

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
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Program Infrastructure: Policy

Questions	Responses
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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: