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  – Q & A
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  – Q & A
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Quick Logistics

• Audio
  – This is a “Listen-Only” online event.
  – If you have a question during the webinar, please enter it into the participant chat box.
  – The Webinar recording and slides will be emailed to registrants and posted online within a week after today’s event.
  – If you are having any audio problems or other technical issues, please let us know by emailing Kjackson@air.org.

• Visual
  – Log into Adobe to view materials and slides.
  – During the presentation portion of this webinar, please use the chat pod to communicate with the presenters and organizers.
Polling Questions

• #1: Please share your name, organization and professional title or primary role.

• #2: In a few words, what specific aspects of educational technology in juvenile justice settings interests you?
Current National Policy and Practice Context

Frank Martin

Director, U.S. Justice

World Possible Justice
Move Forward with Technology

• Historically corrections leaders are technology averse, but incarcerated students need the same resources as students in the community.
• Advances in education and vocational skills equals less recidivism.
• Corrections education requires digital resources for an ever-expanding diversity of student learning needs from K-12 to college and vocational education.
Digital Equity in Youth Services

- Students in correctional facilities need the opportunity to be digital citizens.
- Computer skills development is vital for a student’s successful transition.
- Freedom to explore and discover: college courses, life skills programs, literary classics, encyclopedias – and the ability to choose what interests them.
Helping to Set Pathways

• Normalize the digital learning experience in facilities.
• No matter what field of study or vocational interests a student has, it is vital to begin their preparation while under our care and supervision.
• Student success depends on tailoring education to each student’s academic strengths and weaknesses, interests and goals, personal preferences, and optimal pace of learning.
Leaving with Technology Skills

- Learning to use technology and using technology to learn.
- Prepare students for the technology challenges they will face at reentry.
- Provide students with digital skills to aid in problem solving when in a community setting.
- Nurture individual pathways to assess information for best solutions.
- Keep in perspective life long learning and achievement.
A Open Learning Cultural Shift

Study Time:
Promotes safety and security within the facility

Individual Accomplishment:
Time invested to expand knowledgebase

Focus on Academic Advancement:
Family & community recognition

Reentry:
HS / GED/ College/Voc. Ed course experience and study habits developed
Competitive in work place.
• Correctional education (CE) improves the chances that incarcerated adults released from prison will not return and may improve their chances of post-release employment.
• Adult CE programs can be cost-effective when it comes to recidivism, yielding about $5 on averaged for each $1 spent.
• The role of computer technology in CE is growing in importance.
The use of computers is common, however incarcerated student access to live (or simulated) internet is limited.

The use of internet-based instruction is limited as well.

Several of the evaluated CE programs for incarcerated juveniles show promise.

More rigorous research on CE in juvenile justice settings is needed.
The Adair Youth Development Center Approach (KY)

Sylvia Kuster  
Manager, Program Support Services-Education Branch, Kentucky Department of Juvenile Justice

Wes Irvin  
School Administrator, Adair Youth Development Center, Kentucky Department of Juvenile Justice
The Adair Youth Development Center Vision

• The Adair Youth Development Center vision for digital citizenship is creating and promoting a positive learning environment and technology is available and effectively supported by all students, teachers, and support staff.
• Communication is ongoing, support is ongoing, in addressing any issues and giving positive behavior reinforcement.
• Digital Literacy is an imperative part of our youth’s culture and AYDC wants to support our youth to help them become successful in the community and make better decisions that can effect their future in a positive way.
Student Acceptable Use Policy Agreement Form

- As a **student** of Adair YDC, I have read and understand the Student/Resident Acceptable Use Policy for Adair YDC. I will abide by the terms of this policy. I understand that violation of this policy will result in my loss of access to technology resources and Internet and may result in further disciplinary or legal action, as determined by School Administrator or Facility Superintendent.

  Student Signature: __________________________ Date:__________

- Common Sense Media E-rate tool kit for internet safety
Safety/Compliance Concerns/Considerations and Related Tech Components and Strategies

• Light Speed-web blocker allows school district to add and filter internet websites.
• Light Speed seems ineffective with chrome books.
• 24 hour camera recording in proximity of computers in the classroom.
• Random computer checks by educators (notepads, profiles, and history).
• Daily email log with internet traffic.
Procedure for evaluating the level of offense and consequences.

- Violations are assessed on an individual basis and consequences are relevant to the offense.
Blended Learning Model/Approach

- Blended Learning is daily per content area.
- [https://padlet.com/katcrawford/makerspaceKY](https://padlet.com/katcrawford/makerspaceKY)
Professional Development for Corrections Educators
Positive Emergent Outcomes

- Odysseyware Computer Program, Academic Bowl, C-Tech Certifications (copper cabling, fiber, home audio, energy management).
- Through the digital citizenship, youth are able to search and apply for legal employment, create resumes, and search continuing education or certification programs in hopes to become successful, productive citizens.
Recommendations and Lessons Learned:
If we knew then, what we know now . . .

