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Legal References (includes but is not limited to)  IC 11-8-2-5(a)(5); 11-8-2-5(a)(8); 11-8-2-5(a)(13); 11-10-5-1; 35- 50-6-3.3	Related Policies/Procedures (includes but is not limited to)  00-02-101 01-04-101 01-01-102 01-04-102 01-03-103 01-04-104 00-04-101	Replaces:  01-01-101 Eff. Date 1/1/2019 (ED # 18-61)
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I. PURPOSE:

The purpose of this policy and administrative procedure is to establish the standards and guidelines for the delivery of academic and career technical educational programs for adult offenders within Department of Correction facilities.

II. POLICY STATEMENT:

The Department of Correction shall ensure that competency-based academic and career technical education programs are provided to adult sentenced offenders housed within those Department facilities offering formal education programs. Eligible offenders shall have the opportunity to participate in education programs based on the education needs identified during the Intake process and the offender’s earliest possible release date (EPRD).

Education programs shall be developed and implemented to improve the academic and/or career technical educational skills of the offender population. Activities, programs, or services shall be focused on helping an individual to acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills. This includes competencies in using resources and information, and acquiring other skills necessary for a successful transition into post-secondary career technical training and/or employment.

All academic programs will be a service-based approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training.

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The Department shall work with other State and federal agencies to ensure that educational programs are in compliance with all applicable federal and State laws, rules, and regulations. Additionally, the Department shall strive to ensure that the provision of educational services complies with the applicable standards of accrediting organizations, such as the American Correctional Association.

The Department shall align academic and vocation education content and standards to the Workforce Innovation and Opportunity Act (WIOA) and WIOA’s federally mandated successor.

The Department shall employ Indiana licensed education staff as instructors for adult basic classes and career technical classes and other qualified personnel for the delivery of educational services.

Each facility housing adult offenders within the Department providing educational services shall develop an education program plan. This facility program plan shall include, but is not limited to:

- A. The mission, goals, and objectives of education services in the facility;
- B. The program needs of the offender population, the resources available, and the feasibility of the proposed delivery of services.

All educational programs within the Department shall be subject to periodic audits and evaluations to ensure that the programs are operating in accordance with established standards and objectives including teacher evaluations, site-manager evaluations, and individual program reviews. The Department shall collect pertinent data to assist in program planning, the academic improvement of the offender population, and to ensure compliance with applicable laws, rules, regulations, policies, and procedures.

### III. DEFINITIONS:

- A. **ACADEMIC EDUCATION:** An approved, formal, organized program of instruction designed to provide basic skills and learning opportunities related to obtaining and using knowledge from literacy through post-secondary, excluding specific career technical educational programs.
- B. **BUSINESS DAY:** Monday through Friday, excluding any holidays recognized and observed by the State of Indiana.
- C. **CAREER TECHNICAL PROGRAM:** A Department-approved formal, organized program of instruction designed to provide practical, mechanical, and/or industrial arts, vocational skills, and learning concepts.

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- D. **CASE PLAN CREDIT TIME (CPCT):** An earned credit time cut structure that is driven by the needs indicated in the IRAS and incentivized through the individual case plan to provide each individual the opportunity to earn the maximum credit time, as allowed by law.
- E. **CERTIFICATE:** An official document awarded to a student upon successful completion of a specific education course or program approved by the Department.
- F. **CURRICULUM:** A course of study designed to meet the academic or technical skill needs of students and aligned to current Indiana standards.
- G. **DIPLOMA:** An official document issued by an accredited, Indiana-based, educational institution or State agency certifying that a student has completed an approved, formal course of study awarded as a high school diploma or its equivalent. A certificate issued by an accredited college or university that testifies the recipient has successfully completed a particular course of study with the conferring of a degree.
- H. **DIRECTOR OF EDUCATION:** A State employee who is a licensed, certified individual who is the chief administrator of the Division of Education with a School Superintendent's license.
- I. **DIVISION OF EDUCATION SERVICES:** The division responsible for the development, delivery, and implementation of academic and career technical education in English and library services throughout the Department.
- I. **EDUCATION COORDINATOR:** A State employee who is a licensed, certified individual located in Central Office responsible for special needs or adult education and/or career technical programs. The Education Coordinator reports to the Director of Education.
- J. **EDUCATIONAL RECORDS:** The documentation of data relevant to the development, maintenance, evaluation, reporting, and modification of the academic and technical educational programs.
- K. **EVALUATION:** The process involved in the assessment of academic and technical programs, personnel involved in such programs, and the student placement and progress in those programs.
- L. **INDIANA RISK ASSESSMENT SYSTEM (IRAS):** A system consisting of six separate instruments to be used during specific points in the criminal justice process to identify an offender's criminogenic needs and risk to reoffend.

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- M. **LICENSED CERTIFIED STAFF:** Personnel licensed by the Indiana Professional Standards Board-Office of Educator Licensing and Development (OELD) by the Department for the purpose of delivering academic or career technical education instruction.
- N. **POST-SECONDARY LEVEL:** A formal, organized program of educational instruction for students whose educational achievement exceeds grade 12 (secondary level) as verified by a high school diploma or a high school equivalency diploma that is recognized by the Indiana Department of Education and the Indiana Department of Workforce Development.
- O. **PRIMARY LEVEL:** A formal, organized program of instruction for students whose educational achievements as documented by a current, valid TABE assessment is within the Educationally Functioning Levels of ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low and falls within National Reporting System's (NRS) Levels one (1) through three (3).
- P. **REGIONAL COORDINATOR:** A vendor-provided individual who is responsible for the direct day-to-day educational leadership and operation of instructional programs within the contracted adult correctional education programs. The Regional Coordinator conducts evaluations of site managers and may also evaluate instructors based on the RISE evaluation model. The Regional Coordinator assures contract compliance and adherence to State and federal regulations.
- Q. **SECONDARY LEVEL:** A formal, organized program of instruction for students whose educational achievement is within the Education Functioning Levels of ABE Intermediate High, ABE Low (ASC and High School Equivalency) and ABE High (ASC and High School Equivalency) NRS Levels four (4) through six (6).
- R. **SITE COORDINATOR:** A vendor-provided individual who is the lead person for the management of day-to-day basic operations of a school. The Site Coordinator is also responsible for assuring compliance with State and federal laws and the contract. The Site Coordinator does not conduct evaluations of teachers and instructors based on the RISE evaluation model.
- S. **SITE MANAGER:** A vendor-provided individual responsible for the delivery of a quality educational program and manages the day-to-day operations of the school. The Site Manager is responsible for assuring compliance with State and federal laws and the contract. The Site Manager reports directly to the Regional Manager. The Site Manager conducts evaluations of teachers and instructors based on the RISE evaluation model.

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- T. SUPPORT SERVICES: Services which complement academic and/or technical education programs (e.g., special education, clerical, teacher aide, and administrative aide).
- U. VOCATIONAL CERTIFICATION: A national industry-recognized certification indicating that goals, objectives, and competencies have been met through knowledge examinations and/or practical skills tests.
- V. WAITING LIST: A list maintained by the facility’s Education department based on Unit Team referrals and sorted by EPRD with the nearest EPRD having priority for enrollment.
- W. YOUTH INCARCERATED AS ADULTS (YIA): Those offenders under the age of eighteen (18) years who have been committed as adults to the Department for the commission of a felony offense and who have been designated as such for the purpose of providing special programming as required by Indiana Code 11-8-2-5(a)(8).

IV. ADMINISTRATION OF ACADEMIC AND/OR TECHNICAL EDUCATION PROGRAMS  
(See Facility Directive):

A. Philosophy, Mission, and Goals

- 1. Philosophy: The Division of Education Services believes that education in a correctional setting functions both as a management tool and as rehabilitative treatment.
- 2. Mission: The mission of the Division of Education Services is to provide effective academic and career technical programs that will teach offenders the necessary life and job skills and values to become socially useful and civically responsible members of the community and workforce upon their successful Re-Entry into society.
- 3. Goals: The goal of the Division of Education Services is to provide competency-based comprehensive education programs for incarcerated adults that meet the published standards of the Indiana Department of Education, the Indiana Department of Workforce Development, and national industry certification organizations. The program’s ultimate goal is to assist incarcerated adults to become socially useful, civically responsible, and attuned to the world of work.

The Director of Education shall facilitate the annual review of the Division of Education Services Philosophy, Mission, and Goals.

B. Written Policy and Procedure

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1. The facility education directive shall include, but not be limited to:
  - a. Job descriptions for licensed and non-licensed personnel;
  - b. Program development and school improvement plan due annually to the Director of Education by the fifteenth (15<sup>th</sup>) of August;
  - c. Procedures for student management;
  - d. Procedures for daily program operations; and,
  - e. An organizational chart, with explanation.
  
2. The school calendar shall contain two hundred sixty (260) days. The calendar shall adhere to the State of Indiana Holiday Schedule as published. All classes shall begin and end according to the facility’s schedule.

The Department shall offer education services to offenders in restricted status housing. Education services are limited to no more than once per week instruction and once per quarter testing for those offenders otherwise qualified to receive educational services.

3. The facility education directive shall be reviewed annually and shall be available for review and implementation in accordance with Policy and Administrative Procedure 00-04-101, “The Development, Approval, and Implementation of Policy.”

C. Annual Goals and Objective Review

1. To determine the needs of the offender population, the Site Manager with the review and approval of the Regional Coordinator shall conduct an annual facility needs assessment no later than July 15 of each year. The annual facility needs assessment shall include input from offenders, multidisciplinary facility services staff, and liaisons from the community. The Regional Manager shall, no later than August 25 of each year, review, update, and publish the school’s education program’s progress on the prior fiscal year’s goals and objectives. At the same time, the Regional Manager shall submit, in writing, each school’s goals and objectives for the following fiscal year.
  
2. The review and update process shall include:
  - a. Review progress toward program goals;
  - b. Review the effectiveness of the program in terms of process and program outcomes; and,

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c. Revise and/or establish goals for the following year.

D. Budget

1. The Division of Education program grants shall be allocated to facility education programs according to a prescribed distribution process.
2. The Director of Education shall have the authority and responsibility to manage grant expenditures for system-wide and facility education programs.
3. The Site Manager shall, no later than May 15 of each year, provide an educational program budget to the Regional Manager and the Director of Education, making recommendations for equipment and supplies. The Director of Education shall evaluate the submitted requests and may recommend to the vendor additions, deletions, or approvals.

E. Program Approval

The Director of Education shall facilitate a policy review committee to annually review this policy and administrative procedure.

F. Staff Meetings

1. Minimally, the Director of Education shall facilitate six (6) meetings annually composed of representatives from the Department and the contracted vendors. Two (2) regional meetings shall be facilitated annually by the Director of Education or designee. Minutes of the meetings shall be maintained by the Division of Education and shall be available for review.
2. Minimally, the Site Manager shall facilitate facility-level education meetings every sixty (60) days. The minutes of each meeting shall be submitted to the Regional Manager and the Director of Education. The facility education staff and guests shall attend staff meetings.

V. ADMINISTRATION AND STAFF:

All academic and career technical education staff shall be licensed by the Office of Educator Licensing and Development (OELD). A copy of licenses or certificates shall be maintained in the staff member's personnel file. The Site Manager shall maintain a copy of all teacher licenses in a single-point file in the school. The individual staff member shall be responsible for ensuring that

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all required licenses or certificates are maintained and current. A licensed staff member who does not possess a valid license on July 1 of each year shall not be permitted in the facility or school.

