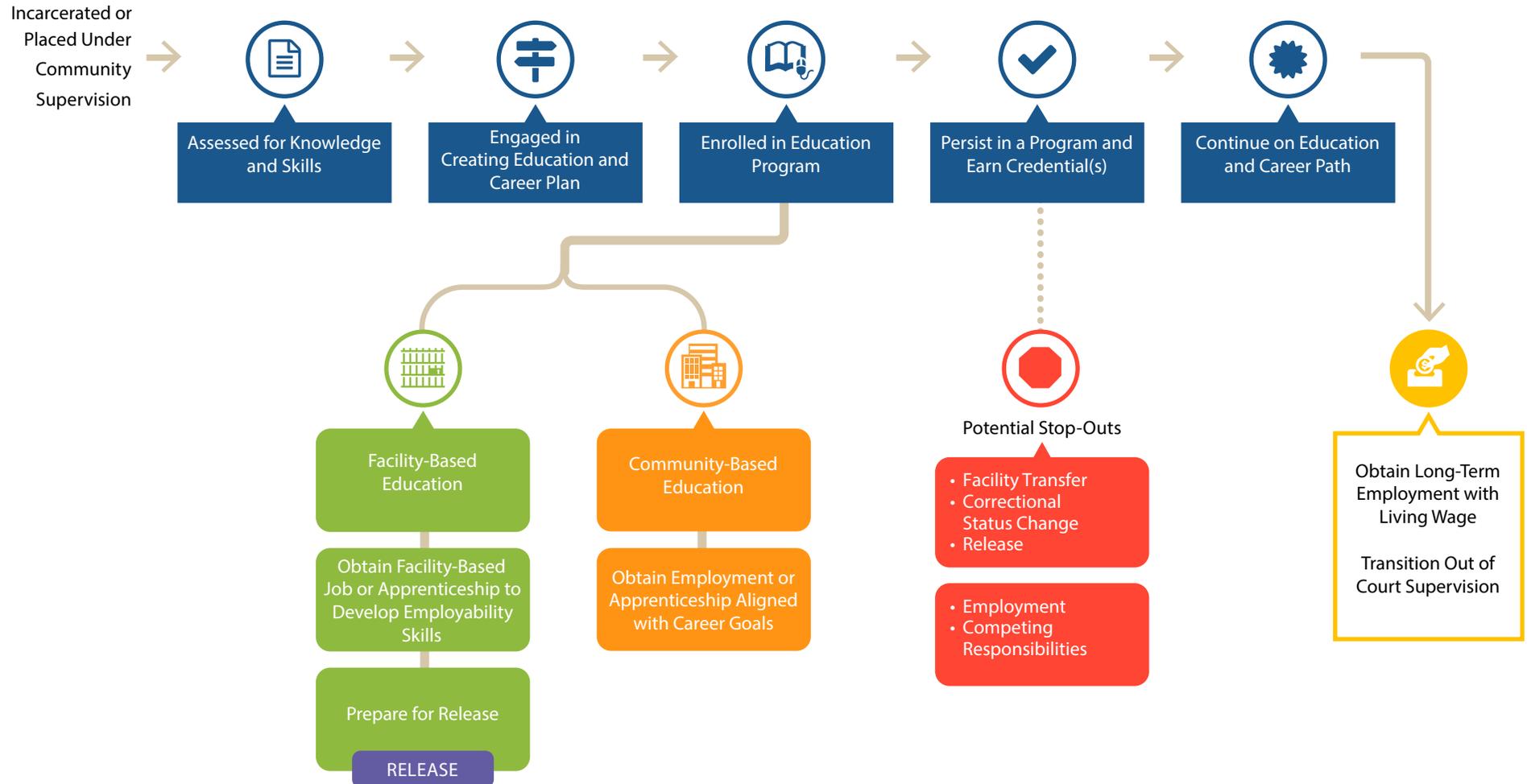
For more information about advanced technologies in corrections, see the *Educational Technology in Corrections 2015* brief (<https://www.edpubs.gov/document/ed005580p.pdf>) and video (<https://www.youtube.com/watch?v=wRWs4x-vkx4&feature=youtu.be>).

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Appendix F:

Reentry Education Student Flow Chart

This illustration is designed to support reentry education providers implementing the transitions component of the Reentry Education Framework. For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).



Appendix G:

Assessment and Tracking Sheet for Sustaining a Reentry Education Continuum

Use this sustainability assessment and tracking sheet to determine your ability to sustain your reentry education continuum based on the critical components in the Reentry Education Framework. You can use the tracking sheet to document your progress in implementing a sustainability strategy, and then use the assessment and tracking sheet regularly to help you strengthen and sustain your reentry education continuum.

Instructions:

1. Review the sustainability assessment and rank your ability to sustain the critical components of the framework.
2. Identify three priority areas based on your responses to the assessment.
3. Develop a tracking sheet that includes each priority area, metrics for evaluating your progress, stakeholders for conducting activities, and activity start and end dates.
4. Use the tracking sheet regularly to assess your progress in implementing your sustainability strategy.

This tool is designed to support reentry education providers implementing the sustainability component of the Reentry Education Framework. For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).

