
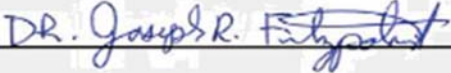


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POLICY NUMBER: 24.5		
CHAPTER 24: ADMINISTRATION OF PROGRAMS AND SERVICES		
	STATE of MAINE DEPARTMENT OF CORRECTIONS Approved by Commissioner: 	PROFESSIONAL STANDARDS: See Section VII
	EFFECTIVE DATE: February 1, 2002	LATEST REVISION: September 5, 2018

I. AUTHORITY

The Commissioner of Corrections adopts this policy pursuant to the authority contained in 34-A M.R.S.A. Section 1403.

II. APPLICABILITY

All Departmental Adult Facilities

III. POLICY

The Department provides academic, vocational/technical, and workforce education to assist prisoners in gaining skills for productive and practical work experiences while within the correctional setting and to promote a successful reentry into the community upon release.

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V. ATTACHMENTS

[Attachment A: GED/HiSET Inquiry Form](#)

VI. PROCEDURES

Procedure A: Prisoner Education Programs, General

1. The Commissioner, or designee, shall provide a comprehensive education program that is available to all prisoners who are eligible, which shall include the following:
 - a. educational philosophy and goals;
 - b. communication skills;
 - c. general education;
 - d. basic academic skills;
 - e. High School Equivalency Test (HiSET® exam) preparation;
 - f. special education;
 - g. vocational/technical education;
 - h. workforce training, such as WorkReady™ training;
 - i. post-secondary education; and
 - j. other education programs as dictated by the needs of the prisoner population.
2. In addition, literacy classes, post-secondary and career transition classes, life skills, consumer skills, parenting skills, and enrichment classes, etc. may be offered.
3. The Department's Correctional Programs Strategic Plan shall incorporate the Department's educational philosophy, values, goals, and the above education programs, which shall be reviewed and updated every three years in consultation with facility Chief Administrative Officers, or designees, facility education and other program staff, and other applicable staff.
4. State agencies and local businesses, industries, and trade groups may be consulted concerning workforce development programs to provide opportunities to prisoners in academic and/or vocational/technical education programs.
5. Adult education organizations, post-secondary schools, and professional education organizations may be consulted regarding ongoing development of academic education programs.
6. Vocational training programs shall be integrated with academic programs and shall be relevant to the vocational needs of prisoners and to employment opportunities in the community.
7. Education technology access and use of computers and/or access to the internet for educational purposes shall be in accordance with Department Policy (AF) 24.10, Prisoner Use of Computers and/or Access to the Internet.

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8. Education program audits shall be conducted to meet internal and external requirements either by an internal audit as set forth in Department Policy 1.5.1, Correctional Operations Assessments, or by external auditors.

Procedure B: Management of Prisoner Education Programs

1. The Department’s Correctional Education Manager is responsible for the overall management of education programs for prisoners including, but not limited to, the following duties:
 - a. coordinating the strategic planning process for education programs as part of Department’s Correctional Programs Strategic Plan;
 - b. providing oversight for the development and delivery of all education programs, curricula, methods and materials;
 - c. ensuring that academic and vocational education programs are recognized, certified, or licensed by the Maine Department of Education, the Maine Department of Labor, or a trade association, e.g., Maine Restaurant Association;
 - d. ensuring the review of the written, standardized, and competency-based curricula used and determining if they are supported by appropriate materials and classroom resources and are consistently offered throughout the Department;
 - e. monitoring and evaluating educational programs to ensure programmatic consistency and regulatory and statutory compliance;
 - f. preparing and managing the educational budget, grants, contracts, etc.;
 - g. developing inter-agency partnerships and ensuring the Department is represented on applicable state education and other education-related advisory committees, task forces, etc.;
 - h. overseeing data collection and reporting on required educational data, e.g., prisoner educational achievement, prisoner educational needs, use of resources, etc., to the Maine Department of Education, Maine Department of Labor, and/or other state and federal agencies; and
 - i. assessing departmental education program needs based upon prisoner risk, needs, and responsivity factors.