- Kids will be kids.
- No one is perfect.
- Individualization is key.
The Oregon Youth Authority Approach

Tracie Hightower
*Education Services Coordinator, Oregon Youth Authority*

Gary Westoby
*State Coordinator, Performance-based Standards, Vesoy Support, Oregon Youth Authority*
Overview: Oregon Youth Authority

- The Oregon Youth Authority houses youth from 12-25.
- The Oregon Department of Education provides funding and the education until a youth has attained a regular high school diploma, GED, or is over the age of 21.
- We have 3 school districts and 3 education service districts that serve our youth in facilities.
- The Oregon Youth Authority provides vocational and post-secondary education to youth that have graduated, earned their GED, or are over the age of 21.
- Funding for our Vocational and Educational Services for Older Youth (VESOY) comes from the Oregon’s General Fund.
How We Started Using Technology

• There were few higher education or vocational opportunities before 2010.
• Our superintendents and principals did the best they could with little money and few technology resources for older youth.
• A few facilities brought in college instructors for college classes for our youth.
• Also some facilities experimented with online college classes.
How We Started Using Technology

- Network security was lacking, and there were a few notable incidents.
- In 2010, two items changed how we worked with our older youth.
Oregon Administrative Rule 416-040

• In 2010 OAR 416-040 gave OYA the legal ability to allow our youth on the internet for:
  – Education
  – Employment Seeking
  – Community Transition

• Oregon Youth Authority created a formalized path for online access and education – for all facilities.
VESOY Money

• 2010: OYA is made responsible for some funds formerly under the Oregon Dept. of Education.
• It became known as VESOY (Vocation/Education Services for Older Youth) money.
• VESOY funding became the catalyst for a culture shift for services for all of our youth.
• It allowed those facilities that were willing to: improve their network, start or expand online classes for youth.
• A half-time position came out of the VESOY money to supervise how the money was being used.
• In our high school classes at this time, only a few teachers were using computers.
OYA Geek Squad

• For those facilities that chose not to go online, a solution was found for college classes.
• A DVD duplicator was donated which allowed production of college content and other vocational material.
• Study.com (was Education Portal) - At the end of 2012 OYA was allowed to download 6 college classes and put them on DVD’s to distribute to all of our facilities.
OYA Geek Squad

- We used computers donated by the OR Department of Corrections. This allowed our youth to refurbish computers and place college content and educational material on them for use in their living units.
- Our Geek Squad started with this project.
Study.Com and Rachel Server

• OYA began the process to become a proctor College Level Examination Program (CLEP) test site at our facilities so youth could receive college credit for Study.com classes.

• In Sept. 2014, learned World Possible had a small computer Raspberry Pi, aka “Rachel Pi” – that offered education content access through a Wi-Fi signal.

• OYA purchased the Rachel Pi’s and put the Study.com classes onto the server and other content.

• As our culture changed, our youth now had access to many more free college classes on the internet.

• OYA beta tested a new Intel device called a CAP server. Called Rachel Plus; can serve ~30 computers at a time.
At the end of 2014 OYA began looking at Google Apps for Education and the use of Chromebooks as a cost-effective means of computing and networking.

OYA used VESOY money to buy Chromebooks for both high school and college at all of our facilities in early 2015.

OYA started with our young women’s facility. Partnered with CEEAS to train the teachers in the use of Google and Google Apps for Education.

OYA partnered with the school districts, as well as the IS contractors for each facility. A pathway for OYA to network all facilities with youth and staff accounts.
Where We Are Today

- Today all of our facilities offer on-line college classes.
- Youth have opportunities to attain associates, bachelor and master degrees.
- Some of our facilities fully engage internet access for High-School classes.
- We are using Rachel Plus on computers that are on our living units as well as in our classrooms.
Where We Are Today

- We want to normalize digital access for learning.
- We are about to roll out Endless OS computers on each of our living units.
- Youth can learn anytime, anywhere.
- We use computers for many of our vocational programming: machining, auto mechanics, etc.
- We have both driving simulators and welding simulators for our youth.
Where We Are Today
Where We Are Today

• **G Suite for Education**
  – 601 total devices enrolled in network
  – Over 4,050 users (both teachers and students.)
  – 8 close custody facilities
  – 5 pre-adjudication detention facilities

• **48 vocational and work opportunities**
  – Fire Science, wildfire national certification.
  – Automotive certification
  – Machine Shop certification
  – Barbering certification
  – Welding certification
  – Forklift certification
  – Master Gardener
Culture Change and Lessons Learned

• Remove roadblocks to allow supervised student internet access.
• Recognized need for separate funding for VESOY.
• Engage all staff to create buy-in with Technology in Corrections.
• Unification of jurisdiction between county and state custody.
• Collaboration with education and IT providers.
• Deploy safeguards to capture any security compromises.
Culture Change and Lessons Learned

• Stay on the forefront of technology.
  – Content filters
  – White and blacklist for content.
  – Real-time or near-real-time rules
  – Retention policies

• Redirect youth and get back on track.
  – Not penalizing youth by stopping education.
  – Level of access has changed (College level, HS level, Restricted level).
Thank You

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Moderated Whole Group Discussion

• What components or strategies discussed today most resonate with you and why?
• How feasible is developing, establishing and maintaining a similar model in your agency or community?
• What are specific obstacles to initiating and/or sustaining such an initiative?
  – What are strategies to address them?
• Given your state, local and/or agency context, what essential partners could help make a similar model successful and sustainable in your community?
Thank You & Feedback Survey

Feedback Survey Link:

https://www.surveymonkey.com/r/techinjj