

Self-Evaluation Report Instructions



***Sunset Advisory Commission
June 2023***

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Windham School District Self-Evaluation Report

Note: Windham uses the term “resident” to refer to an individual who is incarcerated. The terms “resident” and “inmate” and “offender” refer to an individual who is incarcerated and are interchangeable for the purpose of this document. The term “student” refers to a resident/inmate/offender who is enrolled in a Windham School District (Windham or district) program, and “patron” refers to individuals visiting the prison libraries.

Note: A school year is equivalent to September 1- August 31.

I. Agency Contact Information

Please fill in the following chart.

Windham School District Exhibit 1: Agency Contacts

	Name	Address	Telephone & Fax Numbers	Email Address
Agency Head	Kristina J. Hartman	Windham School District P. O. Box 40 Huntsville, TX 77342-0040	(936) 291-5303 Fax: (936) 436-4031	Kristina.hartman@wsdtx.org
Agency's Sunset Liaison	Danielle Nicholes	Windham School District P. O. Box 40 Huntsville, TX 77342-0040	(936) 291-5392 Fax: (936) 436-4031	Danielle.nicholes@wsdtx.org

Table 1 Exhibit 1 Agency Contacts

II. Key Functions and Performance

Provide the following information about the overall operations of your agency. More detailed information about individual programs will be requested in Section VII.

A. Provide an overview of your agency’s mission, objectives, and key functions.

Mission: The mission of the Windham School District, in partnership with its stakeholders, is to provide quality educational opportunities.

Statutory Goals:

- (1) reduce recidivism;
- (2) reduce the cost of confinement or imprisonment;
- (3) increase the success of former inmates in obtaining and maintaining employment; and
- (4) provide an incentive to inmates to behave in positive ways during confinement or imprisonment. (Tex. Educ. Code § 19.003)

Strategic Goals:

Developed by the Windham Strategic Planning Committee, July 2019. Windham will:

- (1) provide high-level instruction and develop critical thinking through guided curriculum;
- (2) recruit and retain highly qualified teachers and staff;
- (3) improve and promote effective communication;
- (4) integrate and enhance technology; and
- (5) facilitate meaningful employment of students.

B. Do your key functions continue to serve a clear and ongoing objective? Explain why each of these functions is still needed?

Windham's key functions continue to serve the following ongoing objectives:

- (1) reduce recidivism;
- (2) reduce the cost of confinement or imprisonment;
- (3) increase the success of former inmates in obtaining and maintaining employment; and
- (4) provide an incentive to inmates to behave in positive ways during confinement or imprisonment. (Tex. Educ. Code § 19.003)

These functions are still needed for the following reasons:

- Windham provides academic, career and technical education and life skills programs to eligible students within the Texas Department of Criminal Justice (TDCJ). Windham serves a unique population of individuals who are incarcerated and working towards developing career pathways and completing educational goals. Difficulties experienced by those who did not complete high school and/or skills training do not disappear with age or incarceration. As past experiences with academic success are often limited or nonexistent, each educational accomplishment empowers students to transition their lives. The district's ultimate goal is to better equip students to reenter the workforce within their communities.
- Description of the typical Windham student:
 - History of academic challenges;
 - Dropped out of high school in the 9th grade;
 - Functions at the 5th grade level upon entry;
 - Average age of 33; and
 - In need of skills training and communication strategies.
- Education is shown to reduce recidivism. Residents require access to educational programs to address their individual needs to gain the skills necessary to promote a positive transition upon reentry.
- A 2013 study by the RAND [Corporation, "Evaluating the Effectiveness of Correctional Education,"](#) shows the individuals who participate in educational programs in prison are 28% less likely to return to incarceration and for every dollar spent on correctional education, there is a three to five dollar return on investment. For every 1% reduction in recidivism, the state saves 12.2 million dollars.

- During school year (SY) 2021-22, Windham provided educational services to 48,955 students.
- During SY2021-22, TDCJ had an average population of 118,771 residents. Of those, an average of 111,622 were on TDCJ-operated facilities where Windham services were present. From this population, Windham served the highest-priority students as resources allowed, based upon their ages, community reentry dates and educational needs.

With respect to the harm that would come from no longer performing the functions, it is anticipated that all four statutory goals would be negatively impacted. The recidivism rate would likely increase, along with the resources needed to imprison a larger number of individuals; former TDCJ residents would be less likely to obtain and maintain employment and would be less likely to exhibit positive behavior during incarceration. Community workforce gaps would increase with the reduction of technical training programs.

C. Does your agency's enabling law continue to correctly reflect your mission, objectives, and approach to performing your functions?

The overall intent of the goals is still effective. Windham recommends updating the terminology in statute to accurately reflect current practitioner recommendations in the correctional setting. This includes changing "inmate" to "student."

D. Have you previously recommended changes to the Legislature to improve your agency's operations? If so, briefly explain the recommended changes, whether or not they were adopted, and if adopted, when.

Windham has recommended changes related to occupational licensing to include allowing students and graduates to apply for licenses prior to reentry to prevent delay in working in the field of training. The recommendation was adopted in the 88th legislative session in House Bill 3743, effective September 1, 2023.

During the 88th legislative session, Windham recommended codifying certain Windham retirees' eligibility for Employee Retirement System (ERS) health insurance in an effort to retain and recruit educators. Recommended changes were adopted in House Bill 3813, effective September 1, 2023.

E. Do any of your agency's functions overlap or duplicate those of another local, state, or federal agency? Explain if, and why, each of your key functions is most appropriately placed within your agency. How do you ensure against duplication with other related agencies?

Overlap and duplication has been identified with the TDCJ Rehabilitation Programs Division (RPD) related to the provision of career and technical education through contracts with colleges and peer-led life skills courses.

College vocational certificate courses often contain the same objectives, content and industry-based certifications. In order to avoid duplication, Windham and RPD communicate to ensure that the same courses are not offered at the same location and are working to develop prior

learning agreements. These agreements would allow Windham students to advance to postsecondary education programs of higher levels following award of college credit for Windham course completions.

The TDCJ cognitive life skills courses are primarily peer-led by resident life coaches, whereas Windham's programs are facilitated by certified teachers and often target different students. The resident population has responded positively to both instructional models.

As a school district, Windham is statutorily required to employ certified educators. Certified educators facilitate the delivery of instruction and movement from adult secondary to postsecondary education programs. Windham has several dual credit agreements with colleges and works collaboratively with postsecondary institutions to facilitate student progress to higher education.

The 2023 Biennial Evaluation and Report indicated that students who complete Windham's Cognitive Intervention Program are 39.1% less likely to recidivate. In addition, 78% of students who completed career and technical education programs, and reported wages, secured at least one job in their field of training, based on Texas Workforce Commission data.

F. In general, how do other states carry out similar functions?

The following information was obtained from the Journal of Correctional Education entitled *The Organization of Correctional Education Services* (December 2007):

- There are multiple major types of correctional education organizations: Traditional or decentralized, bureau, correctional school district (CSD) and integral education. The three most modern models include decentralized, bureau and CSD. In many states, the correctional education programs are overseen by institutional administration, state correctional education directors or a superintendent. This means that programs are administered by a central governing body within the state's Department of Corrections or are administered through central offices within the Department of Education or an independent governing body. Correctional education services can also be contracted out to community colleges, school districts or charter schools. Each model of organization differs in a number of areas to include funding, the hiring of instructors and curriculum.

The following information was obtained from the Journal of Correctional Education entitled *Correctional Education: Characteristics of Academic Programs Serving Incarcerated Adults* (March 2004):

- Generally, correctional education programs typically follow standards-based curriculum and services, in the following areas:
 - Adult education literacy skills (reading, writing, language, calculating, speaking, listening and problem solving)
 - High School Diploma or equivalency
 - English as a Second Language (ESL)
 - Career and technical education
 - Life skills

- Supplemental services
 - Special education
 - Title I
- Postsecondary education programs
- Many correctional education programs embed computer-based instruction and tutorials to elevate students' retention of information and increase their academic gains. Programs that utilize instruction based on individualized needs have seen significant positive effects for students and their testing scores.
- Correctional education programs are regulated and impacted by mandatory education laws, carried out on a state-by-state basis. Many states require students to attend mandatory education programming for a specific period of time when they score below a certain level on standardized testing.

G. Discuss any changes that could impact your agency's key functions in the near future (e.g., changes in federal law or outstanding court cases).

Digital Equity Act – Administered by the Department of Commerce's National Telecommunications and Information Administration (NTIA)

- The NTIA will administer approximately \$48 billion through four programs that drive high-speed internet access, affordability and adoption:
 - Broadband, Equity, Access and Deployment
 - Digital Equity
 - Tribal
 - Middle Mile
- The Digital Equity Act focuses on addressing needs of “covered populations” as defined by statute:
 - Low-income households
 - Aging populations
 - **Incarcerated individuals**
 - Veterans
 - People with disabilities
 - People with language barriers
 - Racial and ethnic minorities
 - Rural inhabitants

Pell grants were reinstated for people in state and federal prisons on July 1, 2023. This will provide additional access for students to complete postsecondary education programs. Windham anticipates the expansion of dual credit programs, followed by postsecondary enrollment in associates degree programs after students' completion of high school. Increased collaboration with colleges as they expand to additional campuses will benefit Windham students.

H. Overall, how does the agency measure its effectiveness in carrying out its objectives?

The agency measures its effectiveness in carrying out objectives in multiple ways including

- In accordance with Chapter 19, Section 19.0041 of the Texas Education Code, the district compiles a biennial evaluation report on program effectiveness.
- District and campus improvement plans are developed that outline goals, objectives and strategies. These items are reviewed quarterly and annually through formative and summative assessments.
- The district and campuses receive an accountability rating each year based on set performance measures, defined by the Texas Education Agency (TEA).
- Campus audits are conducted to monitor and assess compliance.
- The district provides quarterly and annual performance measure reports to the Texas Education Agency for distribution to the Legislative Budget Board.
- The district provides annual performance measure reports to the Texas Workforce Investment Council.
- External stakeholders visit campuses across the district to provide program feedback.
- Internal focus groups provide recommendations to the superintendent for consideration and possible implementation.