2. The facility administrator in charge of programs is responsible for, but not limited to, the following:
 - a. supervising education staff in the implementation and delivery of prisoner education programs;
 - b. coordinating and developing the facility educational goals and objectives with facility education staff at least every three (3) years for inclusion into the Department’s Correctional Programs Strategic Plan;
 - c. ensuring that academic and vocational training programs are evaluated at least every three (3) years against stated objectives by qualified individuals,

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professional groups, and/or trade associations to ensure programmatic compliance and fidelity; and

d. assessing facility program needs based on prisoner risks, needs, and responsiveness factors.

3. The facility Correctional Education Program Coordinator (FCEPC) is responsible for, but not limited to, the following:

a. coordinating the day-to-day operation of facility education programs;

b. maintaining practices for the management of prisoners while in education programs, including prisoner behavior;

c. planning, developing, coordinating, instructing, and evaluating vocational and educational programs available to prisoners;

d. establishing performance measures and evaluating program effectiveness;

e. directing and overseeing academic staff development, school support programs, and school/community relations;

f. ensuring compliance with grant and project fund requirements;

g. coordinating education programs to include:

1) scheduling education programs when the majority of prisoners can participate;

2) allowing for flexible scheduling that permits prisoners to enter adult basic education, special education and HiSET preparation at any time and to proceed at their own learning pace;

3) establishing waiting lists for programs that do not have vacancies.

h. coordinating with other services to provide instruction in functional social skills;

i. developing and revising curricula;

j. aiding staff, volunteers and/or student interns tasked with implementing or supporting curricula;

k. teaching and/or substitute teaching, as needed;

l. prioritizing referrals based on risk level, prisoner need, earliest possible release date, deportation and citizenship status, and availability of program resources; and

m. providing formal recognition of specific accomplishments as an incentive for educational and/or vocational participation by

1) awarding certificates of completion for prisoners who successfully complete educational programs; and

2) arranging for graduation ceremonies each semester for prisoners who successfully complete an educational program, receive a high school diploma equivalency, or receive a post-secondary degree, which may be attended by visitors who have been approved as set forth in

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Department Policy (AF) 21.4, Prisoner Visitation provided that visitor attendance at the ceremony is approved by the facility Chief Administrative Officer.

4. Facility teachers are responsible for, but not limited to, the following duties:
 - a. preparing lesson plans in accordance with curricula;
 - b. instructing classes and evaluating student progress;
 - c. developing an Individual Learning Plan (ILP) that meets the individual prisoner's needs, interests, and abilities to help prepare him or her for educational or career pathways upon release;
 - d. reporting on required educational data, e.g., prisoner educational achievement, prisoner educational needs, testing scores, etc., in CORIS and/or MaineSTARS, and/or to other state and federal agencies, as applicable; and
 - e. maintaining required certification through continuing professional development.

Procedure C: Access to Education Programs

1. Prisoners shall be informed of available academic, vocational and other education programs and eligibility criteria during the facility orientation and periodically thereafter by their case managers.
2. Program participation shall be available to eligible prisoners based on the following criteria:
 - a. availability of the education program;
 - b. completion of any educational prerequisites;
 - c. ability and needs of the prisoner;
 - d. prisoner's interest;
 - e. custody level and housing status;
 - f. individualized case plan, including the Individual Learning Plan (ILP) or Individual Education Plan (IEP) or 504 plan, as applicable; and
 - g. earliest possible release date.
3. Priority for placement in a program shall be given to prisoners based on relevant factors, including, but not limited to, a prisoner's individualized need, earliest possible release date, and time required for completion of the program.
4. Whenever possible, provision is made to meet the educational and vocational needs of prisoners who require special placement because of physical, mental, emotional, or learning disabilities.

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5. Prisoners who have been restricted or suspended from an educational program shall be allowed to restart or continue the program, if approved by the facility Chief Administrative Officer, or designee.
6. Unless determined otherwise by the Unit Management Team due to safety and security concerns, a prisoner in restrictive housing who is otherwise eligible for education programs shall be allowed to participate in an appropriate education program while in restrictive housing.
7. A prisoner in a restrictive housing unit who is otherwise eligible for education programs may be allowed to enroll in a correspondence course if approved in writing by the facility Chief Administrative Officer, or designee.