Program Name: _____

Plan Date: _____

Sustainability Assessment



Program Infrastructure: Programmatic Resources

Topic	Notes
<p>Have a diverse, steady funding base that leverages public and private resources.</p> <p>Status Not Started In Progress Completed</p>	
<p>Secured in-kind materials (e.g., equipment) and human resources, such as peer tutors, to keep costs manageable.</p> <p>Status Not Started In Progress Completed</p>	



Program Infrastructure: Data Collection and Evaluation

Topic	Notes
<p>Keep accurate, complete, and timely data on program participation and outcomes through a centralized electronic data system.</p> <p>Status Not Started In Progress Completed</p>	
<p>Evaluate program success, including areas needing improvement, modifications made, and student outcomes.</p> <p>Status Not Started In Progress Completed</p>	



Program Infrastructure: Policy

Topic	Notes
<p>Collaborate with partners to advocate for changes in federal and state policies that create barriers to successful reentry.</p> <p>Status Not Started In Progress Completed</p>	
<p>Strengthen program partners' administrative policies to support education and training programs for students in the corrections population.</p> <p>Status Not Started In Progress Completed</p>	



Strategic Partnerships

Topic	Notes
Status Not Started In Progress Completed	Corrections leadership supports the reentry education program. A process to maintain support has been established.
Status Not Started In Progress Completed	Education leadership supports the program. A process to maintain support has been established.
Status Not Started In Progress Completed	An assessment of potential partner organizations that could support the reentry process has been conducted.
Status Not Started In Progress Completed	New partnerships with key stakeholders have been formed and/or formalized since the project began.
Status Not Started In Progress Completed	A resource map has been created to connect students to support and employment services.
Status Not Started In Progress Completed	A method for regular communication among key stakeholders has been established.

Topic	Notes
-------	-------

The program has been well aligned with related programs within the correctional facility and/or Department of Corrections. Referral and tracking mechanisms have been established.

Status **Not Started** **In Progress** **Completed**

The program has been well aligned with related programs within adult education programs/ community colleges. Referral and tracking mechanisms and articulation agreements have been established.

Status **Not Started** **In Progress** **Completed**

Existing career pathways or new pathways for students have been established.

Status **Not Started** **In Progress** **Completed**

Employability skills have been integrated into instruction or new programs focused on these skills have been created.

Status **Not Started** **In Progress** **Completed**

A student recruitment and retention strategy has been established.

Status **Not Started** **In Progress** **Completed**

A secure approach has been established to give students and staff access to online resources to enhance instruction, support staff, and track outcomes.

Status **Not Started** **In Progress** **Completed**



Transition Processes

Topic	Notes
The program is well integrated with intake and prerelease processes at the correctional facility and with community supervision. Referral and tracking mechanisms have been established.	
Status Not Started In Progress Completed	

Tracking Sheet

Based on your responses to the assessment, what are your top three priority areas for sustaining your reentry education continuum?

Priority 1: _____

Priority 2: _____

Priority 3: _____

Complete the template below with information about proposed activities to address each priority area. Include the metrics you will use to evaluate progress for these priority areas, the stakeholders responsible for conducting the activities, the activity start and end dates, and any notes.

Implementation Priority #1

Fill in framework component (e.g., program infrastructure).

Action #1:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #2:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #3:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Implementation Priority #2

Fill in framework component (e.g., partnerships).

Action #1:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #2:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #3:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Implementation Priority #3

Fill in framework component (e.g., education services).

Action #1:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #2:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Action #3:				Notes/Updates	
Activities:					
Measurement	Stakeholder	Start Date	End Date	Status	
	_____	__/__/____	__/__/____	Completed	Not Completed

Save the Assessment and Tracking sheet with your responses here:

Sustainability requires a process for mobilizing and maintaining support from partners, funders, and local and state policymakers. This exercise is designed to help you translate your reentry education program into an inspiring vision and rationale for making education a critical component of the reentry process.¹ These talking points should enable you to make a brief presentation (approximately 5 minutes) about your program and its purpose, accomplishments, and future goals. Your talking points also should recognize impending challenges and possible solutions.

Instructions:

1. Identify the target audience for your talking points.
2. Answer the following brainstorming questions, keeping your target audience mind.
3. Synthesize your responses to develop your talking points.
4. Rehearse and refine your talking points in preparation for using them.

This tool is designed to support reentry education providers implementing the sustainability component of the Reentry Education Framework. For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).

Brainstorming Questions

1. Briefly describe who you are. What would you most like listeners to remember about you?
2. Briefly describe the purpose of your reentry education program. What would you like listeners to understand about your program and how it connects to their work?  **Tip:** Use data to make the case.
3. Briefly describe your program's accomplishments. What would you like listeners to understand about why this program is critical to the reentry process and will have long-term payoff?  **Tip:** Use student success stories to demonstrate real-life benefits.
4. Briefly describe your immediate goals, which should be concrete, well-defined, and realistic, and include a time frame. What do you want listeners to do to help you achieve your goals and how can you help them achieve their goals?

¹ This exercise is adapted from the Harvard Business School Elevator Pitch Builder (Presidents and Fellows Harvard College 2007) and the Template for Creating Talking Points included in the Handbook for Sustaining Standards-Based Education in Adult Education (Pimentel 2013).