In the following chart, provide information regarding your agency’s key performance measures, including outcome, input, efficiency, and explanatory measures. Please provide both key and non-key performance measures set by the Legislative Budget Board as well as any other performance measures or indicators tracked by the agency. (Numbers are for reference in Section VII)

**Windham School District
Exhibit 2: Performance Measures — Fiscal Year 2022**

Key Performance Measures	Dataset Reference Number* (if applicable)	Calculation (if applicable)	FY 2022 Target	FY 2022 Actual Performance	FY 2022 % of Annual Target
# Contact Hours Received by Inmates within the Windham School District	N/A	Contact hours earned for current SY	12,121,455	7,687,701	63.4%

Key Performance Measures	Dataset Reference Number* (if applicable)	Calculation (if applicable)	FY 2022 Target	FY 2022 Actual Performance	FY 2022 % of Annual Target
Number of Offenders Earning a HS Equivalency or HS Diploma (Cumulative)	N/A	Total number of students who earned HSE/HSD during the current SY	4,000	1,720	43%
Number of Students Served in Academic Training – Windham	N/A	Total number of students served in an academic course	56,700	42,614	75%
Number of Students Served in Career and Technical Training – Windham	N/A	Total number of students served in CTE course	18,100	12,775	70.5%
Number of Career and Technical Industry Certs Earned – Windham	N/A	Total number of industry certifications earned by students	26,800	17,634	66%
Average Cost Per Contact Hour in the Windham School District	N/A	Cost per contact hour	\$4.48	\$7.34	163.83%
Percent of Incarcerated Students who Complete Literacy Level	N/A	Percent of students who earned an HSE/HSD or made an NRS level gain	56.2%	55.59%	99%
% Offenders Released During the Year Served by Windham	N/A	Number of residents released from TDCJ during SY2022 that were served in Windham education	71.3%	73.58%	103%
% Students Earning a High School Equivalency or Diploma – Windham	N/A	Percent of students who earned an HSE/HSD	84.5%	83.4%	98.6%
% Career and Technical Course Completions – Windham	N/A	Percent of students who completed at CTE course	86.1%	86.4%	100%

Table 2 Exhibit 2 Performance Measures

I. Please list all key datasets your agency maintains and briefly explain why the agency collects them and what the data is used for. Is the agency required by any other state or federal law to collect or maintain these datasets? Please note any “high-value data” the agency collects as defined by Texas Government Code, Section 2054.1265. In addition, please

note whether your agency posts those high-value datasets on publicly available websites as required by statute, and in what format.

**Windham School District
Exhibit 3: Key Datasets**

Dataset Reference Number	Dataset Name	Description of Data	Data Maintained By	Hyperlink (if publicly available)	Legal Prohibition to Disclosure Y/N
	Inmate Education Information Management System (IEIMS)	All student attendance data	Windham		Y
	Windham Achievements	All student achievement data including High School Equivalency, High School Diploma, course achievements, and industry certifications earned	Windham		Y

Table 3 Exhibit 3 Key Datasets

III. History and Major Events

Provide a timeline of your agency’s history and key events, including

- **the date your agency was established;**
- **the original purpose and responsibilities of your agency; and**
- **major changes in responsibilities or statutory authority.**

Also consider including the following information if beneficial to understanding your agency

- **changes to your policymaking body’s name or composition;**
- **significant changes in state/federal legislation, mandates, or funding;**
- **significant state/federal litigation that specifically affects your agency’s operations; and**
- **key changes in your agency’s organization (e.g., the major reorganization of the Health and Human Services Commission and the Department of State Health Services’ divisions and program areas, or the Legislature moving the Prescription Monitoring Program from the Department of Public Safety to the Texas State Board of Pharmacy).**

The Windham School District (Windham) was established by the authority of Senate Bill 35, passed into law by the 61st Texas Legislature to be effective for the school year 1968-69 and thereafter. The original purpose/responsibility of the district was to establish and operate schools at the various facilities of the Texas Department of Corrections. Windham was reauthorized in 1995.

The Texas Board of Criminal Justice serves as the Board of Trustees for the Windham School District. The nine-member Board is appointed by the governor to oversee TDCJ, which provides confinement, supervision, rehabilitation and reintegration of the state's convicted felons. The board members, who are appointed for staggered, six-year terms, are responsible for hiring the executive director of the department and setting rules and policies which guide the agency. As the Board of Trustees for Windham, they are also responsible for providing general oversight and the hiring of the district's superintendent.

1969

61st Texas Legislature passed into law Senate Bill 35, establishing Windham School System. The Department of Corrections was authorized to establish and operate schools at various prison units. The schools were open to all residents who were not high school graduates. The Board of Corrections appointed Dr. Lane Murray as the superintendent (the first superintendent in a correctional institute and the first female superintendent in a school district in Texas).

1971

HB 279, 62nd Texas Legislature, moved the above statute to Chapter 29 in the Education Code. No substantive changes were made.

1974

Windham School System employed a staff of 198, serving a TDCJ population of 16,833 on 14 units.

1976

Windham was the first corrections education system to receive accreditation from a regional accreditation association (Southern Association of Colleges and Schools [SACS]).

1979

Windham employed a staff of 376, serving a TDCJ population of 26,522 on 17 units.

1988

Windham employed a staff of 569, serving a TDCJ population of 39,525 on 28 units.

1990

Windham committed to the full-scale implementation of Computer-Assisted Instruction.

1992

Windham employed a staff of 871, operated 35 schools and provided educational services for 38,448 students. TDCJ operated 54 units with a population of 60,467. The school system was funded under Article III, Item 17 of the General Appropriations Act and a contact hour rate for funding was established.

Mid 1990's

In the mid-1990s, the TDCJ experienced a rapid expansion of its facilities. The legislature increased Windham funding to accommodate the expansion.

1993

The Changing Habits and Achieving New Goals to Empower Success life skills program began as a prerelease program to better prepare residents for release.

Schools Behind Bars: Windham School System and Other Prison Education Programs, a performance review of the District by the Texas State Comptroller was published in 1993.

1994

Windham employed a staff of 1,459, operated 46 schools and provided educational services for 44,284 students. TDCJ operated 66 units with a population of 97,276. Windham established regional offices.

1995

Through Senate Bill 1, the 74th Texas Legislature moved the statute to Chapter 19, reauthorized the school system, and established the name “Windham School District.” Earlier provisions were kept intact and the following provisions were added:

- Established the school started by the Board in 1969, as a “school district, and entity separate and distinct from the Texas Department of Criminal Justice”;
- Listed the goals of the district;
- Prohibited the district from imposing a tax;
- Expanded the eligibility requirements for residents;
- Established the best 180 of 210-day criteria for cost allocation;
- Expressly provided that district employees are not state employees;
- Established the 220 and 226 workday requirements;
- Required that teachers be certified as in other school districts;
- Authorized participation in the Teachers Retirement System, workers compensation and Employee’s Retirement System benefits;
- Required a strategic plan be filed; and
- Required coordination with the Texas Workforce Board, Health and Human Services Commission and others to achieve the goals listed in the statute.

1996

The district implemented the Cognitive Intervention Program, a program developed with the National Institute of Corrections to assist residents in adjusting their criminal thinking patterns.

1997

In a five-year period (school years 1992-93 to 1996-97), the number of Windham school campuses doubled from 43 to 86; the number of students served increased to 70,829.

During this same five-year period of time, TDCJ’s population increased from 60,467 residents on 54 units to 148,467 residents on 113 units. [Note: TDCJ figures are a snapshot taken on December 31 of the respective years. Resident counts include residents housed on private facilities and contract lease beds. Facility counts include private facilities and contract lease beds.]

1999

The district restructured career & technical education courses for female students, adding new programs. Texas Education Code, § 19.005 was amended (effective September 1, 1999) to allow the district, to the extent space was available, to offer programs or services to residents who were high school graduates.

2000

Texas Criminal Justice Policy Council conducted a study and published a series of four reports:

- (1) *An Overview of the Windham School District*;
- (2) *Educational Achievement of Inmates in the Windham School District*;
- (3) *Impact of Educational Achievement of Inmates in the Windham School District on Post-Release Employment*; and
- (4) *Impact of Educational Achievement of Inmates in the Windham School District on Recidivism*. A Select Committee on the Windham School District produced a report entitled “*Interim Report to the 77th Texas Legislature*.”

2001

Windham introduced “Perspectives and Solutions,” a program designed to assist residents adjust as they entered a correctional environment. Additionally, the district implemented the Parenting program. The Texas Education Agency conducted a Title I Program Monitoring review.

2003

Windham employed a staff of 1,487 (plus 135 Project RIO [Re-Integration of Offenders] personnel), operated 88 schools and provided educational services for 83,785 students. TDCJ operated 105 units with a population of 147,719. Windham awarded 4,723 high school equivalency (GED®) certificates, 8,646 vocational certificates of completion and 3,307 industry standard certificates. The TEA conducted a District Effectiveness and Compliance visit. The legislature decreased funding for the district by approximately 19%, which resulted in a reduction-in-force and a substantive organizational restructure, effective September 1, 2003. The legislature also put Windham School District under the Sunset Review process. The 19% decrease in funding for FY04 and FY05 biennium resulted in a significant reduction-in-force, a salary reduction, the restructuring of Windham regions and reorganization of the Windham central administration. The regional offices were consolidated from five regions to four. The four remaining regions incurred significant reductions in personnel; however, considering the vast geographical distances in the state, the decision was made to maintain a few administrative and support staff positions in the regional offices in order to handle some critical functions in the most efficient and effective manner. The greatest percentage of reduction in staff occurred at the administrative level. Windham reduced administrative positions by 36% (54.5 positions out of 153.5), academic teachers by 13.5% (97 positions out of 716) and career and technical education teachers by 28% (72 positions out of 253). Overall, only 17% (169 positions out of 969) of teacher positions were eliminated.

2004

Windham completed a Sunset Self-Evaluation Report. TEA conducted a limited scope review of Windham and presented a report to the Sunset Advisory Commission.

2005

The Sunset review of Windham was concluded. The district incorporated assistive technology for students with visual and hearing impairments.

2006

Windham conducted its initial effectiveness study of career and technical education programming in relation to post-reentry employment, as required by the Texas Education Code, Chapter 19 and the Texas Labor Code, Chapter 306 (79th Legislature), and submitted the report to the Legislative Budget Board.

2007

The TEA conducted an extensive site and field review of Windham, as required by Rider 79, Article III of the 2005 General Appropriations Act. This review evaluated the structure, management and operations of the district and the impact of its programs. The report was submitted by the State Commissioner of Education to the Governor, Lieutenant Governor, Speaker of the House and members of the Texas Legislature.

2008

Windham employed a staff of 1,264 (plus 120 Project RIO personnel), operated 90 schools and provided educational services for 82,449 students. TDCJ operated 112 units with a population of 155,924. Continuing Education served 8,205 residents through its postsecondary programs.

5,039 students earned a certificate of high school equivalency, 509 associate's degrees were awarded, 56 bachelor's degrees were awarded, and 15 students had a master's degree conferred.

2009

The legislature approved an increase in funding to the district for expansion of its career and technical education (CTE) programs and to cover fees relating to industry certification testing for students who complete various CTE programs.

2010

Oversight of the Project RIO was transferred from Windham School District to the Texas Department of Criminal Justice.

2011

The legislature approved a 27% decrease in funding for Windham which resulted in a reduction-in-force, closure of eight schools and a reduction in programming at 19 schools for the 2011-12 school year. Over the previous eight years, Windham lost 36% of total positions and 35% of teaching positions.

2012

Windham contracted with Sam Houston State University to conduct an evaluation of district education programs. The study measured the effect of program participation on the likelihood of recidivism, along with employment outcomes such as wages. Windham participated in an assessment process conducted by the Sunset Advisory Commission.

2013

Windham provided educational services to more than 60,000 students on 84 facilities across the state in school year 2013. The Division of Program Monitoring and Interventions from Texas Education Agency conducted on-site visits to evaluate implementation of the special education program. Windham released a new, more dynamic version of its website (www.wsdtx.org). The website continues to be used as one of the district's main avenues to provide stakeholders and employees with resources and latest information.

2014

Educational services were reestablished on five facilities that closed educational programming in 2012, resulting in services being provided on a total of 89 TDCJ facilities. Windham entered into a partnership with Mullin Independent School District to provide an opportunity for eligible women at the San Saba facility to earn a high school diploma.

2015

Windham established a workforce team that significantly increased employer engagement and meaningful student job placements. The district added and implemented robust career and technical education programs that led to teacher tours and training through major employers, so that student learning experiences more closely replicated the community workforce. CTE efforts led to a significant increase in certifications and additional opportunities for incarcerated women. Windham introduced enhanced technology through the use of ELMO© visual presenters and computer-based high school equivalency testing.

2016

Windham expanded educational opportunities for residents in July 2016, with year-round school by implementing Elective Personal Enrichment Courses. The district expanded use of Odyssey instructional software to include GED®/high school level for all campuses.

2017

Windham revised the career and technical education course curriculum to expand opportunities for students.

2018

Windham began program expansion for women in trades in which women were historically underrepresented. The district completed the statewide conversion to computer-based high school equivalency testing.

2019

Windham implemented a comprehensive accountability system to track performance on critical measures and strengthen effectiveness in all program areas. The district created a Facebook page (@wsdtx) to increase communication with stakeholders. The 86th Texas Legislature approved a \$9.8 million appropriation increase to Windham for the 2020-2021 biennium to provide salary increases and program expansion in the areas of CTE programs for women, apprenticeship, industry certification and year-round school. Windham began the Health and Wellness initiative. New CTE courses added included Advanced Electrical, Pipefitting, Retail Meat Cutter, and women's Welding and Truck Driving.

2020

In June, Windham received a 5% budget reduction letter from the Legislature for the 2020-2021 biennium. This resulted in a \$2.9 million reduction in each year of the biennium. Windham developed a hybrid educational model to address in-person instruction limitations during the COVID-19 Pandemic. Windham offered elective personal enrichment courses designed to help students fine-tune skills and earn certificates to boost employment opportunities. The district added CTE courses: Cosmetology, Customer Service Specialist, Exploring Information Technology, Horticulture/Urban Farming, Occupational Safety and Health Administration (OSHA) 30 Construction and Safety Fundamentals. The Finding Understanding Through Using Resources in Education (F.U.T.U.R.E.) pilot program was launched to provide educational services to students in restrictive housing. The first Windham high school diploma program pilot was established for men at the Matthew Gaines High School at the Ferguson campus, while the women were served through contract with an independent school district. In 2020, Aztec instructional software, which is specifically designed for adult learners, replaced Odyssey instructional software.

2021

During the 87th legislative session, the legislature approved a state budget that included increased funding for Windham by reinstating the 5% budget reduction from the previous year, effective in fiscal year 2022. This increase allowed Windham to reinstate 62 teacher and support staff positions (\$5.7 million for the biennium). Additionally, the legislature increased funding to Windham by \$1.3 million for the biennium to support the passage of House Bill 30 to create a high school diploma program for eligible students. Windham implemented the Family Literacy program pilot. The district added the following CTE courses: Automotive and Diesel Fundamentals, Business Information Management, Construction Technology, Introduction to Construction Careers, Introduction to Culinary Arts, Medical Office Support Specialist and RV Service Technician.

2022

The district established the Jovita Gonzalez de Mireles High School at the Woodman campus for a women's high school diploma program and discontinued the contract with the independent school district. An augmented reality and virtual reality pilot began to introduce real-world

content to students virtually. Simulators for CTE (Welding and Truck Driving) were purchased to further expose students to real-life training and career situations. The Windham Board of Trustees approved a 10% employee compensation increase. The district added two additional CTE courses: Heavy Equipment Operator and Production Technician.

2023

During the 88th legislative session, the legislature approved the state budget that increased funding for Windham by authorizing continued funding for the 10% teacher salary increase initiated in 2022. Windham was also included in the 5% salary increase for all state employees effective July 2023. The district added a College and Career Readiness administrator to support occupational licensing, career pathways and employment of Windham students pre-reentry. In addition, an Educational Specialist II was added to lead a team focused on instructional technology identification, development and implementation. In August 2023, the first digital publication of The ECHO was released.

IV. Policymaking Structure

A. Complete the following chart providing information on your policymaking body members.

**Windham School District
Exhibit 4: Policymaking Body**

Member Name	Term / Appointment Dates / Appointed by (e.g., Governor, Lt. Governor, Speaker)	Qualification (e.g., public member, industry representative)	City
Eric J.R. Nichols, Chairman	Term expires 2/27; Appointed to the Board by the Governor in 1/2020; Appointed by the Governor as the Chairman in 7/2023	Public member - Attorney	Austin
Honorable Faith Johnson, Vice-Chairman	Term expires 2/2025; Appointed by the Governor in 11/2019	Public member - Judge	Cedar Hill
Derrelynn Perryman, Secretary	Term expires 2/27; Appointed by the Governor in 8/2015	Public member - Therapist	Fort Worth
Honorable Molly Francis, Member	Term expires 2/2025; Appointed by the Governor in 11/2019	Public member - Judge	Dallas
Ambassador Sichan Siv, Member	Term expires 2/2025; Appointed by the Governor in 11/2019.	Public member – United States Ambassador	San Antonio
Dr. Rodney Burrow	Term expires 2/2027; Appointed by the Governor in 5/2020	Public member - Physician	Pittsburg
Nate Sprinkle, Member	Term expires 2/2029; Appointed by the Governor in 7/2023	Public Member - Pastor	Richmond
Bill Welch, Member	Term expires 2/2029; Appointed by the Governor in 7/2023	Public member – Retired United States Air Force Brigadier General and Businessman	Austin
Sydney Zuiker, Member	Term expires 2/2029; Appointed by the Governor in 7/2023	Public member- Crimestoppers	Houston

Table 4 Exhibit 4 Policymaking Body

B. Describe the primary role and responsibilities of your policymaking body.

In accordance with Chapter 19 of the Texas Education Code, Windham School District is governed by Chapter 19 and policies established by the Windham Board of Trustees, defined in Chapter 19 as the Texas Board of Criminal Justice.

The nine-member Texas Board of Criminal Justice (TBCJ) is appointed by the Governor to oversee the Texas Department of Criminal Justice, which provides confinement, supervision, rehabilitation and reintegration of the state's convicted felons. The board members, who are appointed for staggered, six-year terms, are responsible for hiring the executive director of the department and setting rules and policies which guide the agency. TBCJ members also serve as the Board of Trustees for the Windham School District. In this capacity, they are responsible for providing general oversight and the hiring of the school system's superintendent.

C. How is the chair selected?

The Board chair is appointed by the Governor.

D. List any special circumstances or unique features about your policymaking body or its responsibilities.

The Texas Board of Criminal Justice serves a dual role. It oversees the Texas Department of Criminal Justice while also serving as the Board of Trustees for Windham School District.

E. In general, how often does your policymaking body meet? How many times did it meet in fiscal year 2021? In fiscal year 2022? Explain if the policymaking body met in-person or virtually during this time.

The Board attempts to hold regular meetings at least every even-numbered month of the year, but shall meet at least once each quarter of the calendar year (§492.006, Texas Government Code). Special meetings of the Board may be called at other times by the Chair.

Six meetings were held in FY 2021. Three were held virtually due to the COVID-19 pandemic, and three were held in-person as pandemic restrictions were lifted. Six in-person meetings were held in FY2022, and six in-person meetings were held in FY23.

F. Please list and describe all the training and training materials the members of the agency's policymaking body receive. How often do members receive this training or updated materials?

In accordance with Texas Government Code §492.0031 and §2256.007, each TBCJ member is required to complete a comprehensive training program including, but not limited to, enabling legislation, programs, rules, budget and investments, open meetings law, public information law, administrative procedure law, conflict of interest laws and applicable ethics policies. In addition, Windham Board members receive orientation and briefing from the Windham Superintendent and staff upon appointment to the Board. Board members are invited to participate in Windham conferences and receive regular district updates in addition to annual board briefings.