Procedure D: Educational Screening, Assessment and Evaluation

1. The prisoner’s intake case manager shall attempt to determine the prisoner’s highest education level attained, including if the prisoner has a high school diploma or equivalency or a post-secondary degree.
2. If the prisoner reports that the last grade completed is less than high school diploma or equivalency, there is no need to verify the education level completed.
3. If the prisoner reports having a high school diploma or higher education, this may be verified through prior Departmental records, documentation provided by the prisoner, or verbal or written confirmation from the issuing authority, the prisoner’s probation officer, or Long Creek Youth Development Center.
4. If the prisoner reports having a high school equivalency diploma, this may be verified through prior Departmental records, documentation provided by the prisoner, or verbal or written confirmation from the prisoner’s probation officer.
5. If unable to verify a high school equivalency in one of these ways, the prisoner’s intake case manager shall initiate the GED/HiSET Inquiry Form (Attachment A) and forward the form to the Department’s Correctional Education Manager, or designee, who shall attempt to confirm high school equivalency with the Maine or another state’s Department of Education, as applicable. The Department’s Correctional Education Manager, or designee, shall return the completed form to the case manager assigned to the prisoner at that time.
6. The prisoner’s highest education level and method of verification (if verification is required) shall be documented in CORIS in the Education tab by the prisoner’s case manager.
7. If the verification process is required but not completed prior to the prisoner transferring to another facility or another housing unit, the sending case manager shall notate this in CORIS, including all efforts made to verify the education level. The new case manager shall assume responsibility to verify and document education attainment.

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8. If the prisoner reports a less than high school education, the intake case manager shall refer the prisoner to facility education staff for an assessment and note the referral in CORIS.
9. If the prisoner reports having a high school diploma or higher education and the case manager is unable to verify this, then the case manager shall refer the prisoner to facility education staff for an assessment and note the referral in CORIS.
10. If the prisoner reports a high school equivalency diploma, the case manager is unable to verify this, and the Department Correctional Education Manager, or designee, is unable to confirm this within sixty (60) days of the completion of the GED/HiSET Verification Form, the case manager shall refer the prisoner to facility education staff for an assessment and note the referral in CORIS.
11. Assessment for and participation in an appropriate education program is required for any prisoner without a verified high school diploma or equivalency unless exempted by the prisoner's Unit Management Team because of advanced age, terminal illness, lack of time remaining on sentence, etc. Any exemption and the reason(s) for it shall be noted in CORIS.
12. If an assessment is to be conducted because the prisoner is without a verified high school diploma or equivalency, the facility education staff shall complete a Department of Education Maine Adult Education Learner Intake Form and enter that information in MaineStars and maintain a copy in the prisoner's education file.
13. Facility education staff shall also have the prisoner complete a Comprehensive Adult Student Assessment Systems (CASAS) assessment test to assess adult basic reading, math, listening, writing, and speaking skills and interpret the results to determine placement in the appropriate program and instructional level. The staff shall enter the results in CORIS.
14. Facility education staff shall complete a Department of Education Maine Adult Education Learner Intake Form and enter that information in MaineStars and maintain a copy in the prisoner's education file for any prisoner who requests to be admitted to an education program.
15. Appropriate standardized testing or other additional assessments shall occur whenever facility education staff determines it is necessary or as required by academic program requirements.
16. Facility education staff shall provide academic and/or vocational advising based upon screenings, assessments, and evaluations to all eligible prisoners who request to be admitted to an education program or who are required to participate in an education program.
17. Facility education staff shall develop an Individual Learning Plan (ILP) with participation from the prisoner to include, but not be limited to:

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- a. objectives based on personal interests with clear outcomes for education, career and life;
 - b. short-term and long-term goals, as well as educational outcomes with strategies for reaching goals and objectives;
 - c. documentation of educational progress; and
 - d. identification of any support services required to enhance prospects for success.
18. Facility education staff shall communicate the ILP to the prisoner's assigned case manager to ensure that it is referred to in the prisoner's individualized case plan.
19. The prisoner's case manager, in consultation with the facility education staff, shall update the ILP in the prisoner's individualized case plan, if needed, at the prisoner's case plan monitoring and review meeting as set forth in Department Policy (AF) 23.4, Assessment and Case Management.
20. Based on the criteria in Procedure C, the facility education staff shall place the prisoner in the appropriate education program or on the appropriate education program waitlist until space is available.
21. If a prisoner is waitlisted, the facility education staff shall identify and assign appropriate individualized assignments for the prisoner to complete while awaiting program placement.

Procedure E: Prisoner Education Programs Other than Post-Secondary

1. The following programs shall be provided to eligible prisoners at no cost:
- a. Adult Basic Education (ABE) shall be available for prisoners whose educational achievement corresponds to and falls within grade levels one (1) through eight (8) or who have a high school diploma or equivalency, but need developmental courses to prepare for post-secondary education;
 - b. High School Equivalency (HiSET®) preparation shall be available for prisoners who do not have a high school diploma or equivalency and are ready for preparation for HiSet testing, which shall also be provided at no cost;
 - c. technical/vocational education shall be available for eligible prisoners as set forth in Department Policy (AF) 25.1, Prisoner Work Opportunities, to assist teaching essential skills to prepare prisoners for employment;
 - d. special education shall be available for prisoners through age twenty (20) who are eligible for educational and related services as determined by the eligibility requirements set forth in the Individuals with Disabilities Education Act (IDEA) and related federal and state regulations and as determined by his or her Individual Education Plan (IEP) or 504 plan;
 - e. employment readiness and workforce training shall be available for eligible prisoners needing relevant job skills to prepare them for the workforce; and

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- f. literacy classes, post-secondary and career transition classes, life skills, consumer skills, parenting skills, and enrichment classes, if available.

Procedure F: Post-Secondary Education

1. On-site post-secondary education, including, vocational/technical services, career and technical education (CTE) or certificate or diploma programs and post-secondary associate and/or bachelor degree programs may be offered to eligible prisoners.
2. College programs provided at Department facilities shall meet all standards established by the college for similar programs offered to students in the community.
3. Facility education staff shall have a prisoner who is applying to college complete an Accuplacer assessment to assess college readiness. The staff shall enter the results in CORIS and discuss the results with the prisoner and, if needed, make recommendations for improving scores.
4. A prisoner may enroll in a post-secondary course with written approval from the facility Chief Administrative Officer, or designee.
5. The prisoner is responsible for tuition and other expenses for any post-secondary education, which may be obtained through other sources, e.g., financial aid, scholarships, grants, etc.
6. All incoming materials and items from post-secondary institutions must conform to all relevant Departmental policies, including but not limited to, Department Policy (AF) 21.2, Prisoner Mail, and must pass a security inspection prior to being allowed to the prisoner.

Procedure G: Education Records

1. The maintenance of, access to and distribution of prisoner education records, whether paper or electronic, shall be in compliance with Departmental policy, state and federal law.
2. Facility education staff shall document in CORIS the following information on prisoners, but not limited to, program enrollment, program enrollment completion, CASAS Scores, HiSET Scores, Accuplacer scores, as applicable.
3. Facility education staff shall document in MaineSTARS (Secure Transparent AdultED Reporting system) the following information on prisoners, but not limited to, intakes, CASAS Scores, attendance, HiSET Scores, etc., as applicable.
4. At least fourteen (14) days prior to a prisoner’s release, facility education staff shall ensure that the prisoner’s education records in CORIS and/or MaineStars are accurate and complete. If necessary, facility education staff shall update those records at the time of the prisoner’s release.

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5. No later than seven (7) days after a prisoner's transfer to another Department facility, the sending facility education staff shall ensure that the prisoner's education records in CORIS and/or MaineStars are accurate and complete.
6. Facility education staff shall forward copies of school transcripts, diplomas, certificates, licenses or other Departmental earned credentials to educational institutions and potential employers upon written request from the prisoner.