A. Employment of Facility Education Personnel

1. The Regional Coordinators shall ensure that the Director of Education is immediately informed of any changes that have an impact on the delivery of education services, including but not limited to:
  - a. Staff suspensions;
  - b. Terminations;
  - c. Transfers;
  - d. Resignations; and/or,
  - e. Disability leaves.
2. The Department shall ensure that any vendor employees working with adult basic education and vocation education programming abide by the facility dress code and maintains an appropriate focus on safety, security, and rehabilitation as outlined in Department policies and procedures. Vendor employed staff must pass a Department background/warrants check.
3. The Department shall ensure that all staff associated with adult basic education and vocation programming receive appropriate training specific to working with adult offenders in secure settings. Staff must complete training as required by Department and facility policy. Staff unwilling to or failing to complete training may be subject to Department restrictions or dismissal from employment.

B. Professional Development:

1. Education staff shall participate in all training mandated by Policy and Administrative Procedure 01-05-101, "Staff Development and Training," Additionally, education staff shall participate in Education Division staff development activities. Staff development using distance learning programs shall be encouraged. Upon approval of the Site Manager and the Warden, staff may be allowed additional leave for training purposes that support the facility's educational improvement plan.
2. The professional development of Education Division's staff shall be encouraged and endorsed. The Site Manager shall annually facilitate the development of a Personal Professional Development Plan in support of the facility school improvement plan for each certified education staff member. Each facility may



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allow certified educational staff time to participate in professional development activities which are aligned to the employee's pre-approved professional growth plan.

All Academic teachers must attend an Indiana Department of Workforce Development sponsored Professional Development Programming event each year.

School staff may attend professional development activities with the approval of the Regional Coordinator.

The Regional Coordinator may consult with the Director of Education to verify the effectiveness of the professional development program. The Regional Manager shall determine the impact of the request on the operation of the school and/or facility prior to approving the request.

C. Evaluation of Personnel

1. The Site Manager conducts evaluations of teachers and instructors based on the RISE evaluation model.
2. Site Coordinators do not evaluate teachers or instructors.
3. The Regional Coordinator shall conduct the annual performance evaluation of the Site Manager and provide the Director of Education the results of the evaluation. The Regional Coordinator may also evaluate teachers and instructors using the RISE evaluation model.
4. The Director of Education shall conduct the annual performance evaluation of the Central Office Education Division and non-certified staff.

D. Hiring of Certified Personnel/Workplace Specialist:

Vendors shall forward documentation/credentials of the candidate and receive written approval from the Director of Education prior to extending a job offer to a Career Technical instructor.

Documentation/Credentials include, but are not limited to:

1. A copy of completed job application;
2. A copy of high school diploma, or equivalency;

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3. Written verification that the candidate meets or exceeds at least one of the occupational experience criteria established for the Workplace Specialist I or II certificate. This verification must include proof of occupational experience from any past employers, which the candidate is seeking to use as work experience to qualify for the certificate;
4. A copy of the candidate's occupational specialist certificate or the application for the certificate, if the candidate is uncertified;
5. Verification of the highest post-secondary degree earned that is relevant and appropriate to the anticipated duties;
6. Verification (official transcript) of any post-graduate hours; and,
7. Written verification of any military experience (Form DD 214), if applicable.

The Director of Education shall sign applications and any other forms where the signature of a School Superintendent or other school chief official is required. The Director shall forward any application and accompanying documentation to the Office of Educator Licensing and Development (OELD).

E. Student/Teacher Ratio

1. The Regional Coordinator and Site Manager shall determine the number of students that can actively and safely participate in a career technical program. This number shall not exceed the number of student workstations available or enrollment.
2. In order to facilitate academic instruction and provide a safe, secure learning environment, the academic class size should average a student to teacher ratio of 20:1 or one (1) individual per each 20 square feet of classroom space.

VI. OFFENDER/STUDENT:

A. Offender/Student Orientation

The facility orientation to formal education programs shall inform offenders of available programs and enrollment criteria. Orientation and, if needed, an interpreter shall be available to offenders who cannot communicate in English, or who are legally blind or deaf.

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B. Educational Incentives:

Offenders who successfully complete educational programs shall be recognized through a special program/ceremony and awarded a certificate.

1. For offenders not participating in the Case Plan Credit Time (CPCT) structure, credit time shall be awarded if they meet all requirements set by Indiana Code 35-50-6-3.3.
2. For offenders participating in the CPCT structure, with an EPRD greater than six years away from their incarceration start date, credit time may be awarded during the scheduled annual review. For offenders with six years or less to their EPRD, credit time may be awarded during the three scheduled reviews. This credit time is based on participation and progress made related to the identified goals and objectives in the CPCT structure and Case Plan Assessment.

C. Screening, Placement, Assessment, and Evaluation:

1. Screening – The Intake process shall identify offender educational needs through use of the IRAS, the Educational Classification Code Assignment Form and other valid evidence-based assessment tools. Interventions to address offender educational needs may include:
  - a. Basic Literacy and Life Skills;
  - b. English Language Learner Programming;
  - c. Special Education Services;
  - d. High School Equivalency Programming; and,
  - e. Vocational Certification and Training.

An offender referred for educational services shall also be screened by Education staff to ensure the appropriateness of the interventions identified and appropriate education level placement. This screening will include the Tests of Adult Basic Education (TABE) administered and conducted to the Department of Workforce Development adult education testing policy. Only trained staff shall administer the tests for screening and assessment of offenders.

2. Placement – Offenders with identified needs and interventions shall be placed in appropriate programming based on the pre- and post- test scores offenders receive on the Tests of Adult Basic Education (TABE). Forms of the Test of Adult Basic Education (TABE) shall be determined by the Department of Workforce Development adult education testing policy and will be used to determine

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Education Functioning level, NRS level, class placement, and Measurable Skills Gains (MSG) in NRS level. Eligibility for placement shall be based on Earliest Possible Release Date (EPRD). Offenders under the age of twenty-two (22) with identified Special Education needs shall be given priority to receive Academic Education and Special Education services.

Placement in education programming shall be electronically documented in the Offender Case Management System (OCMS). The OCMS shall serve as the referral and waitlist tool for purposes of school population management and tracking. Offender records in OCMS shall be used for purposes of documenting offender participation in education programming needs as identified in the offender’s designated Case Plan.

3. Education programs shall adhere to the testing policy determined by the Department of Workforce Development’s Adult Education Division for pre- and post-testing for programs, excluding post-secondary level programs provided by an outside vendor. All classroom instruction shall be in the English Language including ELL programs.
4. An Adult Learning Plan (ALP) shall be developed and followed to guide classroom activity for the adult offender based on the needs and interventions identified during the Intake process, the IRAS assessment and testing, assessment and screening process. The ALP shall have attainable goals and specific objectives as determined by assessment methods.
5. An Individualized Education Program (IEP) shall be developed during a case conference and followed by special education certified staff for eligible special needs offenders. The IEP shall comply with applicable laws and regulations.
6. Assessment – Assessments are given to measure progress and identify attainment of skills or knowledge. Assessment policies and requirements for the TABE or TASC are set forth by the Indiana Department of Workforce Development adult testing policy. Assessment policies and requirements for vocational certification and training programming are set by the national industry organization offering the certification

For offenders participating in the CPCT structure, educational assessments shall be used to indicate an offenders success and progress toward education goals set forth in the individualized Case Plan. Documentation of achievement of goals shall be made through OCMS and successor Case Management systems.

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7. When an offender receives a certificate indicating the successful completion of a program approved for the purpose of credit time, a TASC or High School Diploma, vocational certificate or Indiana Associate or Bachelor degree and has complied with education rules and procedures for obtaining the certificate or diploma, State Form 46032, "Verification of Completion of Education/Vocation/ Substance Abuse Program," shall be completed within ten (10) business days by the Site Manager or the designee. The Site Manager or designee shall forward the State Form 46032 and a copy of the diploma, certificate, and Certification letter to the Director of Education or designee for processing.
8. For purposes of Case Plan Credit Time (CPCT) structure, the Site Manager shall submit the Offender Status Review form to Case Management staff when prompted for purposes of review. The Offender Status Review form shall be completed based on documentation submitted by education staff related to offender participation, performance, and completion.

**D. Student Program of Instruction:**

1. The Site Manager shall facilitate the program of instruction, which shall be developed based upon current State of Indiana educational State-wide standards and supported by appropriate materials, technology, classroom space, and staffing patterns to meet the needs of the offenders and the mission of the facility.
2. A non-United States conferred diploma or certificate shall not constitute an academic program completion or serve as a pre-requisite document for any education program.

**E. Maintenance of Educational Records and Offender Records:**

1. Facility educational cumulative and individual offender records portfolio shall be maintained and shall include, at a minimum:
  - a. Program profile data;
  - b. Rosters;
  - c. Attendance data;
  - d. Social and demographic data;
  - e. Program participation;
  - f. Performance (process and outcome) measures;
  - g. Testing and placement data;
  - h. Progress data;
  - i. Offender academic gains, achievement and assessment data;

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- j. Behavioral data;
- k. Performance data;
- l. Waiting list data;
- m. Student exit data;
- n. Library usage;
- o. Transcript data; and,
- p. Verification of education/vocation/substance abuse programs

Such information shall be maintained in a cumulative record and submitted in a format and timeframe authorized by the Director of Education.

- 2. Offender records shall be kept in compliance with Department administrative procedures/rules for access, storage, right to privacy, confidentiality, and, where applicable, promulgated rules of external agencies, including federal and State agencies.
  - 3. Educational reports to be submitted to Central Office on a scheduled basis, shall include, but are not limited to:
    - a. Performance Report;
    - b. Equipment Inventory;
    - c. Facility Education Meeting Minutes;
    - d. Facility Actual Education Expenditure Report;
    - e. Program Completion Report;
    - f. Facility Education Annual Report;
    - g. Goals and Objectives Count Day Report;
    - h. Biennial Budget Preparation Worksheet; and,
    - i. Special Education Report.
  - 4. Reports shall be completed by the Site Manager or Site Coordinator as required by the Department and shall be submitted to the Regional Coordinator for final approval and verification. The Regional Manager's submissions to the Department indicate the individual believes the report to be an accurate representation of program activity.
- F. Comprehensive Education Program:
- 1. Types of education services that may be available to eligible offenders include, but are not limited to:
    - a. Primary Education, including ABE;

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- b. Secondary Education, including TASC;
  - c. Career and Technical/Vocational Education;
  - d. Post-Secondary degree programs;
  - e. Specialized Programs:
    - 1) Special Education; and,
    - 2) Basic Skills/Cognitive Education/Problem Solving; and,
  - f. other education programs as dictated by the needs of the facility population.
2. Facility Education program offerings shall be available to eligible, qualified offenders based on:
- a. Philosophy/Purpose of the Department/facility;
  - b. Manageability needs of the Department/facility;
  - c. Department/facility resources;
  - d. Security issues of the Department;
  - e. Level of offender confinement; and,
  - f. Prescriptive learning needs of the offender population.
3. An open-entry, open-exit, competency-based, on-site education program shall be available for eligible offenders guided by an Adult Learning Plan (ALP). Facility on-site Literacy, TASC and in-house closed-entry/exit Career and Technical Education programs shall be provided to the offender at no cost;
4. Instructional strategies shall be determined by a licensed, certified teacher based on the approval of the Site Manager and the Regional Coordinator and the assessed learning style of the offender;
5. Career Technical programs shall be integrated with academic programs and shall be relevant to the vocational needs of incarcerated adults and to employment opportunities in the community.
6. Comprehensive facility educational program participation shall be available to all eligible offenders at a time when the majority of eligible offenders can take advantage of the program(s). Should more offenders indicate an interest in a particular program than resources allow, a waiting list shall be developed. Criteria for placement on the waiting list shall be determined by the offender's earliest possible release date (EPRD). Offenders with identified special education needs and/or disabilities that qualify, as indicated by an IEP, shall have first priority in all educational placements.
7. Correspondence classes for secondary credits may be made available to eligible

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offenders. An offender wishing to earn credit through correspondence classes not provided via an IDOA approved contract with a vendor, shall obtain the written approval of the Site Manager. (The offender shall show documentation that a local Indiana public school board is willing to grant a diploma to an offender. The offender shall meet all graduation requirements of the local Indiana school board, including the passing of a graduation exit examination.)

VII. PROGRAMS:

A. Academic and Technical Curricula:

1. The vendors shall facilitate the development of competency-based curricula which are recognized, certified, licensed, or accredited by educational entities, or the Indiana Department of Workforce Development and/or State and national industry associations. The Director of Education shall approve the curricula. The curricula shall be articulated throughout the education programs.
2. A vendor may apply for a proposed addition, modification, or deletion of a technical program by completing the application process as outlined in the master contract. Technical programs shall meet Department of Workforce Development criteria.
3. Statewide technical curriculum guides shall be reviewed and revised on a biennial (every two [2] years) basis. Academic curricula shall be reviewed and revised upon receipt of the Department of Workforce Development revisions.
4. Non-instructional time shall be provided for the development and revision of curriculum guides. Collaboration with outside agencies and other community educational institutions shall be encouraged in the development and revision of curriculum guides.
5. A curriculum guide shall be maintained at each facility Education program.
6. The entry requirements for the adult vocational student shall include a standard high school diploma or its equivalent. Applicants must score at least NRS Level 4 in math and reading, and obtain a valid language score of the standard TABE assessment. Facilities may impose additional program entry requirements with the approval of the Director of Education.



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7. Completion of vocational competencies and exit examination programs shall result in the vocational course completion. Courses requiring external licensing certification may have an hour requirement in addition to the competencies and exit examination. Offenders must comply with the requirements of any program with external accreditation standards or regulations in addition to department requirements.
8. A vocational education offender scoring below 60% on the exit examination shall not be re-tested and shall be reclassified from the program. An offender scoring 60% or above but below 70% may re-test one time between 30 and 45 days from the date of the original test. An offender scoring 70% or above on the final examination has passed the test.
9. Once an offender, **who is not participating in the CPCT structure**, has completed all requirements for the vocational program, the teacher shall compute the number of attended class hours for the offender. The Site Manager - shall certify the computed class hours according to the following table:
  - a) Offenders completing a designated “A” program (Consisting of 1000 hours or more, i.e., Cosmetology, Barber School) shall receive a time cut of up to 180 days;
  - b) Offenders completing a designated “B” program (Consisting of 350 hours or more, [i.e., NCCER, Auto Tech, Culinary Arts AHLEI]) shall receive a time cut of up to 90 days;
  - c) Offenders completing a designated “C” program (Consisting of 275 hours or more, i.e., MSME-NCRC) shall receive a time cut of up to 60 days; and,
  - d) Offender completing a designated “D” program (Consisting of 125 hours or more, i.e., Logistics CLA/CLT, Business Tech-IC3) shall receive a time cut of up to 30 days.

The program designations shall be maintained by the Site Manager and the Director of Education.

10. Individuals authorized to participate in a Culinary Arts vocational program meal function shall be charged a fee as approved by the Warden.

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11. Offenders participating in the CPCT structure shall be eligible for credit time in accordance with IC 35-50-6.6-3 (j).

An offender's maximum amount of credit time may be the lesser of:

- a) Two years; or,
- b) One-third (1/3) of the offender's total applicable credit time.

Offenders participating in the CPCT structure will not have a specific amount of credit time applied at the completion of a program. The amount of credit time applied at each time cut review will be determined by how much educational credit time they are eligible for, divided evenly over the number of credit time reviews they will have before their EPRD. Credit time will only be applied at the designated time cut reviews:

- a) Sentences less than 6 years receive 3 reviews; and,
- b) Sentences greater than 6 years receive annual time cut reviews.

An offender's credit time review shall consist of a holistic review of their participation and progress toward completion of an individualized Case Plan. This includes but is not limited to progress and participation in educational programs, vocational programs, and any other rehabilitative goals set forth in the individualized Case Plan.