G. What information is regularly presented to your policymaking body to keep them informed about the agency's operations and performance?

Information regularly presented to Windham's policymaking body include:

- Purchases over \$250,000 and under \$500,000
- Purchases and contracts over \$500,000
- Bi-monthly Investment Report
- Budget Activity Update
- Programs by Unit
- Personal Property Donations Over \$500
- Appraisers
- District CTE Permittees

Presentations by the superintendent, directors and administrators covering district initiatives, programs, performance and updates. Board presentations from FY19-FY23 are detailed below:

- FY19 (Sept. 2018 – Aug. 2019)
 - Enhancing Student Employability
 - Dalhart Unit Tiny House Project
 - Declaration of Windham School District Day
 - Legislative Updates
 - Youthful Student Program Enhancements
- FY20 (Sept. 2019 – Aug. 2020)
 - Statewide Principals' Meeting
 - Regional Highlights
 - Strategic Plan
 - Standard High School Diploma Program: Matthew Gaines High School
- FY21 (Sept. 2020 – Aug. 2021)
 - Family Literacy Program
 - Partnership and Collaboration
 - Civics Course Development
 - SY19-20 Annual Performance Report Overview
 - Impact of COVID-19 on Instructional Models, Staff Recruitment and Retention
- FY22 (Sept. 2021 – Aug. 2022)
 - Information Technology Updates
 - Integrated Education and Training
 - Graduations
 - District Improvement Plan
 - Academic Teacher Focus Group
- FY23 (Sept. 2022 – Aug. 2023)
 - Correctional Education Updates
 - Reading is Freedom Program
 - 2030 Plan
 - Jobs and Education for Texans Grant

- Jovita Gonzalez de Mireles High School
- Professional Development Updates
- Student Ambassador Program

H. How does your policymaking body obtain input from the public regarding issues under the agency’s jurisdiction? How is this input incorporated into the operations of your agency?

The public has the opportunity to provide input on posted agenda items at each board meeting, and on any non-posted topic within the board’s jurisdiction twice per year, during the second and fourth called board meetings.

Additionally, public correspondence regarding significant matters submitted to the Board Office or Ombudsman’s Office are referred to the superintendent, who will distribute as necessary to investigate and provide a response as appropriate.

The superintendent regularly presents at conferences, graduations and public events where members of the public may pose questions and provide feedback. District representatives engage with employers and other entities to discuss areas in need of attention and implement process improvements with support from the Windham Board of Trustees.

The Texas Department of Criminal Justice periodically holds public outreach events such as the “Public Awareness - Corrections Today” Conferences and the “TDCJ Summit.” These events provide information to the public and a forum through which the public may provide comments and ask questions. Windham participates in each of these events, presents information on district educational programs and resources, receives public comments and responds to public questions. Board members often attend these outreach events.

I. If your policymaking body uses subcommittees or advisory committees to carry out its duties, fill in the following chart. For advisory committees, please note the date of creation for the committee, as well as the abolishment date as required by Texas Government Code, Section 2110.008.

Not Applicable.

In addition, please attach a copy of any reports filed by your agency under Texas Government Code, Section 2110.007 regarding an assessment of your advisory committees as Attachment 28.

Not Applicable.

**Windham School District
Exhibit 5: Subcommittees and Advisory Committees**

Not Applicable.

V. Funding

A. Provide a brief description of your agency’s funding.

Windham School District is funded through state appropriations to the Texas Education Agency Foundation School Fund within Article III, Strategy B.2.4. of the General Appropriations Act. As outlined in the Act, the TEA allocates funds based on student contact hours for the best 180 of 210 school days in each year of the biennium.

Other sources of Windham revenue include local interest and miscellaneous income. Federal pass-through funds are provided through grants such as the Elementary and Secondary Education Act Title I-Part D-Subpart 1, Title II-Part A, Individuals with Disabilities Education Act (IDEA-B), the Carl D. Perkins and the Governor’s Emergency Education Relief (GEER) grant. Windham also receives reimbursement through a contract with the Texas Department of Criminal Justice for providing administrative oversight of the Radio and Television program, Library Services, Recreation and Wellness, and the ECHO newspaper.

B. List all riders that significantly impact your agency’s budget.

Article III, Rider 6 and 8
Article V, Rider 24

C. Show your agency’s expenditures by strategy.

**Windham School District
Exhibit 6: Expenditures by Strategy — Fiscal Year 2022 (Actual)**

Goal / Strategy	Amount Spent	Percent of Total	Contract Expenditures Included in Total Amount
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	\$55,525,546.91	84.9%	\$919,203.94
TEA: Article III, Rider 8 Instructional Material Allotment (IMA)	\$899,209.48	1.4%	\$899,209.48
Federal Grant Pass-Through Funds	\$4,042,284.66	6.2%	\$40,500.00
TDCJ Contract (Radio TV, Recreation & Wellness, Library Services and TheThe ECHO)	\$4,930,371.00	7.5%	\$0
GRAND TOTAL:	\$65,397,412.05	100.0%	\$1,858,913.42

Table 6 Exhibit 6 Expenditures by Strategy

D. Show your agency’s sources of revenue. Include all local, state, and federal appropriations, all professional and operating fees, and all other sources of revenue collected by the agency, including taxes and fines.

**Windham School District
Exhibit 7: Sources of Revenue — Fiscal Year 2022 (Actual)**

Source	Amount
Local (Interest Income)	\$146,347
TEA: Article III, B.2.4. Windham School District State (Foundation School Program)	\$57,850,464
TEA: Article III, Rider 8 Instructional Material Allotment (IMA)	\$894,187
Federal Grant Pass-Through Funds	\$4,042,285
TDCJ Contract (Radio TV, Recreation & Wellness, Library Services and the ECHO)	\$4,930,371
Other (federal grants – administrative overhead and miscellaneous revenue)	\$114,563
Operating Transfer-In (TDCJ contract – administrative overhead)	\$300,150
TOTAL	\$68,278,367

Table 7 Exhibit 7 Sources of Revenue

E. If you receive funds from multiple federal programs, show the types of federal funding sources.

**Windham School District
Exhibit 8: Federal Funds — Fiscal Year 2022 (Actual)**

Type of Fund	State / Federal Match Ratio	State Share	Federal Share	Total Funding
Title I-Part D-Subpart 1			\$1,604,127	\$1,604,127
Title II, Part A			\$78,824	\$78,824
IDEA-B			\$287,009	\$287,009
IDEA-B American Rescue Plan (ARP)			\$11,041	\$11,041
Carl D. Perkins Career/Tech Ed			\$1,250,175	\$1,250,175
Governor’s Emergency Education Relief (GEER)			\$811,109	\$811,109
TOTAL			\$4,042,285	\$4,042,285

Table 8 Exhibit 8 Federal Funds

F. If applicable, provide detailed information on fees collected by your agency. Please explain how much fee revenue is deposited/returned to the General Revenue Fund and why, if applicable.

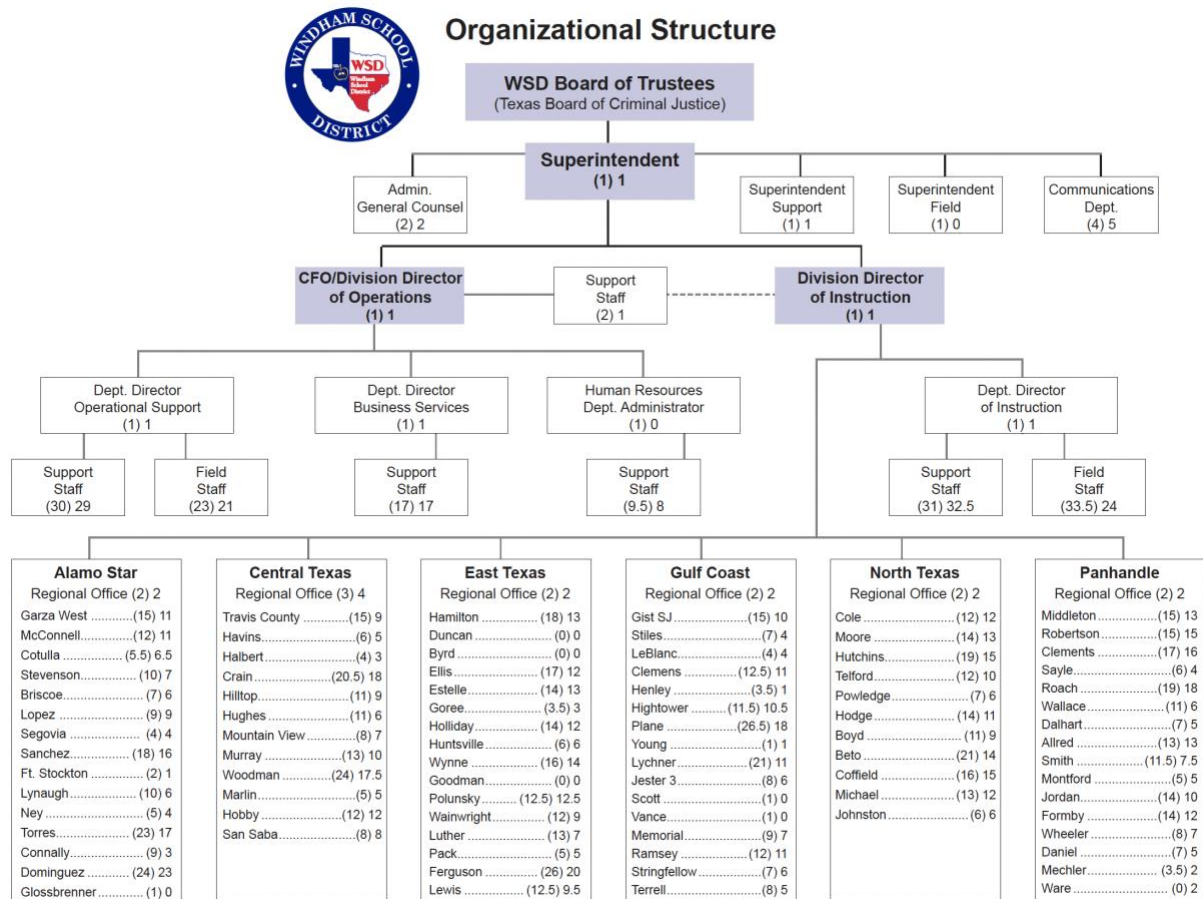
**Windham School District
Exhibit 9: Fee Revenue — Fiscal Year 2022**

Fee Description/ Program/ Statutory Citation	Current Fee	Fees Set by Statute or Rule?	Statutory Maximum or Minimum	Number of Persons or Entities Paying Fee	Fee Revenue	Where Fee Revenue is Deposited (e.g., General Revenue Fund)
Fees for Copies of Records	.10 per copy	Rule	NA	2	\$1	General Revenue
Career and Technical Education Shop Fees	\$5 per project	Rule	NA	825*	\$4,125	General Revenue

Table 9 Exhibit 9 Fee Revenue *Total number of projects

VI. Organization

A. Provide an organizational chart that includes major programs and divisions and shows the number of FTEs in each program or division. Detail should include, if possible, division heads with subordinates, and actual FTEs with budgeted FTEs in parenthesis.



B. Fill in the chart below listing the agency's headquarters and number of FTEs and, if applicable, field or regional offices.

**Windham School District
Exhibit 10: FTEs by Location — Fiscal Year 2023**

Headquarters, Region, or Field Office	Location	Number of Budgeted FTEs FY 2023	Number of Actual FTEs (as of SER submission)
Headquarters/Central Administration	Huntsville	103.25	101.25
Field Staff	Statewide	57.75	45.25
Regional Office – Alamo Star	Beeville	2	2
Briscoe	Dilley	7	6
Connally	Kenedy	9	3
Cotulla	Cotulla	5.5	6.5
Dominguez	San Antonio	24	23
Ft. Stockton	Ft. Stockton	2	1
Garza West	Beeville	15	11
Glossbrenner	San Diego	1	0
Lopez	Edinburg	9	9
Lynaugh	Ft. Stockton	10	6
McConnell	Beeville	12	11
Ney	Hondo	5	4
Sanchez	El Paso	18	16
Segovia	Edinburg	4	4
Stevenson	Cuero	10	7
Torres	Hondo	23	17
Regional Office – Central Texas	Gatesville	3	4
Crain	Gatesville	20.5	18
Halbert	Burnet	4	3
Havins	Brownwood	6	5
Hilltop	Gatesville	11	9
Hobby	Marlin	12	12
Hughes	Gatesville	11	6
Marlin	Marlin	5	5
Mountain View	Gatesville	8	7
Murray	Gatesville	13	10

Self-Evaluation Report

Headquarters, Region, or Field Office	Location	Number of Budgeted FTEs FY 2023	Number of Actual FTEs (as of SER submission)
San Saba	San Saba	8	8
Travis County	Austin	15	9
Woodman	Gatesville	24	17.5
Regional Office – East Texas	Huntsville	2	2
Byrd	Huntsville	0	0
Duncan	Diboll	0	0
Ellis	Huntsville	17	12
Estelle	Huntsville	14	13
Ferguson	Midway	26	20
Goodman	Jasper	0	0
Goree	Huntsville	3.5	3
Hamilton	Bryan	18	13
Holliday	Huntsville	14	12
Huntsville	Huntsville	6	6
Lewis	Woodville	12.5	9.5
Luther	Navasota	13	7
Pack	Navasota	5	5
Polunsky	Livingston	12.5	12.5
Wainwright	Lovelady	12	9
Wynne	Huntsville	16	14
Regional Office – Gulf Coast	Rosharon	2	2
Clemens	Brazoria	12.5	11
Gist	Beaumont	15	10
Henley	Dayton	3.5	1
Hightower	Dayton	11.5	10.5
Jester 3	Richmond	8	6
LeBlanc	Beaumont	4	4
Lychner	Humble	21	11
Memorial	Rosharon	9	7
Plane	Dayton	26.5	18
Ramsey	Rosharon	12	11
Scott	Richmond	1	0
Stiles	Beaumont	7	4

Headquarters, Region, or Field Office	Location	Number of Budgeted FTEs FY 2023	Number of Actual FTEs (as of SER submission)
Stringfellow	Rosharon	7	6
Terrell	Rosharon	8	5
Vance	Richmond	1	0
Young	Dickinson	1	1
Regional Office – North Texas	Tennessee Colony	2	2
Beto	Tennessee Colony	21	14
Boyd	Teague	11	9
Coffield	Tennessee Colony	16	15
Cole	Bonham	12	12
Hodge	Rusk	14	11
Hutchins	Dallas	19	15
Johnston	Winnsboro	6	6
Michael	Tennessee Colony	13	12
Moore	Bonham	14	13
Powledge	Palestine	7	6
Telford	New Boston	12	10
Regional Office – Panhandle	Childress	2	2
Allred	Iowa Park	13	13
Clements	Amarillo	17	16
Dalhart	Dalhart	7	5
Daniel	Snyder	7	5
Formby	Plainview	14	12
Jordan	Pampa	14	10
Mechler	Tulia	3.5	2
Middleton	Abilene	15	13
Montford	Lubbock	5	5
Roach	Childress	19	18
Robertson	Abilene	15	15
Sayle	Breckenridge	6	4
Smith	Lamesa	11.5	7.5
Wallace	Colorado City	11	6
Ware	Colorado City	0	2
Wheeler	Plainview	8	7

Headquarters, Region, or Field Office	Location	Number of Budgeted FTEs FY 2023	Number of Actual FTEs (as of SER submission)
		TOTAL: 1,094.5	TOTAL: 899.5

Table 10 Exhibit 10 FTEs by Location

C. What are your agency’s FTE caps for fiscal years 2021-25?

As a school district, there is no FTE cap.

D. How many temporary or contract employees did your agency have in fiscal year 2022? Please provide a short summary of the purpose of each position, the amount of expenditures per contract employee, and the procurement method of each position.

In fiscal year 2022, Windham contracted with 135 individuals to provide substitute teacher services at a cost of \$253,185. In fiscal year 2022, Windham contracted with 68 individuals to provide other contracted services including interns, campus consultants and supplemental classroom instruction. These services cost \$821,865. In addition, Windham employees were paid \$342,933 for providing contracted services outside of their regular duties and work schedule, such as break school instruction.

E. List each of your agency’s key programs or functions, along with expenditures and FTEs by program.

**Windham School District
Exhibit 11: List of Program FTEs and Expenditures — Fiscal Year 2022**

Academic Program

Program	Actual FTEs FY 2022	Budgeted FTEs FY 2023	Actual Expenditures FY 2022	Budgeted Expenditures FY 2023
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	511.59	597.85	\$36,070,522.86	\$40,609,929
TEA: Article III, Rider 8 Instructional Materials Allotment (IMA)	0.0	0.0	\$899,209.48	\$1,149,471
Title II, Part A	0.0	0.0	\$78,823.44	\$78,715
Governor’s Emergency Education Relief (GEER)	0.0	0.0	\$811,108.76	\$0
TOTAL	511.59	597.85	\$37,859,664.54	\$41,838,115

Life Skills Program

Program	Actual FTEs FY 2022	Budgeted FTEs FY 2023	Actual Expenditures FY 2022	Budgeted Expenditures FY 2023
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	126.16	155.9	\$8,508,245.79	\$9,564,571
TOTAL	126.16	155.9	\$8,508,245.79	\$9,564,571

Career and Technical Education Program

Program	Actual FTEs FY 2022	Budgeted FTEs FY 2023	Actual Expenditures FY 2022	Budgeted Expenditures FY 2023
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	155.5	191.5	\$9,390,426.91	\$11,159,703
Carl D. Perkins Career/Tech Ed	1.0	1.5	\$1,250,175.22	\$1,362,505
Integrated Education & Training (IET)	0.0	5.0	\$0	\$324,360
TOTAL	156.5	198.0	\$10,640,602.13	\$12,846,568

TDCJ Contracted Program

Program	Actual FTEs FY 2022	Budgeted FTEs FY 2023	Actual Expenditures FY 2022	Budgeted Expenditures FY 2023
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	9.0	11.0	\$278,756.02	\$437,874
Contract – TDCJ MOU (Library Services, Recreation and Wellness, Radio/TV & The ECHO)	76.25	83.75	\$4,930,371.00	\$5,584,119
TOTAL	85.25	94.75	\$5,209,127.02	\$6,021,993

Special Education Program

Program	Actual FTEs FY 2022	Budgeted FTEs FY 2023	Actual Expenditures FY 2022	Budgeted Expenditures FY 2023
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	19.5	21.5	\$1,277,595.33	\$1,430,286
IDEA-B	3.0	4.5	\$287,008.94	\$711,376
IDEA-B American Rescue Plan (ARP)	0.0	0.0	\$11,041.44	\$56,189
TOTAL	22.5	26.0	\$1,575,645.71	\$2,197,851

Title I Program

Program	Actual FTEs FY 2022	Budgeted FTEs FY 2023	Actual Expenditures FY 2022	Budgeted Expenditures FY 2023
Title I-Part D-Subpart 1	17.0	22.0	\$1,604,126.86	\$2,718,372
TOTAL	17.0	22.0	\$1,604,126.86	\$2,718,372

Table 11 Exhibit 11 List of Program FTEs and Expenditures

VII. Guide to Agency Programs

Complete this section for **each** agency program (or each agency function, activity, or service if more appropriate). Copy and paste questions A through P as many times as needed to discuss each program, activity, or function. Contact Sunset staff with any questions about applying this section to your agency.

A. Provide the following information at the beginning of each program description.

Name of Program or Function: Academic Program

Location/Division: Division of Instruction

Contact Name: Jon Lilley, Division Director of Instruction

Statutory Citation for Program: Tex. Educ. Code § 19.004(c); Tex. Educ. Code § 19.0051

B. What is the objective of this program or function? Describe the major activities performed under this program.

Academic programs provide Windham students with literacy and high school or adult secondary education courses. Students work toward earning a high school diploma or equivalency certificate. Supplemental services also include Title I and special education support for eligible students.

C. What information can you provide that shows the effectiveness and efficiency of this program or function? If applicable, reference but do not repeat any performance measures from Section II, Exhibit 2, and provide any other metrics of program effectiveness and efficiency. Also, please provide the calculation or methodology behind each statistic or performance measure.

Based on Windham's 2023 Biennial Report, those who completed a Windham program were 17.6% less likely to recidivate than their matched samples.

The primary conclusions of the research team can be summarized as:

- Increased academic, career and technical and life skills achievement.
- Enhanced job skills.
- Expanded abilities to secure and retain a job upon reentry.

Those who completed academic programming improved reading skills by 2.23 grades, math skills by 2.45 grades and overall scores by 2.36 grades.*

*as measured by the Tests of Adult Basic Education (TABE)®

Program Statistics or Performance Measures	Dataset Reference Number* (if applicable)	Calculation (if applicable)	FY 2022 Target	FY 2022 Actual Performance	FY 2022 % of Annual Target
Number of Students Served in Academic Program	N/A	Total number of students enrolled in the Academic Program – current SY	54,500	54,551	100.09%
Percent of Students who Completed a Literacy Level	N/A	% of students who completed a National Reporting System (NRS) Level gain	61%	70.55%	115.66%
Percent of Students Earning a High School Diploma/Equivalency	N/A	% of students who earned HSD/HSE	73%	82.61%	113.16%

*This data includes special education and Title I students.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent. If the response to Section III of this report is sufficient, please leave this section blank.

In 2020, Windham convened a curriculum review team consisting of teachers, education specialists, principals and leadership with the purpose of standardizing instructional materials. The materials include age-appropriate texts, instructional software and supplemental resources that address the standards and benchmarks within adult education programs. Teachers are still able to identify and utilize appropriate supplemental resources. Meaningful curriculum identification and implementation has contributed to effective outcomes in the classroom.

Academic Education Plans for academic students were developed in 2020 to aid in the focus of individualizing instruction. Students enroll in education on various academic levels in math, reading and language. Focusing on individualized instruction versus whole group instruction is important to the success of Windham students.

In 2022, class sizes were reduced from a maximum 28 students, to a range of 18-22 students per classroom. This reduction was implemented during the COVID-19 pandemic to address individualized student needs and to improve student outcomes. Reduced class sizes allow teachers to focus on students' individualized academic needs, enabling students to achieve academic goals faster, which in turn enables Windham to serve more students throughout the school year.

In 2022, the Civics curriculum was embedded within the academic programs. Teachers receive Civics lesson plans that cover a wide range of civic engagement topics. Students who experience a high-quality civic education are more likely to develop employable skills (including communication and public speaking skills) and become engaged citizens in their community upon reentry (iCivics, 2022).

In 2022, Windham and the Texas Workforce Commission (TWC) continued collaboration focused on workforce development outcomes. The use of Integrated Education and Training (IET) engages adult learners through contextualized literacy instruction and workforce activities in preparation

for specific occupations. Adult education and workforce preparation positions students for success as future employees in Texas communities. Windham is piloting IET programs at three campuses located in Gatesville (Woodman), Dayton (Plane) and San Antonio (Dominguez).

Windham established two standard High School Diploma programs, Matthew Gaines High School at the Ferguson campus in 2020, and the Jovita Gonzalez de Mireles High School at Woodman State Jail in 2022. To participate in the high school program, students are screened and prioritized considering a number of factors such as age, interest and custody level. Recommendations by the Admission, Review and Dismissal committee are considered for students eligible for special education services. Dual enrollment is available through Lee College and Central Texas College, providing students with the opportunity to concurrently earn high school and college credit. At both campuses, Title I and special education services are provided for eligible students.

E. List any qualifications or eligibility requirements for persons or entities affected by this program, such as licensees, consumers, landowners, for example. Provide a statistical breakdown of persons or entities affected.

Enrollment in Windham’s academic program is prioritized by factors noted in the prospective Individualized Treatment Plan (ITP).

3 (highest priority) –Resident is less than 22 years of age.

2 – Resident is 22 – 34 years of age.

1 – Resident is 35 – 59 years of age.

0 – No need at this time for Windham programming, age 60 or older, resident with an Immigration and Customs Enforcement (ICE) detainer.

Eligible residents with an ICE detainer under the age of 22 will be enrolled in an academic course or English as a Second Language (ESL) classes. Prospective students over the age of 22 with ESL needs will be enrolled on a space-available basis.

Student advisors consider a variety of factors when prioritizing placement of students, including length of time remaining on sentence, interest level and educational achievement scores.

Students eligible for special education services and referred by the Admission, Review and Dismissal committee are the highest priority for placement.

F. Describe how your program or function is administered, including a description of the processes involved in the program or function. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. Indicate how field/regional services are used, if applicable.

The superintendent, as the chief executive officer of the district, reports directly to the Windham Board of Trustees. The Superintendent’s responsibilities include the implementation of comprehensive educational programs for individuals incarcerated in the Texas Department of Criminal Justice and implementation of appropriate measures to evaluate the effectiveness of Windham programs. The Superintendent has the authority to administer, organize, manage and supervise the daily operations of Windham. This includes, but is not limited to; authority to structure the organization of the district to improve operations; power to prescribe policies, procedures, and regulations; delegation of authority to staff as appropriate; implementation of personnel policies; oversight of the fiscal management of the district; delegation of authority to staff as appropriate; litigation settlement authority up to the prescribed amount; and employment, discharge and non-renewal or termination of employees. The Office of the Superintendent includes the General Counsel, Communications department and division director of operations and division director of instruction.

Academic teachers and campus-based staff are supervised by campus principals who report and receive guidance from regional principals, each responsible for one of six regions. Regional principals report to the director of instruction, supervised by the superintendent.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. Please specify state funding sources (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

School Year 2022-23		
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	General Revenue	\$40,609,929
TEA: Article III, Rider 8 Instructional Materials Allotment (IMA)	General Revenue	\$1,149,471
Title II, Part A	Federal Grant	\$78,715

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions to the target population. Describe the similarities and differences.

“Reading is Freedom” is a collaborative partnership between the Windham School District and the TDCJ Rehabilitation Programs Division (RPD) Chaplaincy department. The Reading is Freedom program aims to increase the literacy of those who are at a Literacy I level or below, by providing them with reading comprehension lessons taught by the RPD field ministers. A field minister is a resident who has completed a bachelor’s degree in Biblical Studies and volunteers to participate in helping to lead the Reading is Freedom program. The program coordinates specialized instruction for the needs of individuals whose age may exclude them for priority ranking.

The Reading is Freedom program is offered at the following campuses: Clements, Huntsville, Jordan, Robertson, Stringfellow and Torres. The Reading is Freedom program will be available to

women after the first class of Field Ministers at the Hobby campus complete their degrees, which is expected to occur in 2024.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency's customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Students selected for the Reading is Freedom program are lower priority for Windham programs due to the factors listed above. This program compliments Windham academic classes and eligible students may request enrollment in Windham academic classes after completing Reading is Freedom curriculum and demonstrating adequate progress.

J. If the program or function works with local, regional, or federal units of government, include a brief description of these entities and their relationship to the agency.

Windham and the Texas Workforce Commission have collaborated to focus on workforce development outcomes. The use of IET engages adult learners through contextualized literacy instruction concurrently with workforce activities in preparation for specific occupations.

The Texas Education Agency monitors Windham's programming and awards high school equivalency certificates and high school diplomas to students who successfully complete the respective program.

TDCJ supports Windham by providing opportunities for collaboration, classroom and office space, correctional officer support and transfers of students to access programs that align with their educational needs.

K. If contracted expenditures are made through this program please provide

- **a short summary of the general purpose of those contracts overall;** Windham uses contracts to procure goods and services to enhance student instruction and to improve district operations. Academic contracts allow Windham to conduct educational achievement and high school equivalency testing, as well as access to supplemental learning software and materials for academic classrooms. Contracts are used to procure American Sign Language interpretive services and dual credit learning opportunities for students. Other contracts provide access to technology applications designed to facilitate human resources operations, such as time keeping, and to monitor efforts to improve processes and outcomes across the district. Windham also contracts services to conduct a biennial evaluation regarding the effectiveness of its programs as required by section 19.0041 of the Texas Education Code.
- **the amount of those expenditures in fiscal year 2022;** \$5,224,212.51 – this amount reflects total expenditures, excluding salaries and benefits. Of this amount, Windham has identified \$1,324,847.92 in contracted expenditures.
- **the number of contracts accounting for those expenditures;** 12

- **the award dates and funding source for those contracts;**

Vendor Name	Award Date	Funding Source
Aztec Software	11/01/21	General Revenue
GED Testing Services, LLC	12/17/20	General Revenue
Data Recognition Corporation	12/02/21	General Revenue
Visual Language Professionals	09/15/20	General Revenue
HEC Software	02/17/22	General Revenue
University of Kentucky	01/21/22	General Revenue
PowerSchool (Professional Development Database)	09/15/21	General Revenue
Edgenuity	08/11/21	General Revenue
LinkedIn	12/16/21	General Revenue
806 Technologies	12/21/21	General Revenue
PowerSchool (Applicant Tracking)	01/10/22	General Revenue
Lee College	04/28/21	General Revenue

- **the method used to procure those contracts;** The Windham School District obtains goods and services in accordance with Windham Operating Procedure 11.06 "Purchasing Policy."
- **top five contracts by dollar amount, including contractor and purpose;**

	Vendor Name	Purpose	FY22 Expenditures
1	Aztec Software	Student instructional software agreement for access to the Aztec Companion secure offline learning management system for 84 computer labs across the district.	\$ 840,000.00
2	GED Testing Services, LLC	Provides student computer-based and paper-based high school equivalency testing.	\$ 181,250.00
3	Data Recognition Corporation	Provides unlimited access to Tests of Adult Basic Education (TABE) on and off-	\$ 104,000.00

		line testing materials to conduct educational achievement assessments for students.	
4	Visual Language Professionals	Voice to sign and sign to voice interpretive services for students.	\$ 64,774.50
5	HEC Software	Provides access to comprehensive training materials used to prepare and deliver research-based direct instruction to struggling readers.	\$ 31,709.48

- the methods used to ensure accountability for funding and performance;** The Windham School District Business Services department provides support of the purchasing, accounts payable and accounting processes. The Purchasing department issues all purchase orders and the Accounts Payable department processes all invoices for goods and services following completion of a three-way match. In addition, Windham performs a monthly reconciliation of all financial transactions to ensure accountability of funding.

a short description of any current contracting problems; None.