Procedure H: Educational Staff Credentials, Professional Development and Evaluation

1. All academic and vocational education staff shall be certified by the Maine Department of Education, or meet certification as required by the college for instructors of college courses, as applicable.
2. Education staff may be allowed to attend training, professional development, conferences, workshops, etc. to maintain his or her teacher certification and/or for professional development as set forth in Department Policy 4.5, Staff Development.
3. The facility administrator in charge of programs, or designee, shall coordinate staff meetings for facility correctional education staff on a regular basis, at least every sixty (60) days, with an agenda and minutes provided to facility education staff and to the Department Correctional Education Manager.
4. All education staff shall be evaluated in accordance with the guidelines set forth in the State of Maine Human Resources Performance Management System.
5. The facility administrator in charge of programs shall include direct observation of staff in the performance evaluation of instructional delivery and/or other assignments.
6. Education staff shall be qualified and evaluated in a way that is similar to staff in local public schools.

VII. PROFESSIONAL STANDARDS

ACA

ACI

[4-4464](#)
[5-7B-4464](#)

Written policy, procedure, and practice provide for a comprehensive education program available to all inmates who are eligible that includes the following:

- educational philosophy and goals
- communication skills
- general education
- basic academic skills
- GED preparation
- Special education

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- Vocational education
- Postsecondary education
- Other education programs that are consistent with the needs of the institutional and inmate population

[4-4466](#)
[5-7B-4466](#)

There is a written, standardized, competency-based curriculum supported by appropriate materials and classroom resources.

[4-4467](#)
[5-7B-4467](#)

Vocational training programs are integrated with academic programs and are relevant to the vocational needs of the inmate population and to employment opportunities in the community. For reception and diagnostic centers, the standard only applies as follows:

1. To reception and diagnostic centers with an average offender length of stay of 90 days or longer
2. To reception and diagnostic centers with a cadre of offenders who are expected to serve more than 90 days of confinement within the facility or for those sentenced offenders awaiting transfer to another facility whose stay exceeds 90 days.

[4-4469](#)
[5-7B-4469](#)

The institution uses business, industry, and community resources in developing academic and/or vocational education programs for selected inmates.

[4-4470](#)
[5-7B-4470](#)

[Written policy, procedure, and practice provide that the academic and vocational education programs are recognized, certified, or licensed by the state department of education or other recognized agency having jurisdiction. Programs up to the completion of high school and/or the GED are available at no cost to inmates.](#)

[4-4471](#)
[5-7B-4471](#)

Written policy, procedure, and practice provide for a system whereby the academic and vocational training programs are assessed against stated objectives by qualified individuals, professional groups, and trade associations; this assessment is done at least every three years.

[4-4472](#)
[5-7B-4472](#)

All academic and vocational education personnel are certified by a state department of education or other comparable authority.

[4-4473](#)
[5-7B-4473](#)

Academic and vocational personnel policies and practices are comparable to local jurisdictions or other appropriate jurisdictions.

[4-4474](#)
[5-7B-4474](#)

Written policies, procedure, and practice provide for a system of academic and vocational counseling as well as initial screening, assessment, and evaluation to determine each inmate's educational needs.

[4-4475](#)
[5-7B-4475](#)

Provision is made to meet the educational and vocational needs of inmates who require special placement because of physical, mental, emotional or learning disabilities.

[4-4476](#)
[5-7B-4476](#)

The educational program allows for flexible scheduling that permits inmates to enter at any time and to proceed at their own learning pace.

[4-4477](#)
[5-7B-4477](#)

Written policies, procedure, and practice provide that comprehensive education programs are available to all eligible inmates at a time when the majority can take advantage of the programs.

[4-4478](#)
[5-7B-4478](#)

The education programs coordinates with other institutional services to provide instruction in functional social skills.

[4-4479](#)
[5-7B-4479](#)

Written policies, procedure, and practice govern the maintenance and handling of educational/vocational records. Students' rights to privacy and confidentiality in accordance with state and federal law should be maintained.

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[4-4480](#)
[5-7B-4480](#)

Written policies, procedure, and practice provide incentives for educational and/or vocational participation and formal recognition of specific accomplishments.

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