Reviews shall take place at the facility between the offender and their Case Manager. Documentation submitted shall be reviewed by the Unit Team Manager and the Central Office Classification Analysts. Final approval or denial shall be completed by Central Office Classification Analysts.

B. Education Equity and Opportunity:

1. Program participation shall be available to eligible offenders based on the:
  - a. Availability of a particular education program;
  - b. Ability of the offender;
  - c. Offender's interests and prior educational experiences;
  - d. Level of confinement;
  - e. Release date; and,
  - f. Conduct history.

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- 2. All qualified offenders shall have equal access to education programs regardless of race, disability, sex, age, color, national origin or ancestry, creed, religion, marital or parental status, disabled Viet Nam-era veteran status, political views, or any other legally protected classification.
  - 3. The facility education program shall forward copies of school transcripts, diplomas, certificates, licenses, or other earned credentials to educational institutions and potential employers upon written request by the offender.
- C. Technology, Facilities, Materials, and Services:
- 1. Academic or technical classrooms shall provide a safe environment conducive to learning. The Regional Coordinator shall establish criteria for adequate facilities, technology, materials, and services to complement the Education program and reflect current Education practices. Space shall be available for facility Education administrative offices and maintenance and storage of educational supplies and records.
  - 2. Educational testing and assessment by instructional staff shall be made available to offenders to ensure appropriate program placement. Scheduled educational counseling sessions shall be conducted for each offender to discuss program progress and achievements.
- D. Special Education:
- Offenders under age twenty-two (22) who are eligible for special education services as determined by the eligibility requirements set forth in 511 IAC 7 and subsequent rules shall receive educational and related services as determined by the student's Individual Education Plan (IEP).
- E. Youth Incarcerated as Adults Housed in DYS Facilities:
- Youths incarcerated as adults and housed in DYS facility shall have access to the school's normal offering of classes aligned to Indiana's General High School diploma. When appropriate, these youths shall be provided with the opportunity to take the High School Equivalency assessment when they have demonstrated readiness.
- F. Educational Programs for Offenders Housed In Restrictive Status Housing and Protective Custody:

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1. Offenders in protective custody and restrictive status housing that qualify shall be provided the opportunity to participate in appropriate educational programming.
2. Educational services provided to offenders in protective custody and restrictive status housing shall be fully documented.
3. Offenders in protective custody and restrictive status housing may be allowed to enroll in approved correspondence courses based upon the safety and security of the facility and the discretion of the Warden.
4. A re-enrollment procedure for school programs shall be established for offenders released from protective custody or restrictive status housing or who have been restricted or suspended from an educational program.

G. Post-Secondary Education Programs:

1. The offender shall obtain written permission from the Site Manager to participate in a correspondence academic post-secondary degree program. The offender is responsible for all expenses related to obtaining an Indiana post-secondary degree obtained through correspondence. No financial aid is available for distance classes, including correspondence.
2. Offenders shall not work toward post-secondary degrees above the Bachelor degree level.
3. The maximum class load for offenders in approved college correspondence program shall not exceed twelve (12) credit hours in spring and fall terms and six (6) credit hours during the offender's first term and summer terms.
4. Offenders enrolled in a college correspondence program shall meet facility and Department conduct eligibility standards and may be suspended until conduct eligibility has been reinstated.

VI. PROGRAM AUDITS:

All adult correctional education programs shall be assessed biennially (every two years) or as needed by Division of Education staff against stated objectives by qualified individuals, professional groups, and trade associations. The purpose of the assessment shall be for program

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planning, school improvement, and/or data-based accountability purposes in accordance with Department policies and administrative procedures.

The Director shall facilitate these audits and shall review the results of any audits at least annually, or on an as needed basis.

VII. APPLICABILITY:

This policy and administrative procedure is applicable to all Department facilities that provide academic and/or technical programs to adult offenders.

\_\_\_\_\_  
signature on file  
Robert E. Carter, Jr.  
Commissioner

\_\_\_\_\_  
Date