L. Provide information on any grants awarded by the program.

Not applicable.

M. Are there any barriers or challenges that impede the program’s performance, including any outdated or ineffective state laws? Explain.

Academic teachers do not have access to the internet in their classrooms. This limits their abilities to use technology in the classroom and utilize educational resources available through the internet.

N. Provide any additional information needed to gain a preliminary understanding of the program or function.

Additional information not included in the questions above:

Windham transitioned from the Tests of Adult Basic Education (TABE®) 9-10 to TABE® 11-12 and from GED® 2004 to GED 2014. Changes to these assessments include transition from paper-based assessment to computer-based assessment and an increase in rigor. Additional computer labs were created at Windham campuses to support this transition, and training was provided to instructors on the new academic curriculum that is aligned to updated education standards.

English language learners (ELL) in Windham classes acquire language skills while engaging in academic and career and technical education courses. Windham provides assessment and support for eligible students through ELL courses and general academic classes based on the recommendations of the Language Proficiency Assessment Committee.

In the 2020-21 school year, Windham launched the Finding Understanding Through Using Resources in Education program to provide educational services to students in restrictive housing. Students in this program have the opportunity to earn a high school equivalency certificate and prepare themselves for future opportunities.

In school year 2021-22, laptops were purchased and circulated to classrooms throughout the district. During new hire training, teachers receive training on use of laptops with approved resources, while also maintaining a secure classroom environment. Division of -Instruction and Information Technology (IT) staff continually evaluates new content for devices to better serve students. Windham incorporated the Kolibri software solution to provide a platform to address educational inequity by engaging users within an internet-free environment. Teachers and students use the Kolibri platform to access open-source content from Khan Academy. This pathway gives teachers access to thousands of instructional videos and practice assignments from a high-quality educational content creator, all in an offline environment. In addition, teachers may use Kolibri software to access interactive math and science simulations from the University of Colorado Boulder's PhET Project. Windham looks forward to future educational possibilities through Kolibri.

Windham continues to support instructional staff by providing professional development opportunities. In March and April 2022, the Professional Development department hosted regional trainings in San Antonio, Huntsville and Lubbock, providing academic instructors training in technology, best teaching practices and curriculum development. The instruction provided by Windham educators is the catalyst for individual student success.

O. Regulatory programs relate to the licensing, registration, certification, or permitting of a person, business, piece of equipment, or other entity (e.g., a facility). For each regulatory program, if applicable, describe

- why the regulation is needed;
- the scope of, and procedures for, inspections or audits of regulated entities;
- follow-up activities conducted when non-compliance is identified;
- actions available to the agency to ensure compliance; and
- procedures for handling consumer/public complaints against regulated entities.

Not applicable.

P. For each regulatory program, if applicable, provide detailed information on complaint and regulatory actions, including investigations and complaint resolutions. The data should cover the last five fiscal years and give a complete picture of the program's regulatory activity, including comprehensive information from initiation of a complaint to resolution of a case. The purpose of the chart is to create uniformity across agencies under review to the extent possible, but you may make small adjustments to the chart headings as needed to better reflect your agency's particular programs. If necessary to understand the data, please include a brief description of the methodology supporting each measure. In addition, please briefly explain or

define terms as used by your agency, such as complaint, grievance, investigation, enforcement action, jurisdictional scope, etc.

Not applicable.

A. Provide the following information at the beginning of each program description.

Name of Program or Function: Career and Technical Education (CTE)

Location/Division: Division of Instruction

Contact Name: Kevin Sawnick, Department Director of Instruction and Ted Watts, CTE Administrator

Statutory Citation for Program: Tex. Educ. Code § 19.004(c)

B. What is the objective of this program or function? Describe the major activities performed under this program.

The Career and Technical Education program provides over 40 courses across 11 career clusters. The CTE courses are a combination of classroom instruction and application of skills in a fully-equipped shop, designed to provide training that aligns with entry-level industry standards. In addition, the district provides an Apprenticeship program that is registered with the Office of Apprenticeship, Employment and Training Administration, U.S. Department of Labor, and coordinates an On-The-Job Training (OJT) program in collaboration with TDCJ. Windham provides training to industry-based standards and administers industry certification tests [e.g., Automotive Service Excellence (ASE) and National Center for Construction Education and Research (NCCER)] to qualified students.

C. What information can you provide that shows the effectiveness and efficiency of this program or function? If applicable, reference but do not repeat any performance measures from Section II, Exhibit 2, and provide any other metrics of program effectiveness and efficiency. Also, please provide the calculation or methodology behind each statistic or performance measure.

Based on Windham's 2023 Biennial Report, those who completed a Windham program were 17.6% less likely to recidivate than their matched samples. The primary conclusions of the research team can be summarized as:

- Increased academic, career and technical and life skills achievement.
- Enhanced job skills.
- Expanded abilities to secure and retain a job upon reentry.

Of those who completed career and technical education programs:

- 23.1% were less likely to recidivate than their matched sample.
- 10% were more likely to retain employment than non-Windham participants.

- 14.2% had a wage increase after one year of employment than non-Windham participants.
- 78% secured at least one job related to their training.

Program Statistics or Performance Measures	Dataset Reference Number* (if applicable)	Calculation (if applicable)	FY 2022 Target	FY 2022 Actual Performance	FY 2022 % of Annual Target
Number of Students Served in Career and Technical Training	N/A	Total number of students enrolled in a CTE program current SY	15,000	14,017	93.45%
Number of Career and Technical Industry Certs Earned	N/A	Total number of students awarded a CTE certificate current SY	20,000	18,264	91.32%
% Career and Technical Course Completions – Windham	N/A	% of students who completed CTE program	80%	84.46%	105.58%

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent. If the response to Section III of this report is sufficient, please leave this section blank.

CTE courses are continually assessed and updated. Implementation of new CTE courses is based upon:

- labor market demand for high-skill, high-wage occupations;
- an authentic, technological work-related environment;
- a rigorous curriculum based on industry standards (performance specifications dictated by industries that identify the knowledge, skills and competencies an individual needs to succeed in the workplace); and
- certified or permitted teachers who are also industry-certified and knowledgeable of current industry practices

Windham administrators, campus principals and student advisors received training from Texas Department of Licensing and Regulation (TDLR) officials to gain a greater understanding of the guidelines for license applicants with criminal convictions. According to TDLR, license determinations are made on a case-by-case basis. Factors considered include:

- the extent and nature of the person’s past criminal activity;
- the age of the person when the crime was committed;
- the amount of time that has elapsed since the person’s last criminal activity;
- the conduct and work activity of the person before and after the criminal activity;
- evidence of the person’s rehabilitation or rehabilitative effort while incarcerated or after release; and
- other evidence of the person’s fitness, including letters of recommendation from: prosecutors and law enforcement and correctional officers who prosecuted, arrested or had custodial responsibility for the person; or the sheriff or chief of police in the community where the person resides; and any other person in contact with the convicted person.

TDLR also explained the Criminal History Evaluation Letter request process and trained student advisors on how to screen candidates.

E. List any qualifications or eligibility requirements for persons or entities affected by this program, such as licensees, consumers, landowners, for example. Provide a statistical breakdown of persons or entities affected.

Prospective students are enrolled in CTE programs based on need, as provided in their individualized treatment plan.

The CTE priority reflects the need based on age and projected release date.

3 (highest priority) – Resident is less than 35 years of age and has less than five years to projected release date.

2 – Resident is 35 years of age or older and has less than five years to projected release date.

1 – Resident has five years or greater to projected release date.

0 – No need at this time for Windham programming, due to lengthy, consistent work history/marketable job skills;

Student advisors consider a variety of factors including length of time remaining on sentence, interest level and educational achievement scores when prioritizing placement of students.

Students eligible for special education services and referred by the Admission, Review and Dismissal committee are the highest priority for placement.

F. Describe how your program or function is administered, including a description of the processes involved in the program or function. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. Indicate how field/regional services are used, if applicable.

The superintendent, as the chief executive officer of the district, reports directly to the Windham Board of Trustees. The Superintendent's responsibilities include the implementation of comprehensive educational programs for individuals incarcerated in the Texas Department of Criminal Justice and implementation of appropriate measures to evaluate the effectiveness of Windham programs. The Superintendent has the authority to administer, organize, manage and supervise the daily operations of Windham. This includes, but is not limited to; authority to structure the organization of the district to improve operations; power to prescribe policies, procedures, and regulations; delegation of authority to staff as appropriate; implementation of personnel policies; oversight of the fiscal management of the district; delegation of authority to staff as appropriate; litigation settlement authority up to the prescribed amount; and employment, discharge and non-renewal or termination of employees. The Office of the Superintendent includes the General Counsel, Communications department and division director of operations and division director of instruction.

CTE teachers and campus-based staff are supervised by campus principals who report and receive guidance from regional principals, each responsible for one of six regions. Regional principals report to the director of instruction, supervised by the superintendent.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. Please specify state funding sources (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

School Year 2022-23		
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	General Revenue	\$11,159,703
Carl D. Perkins Career/Tech Ed	Federal Grant	\$1,362,505
Integrated Education & Training	Federal Grant	\$324,360

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions to the target population. Describe the similarities and differences.

Postsecondary CTE programs provide similar services; however, postsecondary programs target a different segment of the prospective student population and provide higher level training. Windham CTE programs target residents who are often concurrently enrolled in high school equivalency programs. Students who have completed Windham CTE programs are frequently selected for job assignments within Texas Correctional Industries, the TDCJ Facilities Division or other TDCJ divisions/departments, where they have an opportunity to apply the skills learned in training or pursue higher education opportunities.

Windham is currently establishing and implementing agreements with college partners to award prior learning credits. Windham has three Integrated Education and Training programs operating in three regions. Windham currently has dual credit agreements with two college partners. Windham’s college and career readiness administrator meets with TDCJ-RPD and TDCJ-Reentry regularly to define and simplify postsecondary, IET and training and occupational licensing processes.

On-the-Job Training credit is available for job assignments where an employable skill is learned. An employable skill is specialized OJT training or knowledge in recognized occupations where employment opportunities exist in business and industry in the State of Texas.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency’s customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

The district has formal partnerships with Lee College and Central Texas College to provide dual credit courses to eligible students in Windham’s high school program. With these established agreements, men and women are able to earn college course credit, while simultaneously

finishing their high school education. This helps to create a pathway to postsecondary education, so that upon reentry, students are prepared to continue their education or enter the workforce with a postsecondary certificate or degree in hand. In addition, Windham partners with Lee College to provide the workforce training and readiness component of Integrated Education and Training to women at the Plane campus. Through academic instruction that is contextualized to students' career and technical education program, provided by Windham, students are more engaged, and experience increased motivation to complete their program and advance to postsecondary education.

Windham's Department of Operations conducts a space utilization survey each year. This allows Windham to have conversations with TDCJ and college partners to determine where there is appropriate space for potential college expansion.

J. If the program or function works with local, regional, or federal units of government, include a brief description of these entities and their relationship to the agency.

Texas Workforce Commission – Windham and TWC collaborate to focus on workforce development outcomes. The use of Integrated Education and Training engages adult learners through contextualized literacy instruction concurrently with workforce activities in preparation for specific occupations. Through adult education, workforce preparation and workforce training, students are positioned for success as future Texas employees.

Workforce Solutions – Workforce Solutions is a local and statewide network consisting of the TWC and its statewide operations. The primary focus of Workforce Solutions is helping local businesses meet their workforce staffing and training needs. Windham School District, TDCJ and Workforce Solutions – Deep East Texas have a formalized agreement, which aims to provide enhanced resources and connection opportunities to students nearing reentry. Windham collaborates with various Workforce Solutions offices in Texas and plans to develop additional agreements in the future.

Texas Department of Licensing and Regulation (TDLR)– In December of 2020, Windham, TDCJ, TDLR and TWC partnered to address occupational licensing barriers. In the 2021-22 school year, TDLR provided training to Windham student advisors and career and technical education staff to support enrollment of eligible students in regulated fields. This training ensures that students will be good candidates, based on conviction history, to secure the required occupational license for employment.

TDCJ supports Windham by providing opportunities for collaboration, classroom and office space, correctional officer support and transfers of students to access programs that align with their career plans.

K. If contracted expenditures are made through this program please provide

- **a short summary of the general purpose of those contracts overall;** Windham uses contracts to procure goods and services to enhance student instruction and to facilitate industry certification. Contracts included access to educational curricula used to prepare

students for reentry into Texas communities, as well as comprehensive materials used to train recreational vehicle (RV) industry technicians.

- **the amount of those expenditures in fiscal year 2022;** \$2,418,104.33 – this amount reflects total expenditures, excluding salaries and benefits. Of this amount, Windham has identified \$3,300.00 in contracted expenditures.
- **the number of contracts accounting for those expenditures;** 2
- **the award dates and funding source for those contracts;**

Vendor Name	Award Date	Funding Source
The Acceleron Group	11/10/21	General Revenue
RV Technical Institute	11/17/21	Federal Grant

- **the method used to procure those contracts;** The Windham School District obtains goods and services in accordance with Windham’s Operating Procedure 11.06 “Purchasing Policy.”
- **top five contracts by dollar amount, including contractor and purpose;**

	Vendor Name	Purpose	FY22 Expenditures
1	The Acceleron Group	Provides access to licensed educational curricula used to facilitate reentry	\$ 1,800.00
2	RV Technical Institute	Provides access to comprehensive educational curricula for training of RV industry technicians.	\$ 1,500.00

- **the methods used to ensure accountability for funding and performance;** The Windham School District Business Services department provides support of the purchasing, accounts payable and accounting processes. The Purchasing department issues all purchase orders and the Accounts Payable department processes all invoices for accepted goods and services following completion of a three-way match. In addition, Windham performs a monthly reconciliation of all financial transactions to ensure accountability of funding.
- **a short description of any current contracting problems;** None.

L. Provide information on any grants awarded by the program.

Not applicable.

M. Are there any barriers or challenges that impede the program’s performance, including any outdated or ineffective state laws? Explain.

The lack of secure internet access in the classroom limits Windham’s ability to offer certain industry-based certifications that are only available to students through an online platform. Occupational licensing barriers still exist with certain regulatory entities.

N. Provide any additional information needed to gain a preliminary understanding of the program or function.

CTE Programs*
Agriculture, Food & Natural Resources <ul style="list-style-type: none"> • Horticulture/Urban Farming • Landscape Design, Construction & Maintenance
Architecture & Construction <ul style="list-style-type: none"> • Bricklaying & Masonry • Construction Careers • Construction Carpentry • Construction Fundamentals • Construction Technology • Computer-Aided Design • Electrical Trades • Electronic Systems Technician • Finish Carpentry • Heating, Ventilation, Air Conditioning & Refrigeration • Pipefitting • Plumbing Trades • Welding
Arts, A/V Technology & Communications <ul style="list-style-type: none"> • Printing & Imaging Technology
Hospitality & Tourism <ul style="list-style-type: none"> • Culinary Arts • Customer Service Specialist • Hospitality Services • Restaurant Management
Health Science <ul style="list-style-type: none"> • Medical Office Support Specialist
Human Services <ul style="list-style-type: none"> • Cosmetology
Information Technology <ul style="list-style-type: none"> • Business Information Management • Exploring Information Technology
Manufacturing <ul style="list-style-type: none"> • Computerized Numerical Control (CNC) Machining
Science, Technology, Engineering & Mathematics <ul style="list-style-type: none"> • Telecommunications Connectivity – Audio/Video Systems

<ul style="list-style-type: none"> • Telecommunications Connectivity – Copper-Based Systems • Telecommunications Connectivity – Energy Management • Telecommunications Connectivity – Fiber Optic-Based Systems • Telecommunications Connectivity – Grounding & Bonding • Telecommunications Connectivity – Intro to Telecommunications
<p>Transportation, Distribution & Logistics</p> <ul style="list-style-type: none"> • Automotive & Diesel Fundamentals • Automotive Specialization • Diesel Mechanics • Small Engine Repair • RV Service Technician • Truck Driving
<p>Work & Career Readiness</p> <ul style="list-style-type: none"> • OSHA • Professional Communications
<p>*Programs may have multiple completion levels</p>

Windham establishes partnerships to support graduates obtaining jobs while simultaneously filling staffing needs. The district established partnerships with Bulkley Trucking and WM to refer Windham graduates for employment consideration. These partnerships facilitate meaningful instruction and employment opportunities that lead to gainful employment upon reentry to Texas communities. Windham previously developed a partnership with the Aquaponics Association, establishing the district’s Urban Farming program as an endorsed course resulting in an Aquaponics Association Certificate upon successful completion. During the 2021-22 school year, 119 certificates were earned by Windham graduates.

The district purchased simulators for students to utilize in career and technical education courses and practice the skills they are learning. Welding and truck driving simulators are utilized at various locations and have proven to be a resounding success. Windham plans on implementing more simulators in the future for students to continue perfecting their skills, resulting in increased confidence and thorough preparation for a successful career. By continuously integrating updated technology into classrooms, Windham students are able to practice their skills and experience technology enhancements that are constantly evolving.

In partnership with TDCJ, Windham develops hands-on training and classroom instruction through On-the-Job Training (OJT) and Apprenticeship programs. This enables students to earn applied job experience and certifications, and equips them with skills to succeed in today’s workforce. Through these partnerships and programs, students have multiple opportunities to gain employment in their fields of training upon reentry.

Apprenticeship Registered Occupations
Assembly Technician
Automobile Body Repairer
Automobile Technician Specialist
Baker
Boiler Operator
Cabinetmaker
Carpenter
Computer-Peripheral-Equipment
Cook
Diesel Mechanic
Drafter, Civil
Drafter, Mechanical
Electrician
Furniture Upholsterer
Graphic Designer
Heating & Air Conditioner Install/Service
Horticulturist
Maintenance Mechanic
Maintenance Repairer, Build
Mechanic, Industrial Truck
Metal Fabricator
Plumber
Sewing Machine Repairer
Sheet Metal Worker
Truck Driver, Heavy
Welder, Combination

The OJT program allows students to work in approved jobs included in the Dictionary of Occupational Titles (DOT) for a minimum of six months under the supervision of a skilled TDCJ employee. During their time in the OJT program, students learn important job expectations, industry culture and trade skills they can apply to their desired career fields. Once all requirements have been completed, students earn their OJT certificate, enhancing their employability upon returning to their communities. In coordination with the United States Department of Labor (DOL), Windham offers registered apprenticeship programs to prepare students for skilled trade industries with relevant on-the-job learning, technical instruction and theoretical and practical curriculum based on the occupation. The program adheres to strict DOL regulations and standards, with students required to meet the set number of hours of training and skill-related experience for program completion. Upon successful completion of the program, students are awarded a nationally-recognized Certificate of Completion of Apprenticeship through the DOL. These programs are essential to providing students with the knowledge and job experience necessary to increase career readiness, maintain employment and advance within an occupation upon reentry.

Windham, in collaboration with multiple divisions within TDCJ, has participated in Skills Demonstration and Career Expos at the Crain, Hilltop, Wynne and Dominguez campuses. Graduates and current Windham students showcased the skills learned through Windham's CTE programs such as Culinary Arts, Electrical, Truck Driving and Welding to various industry representatives from across the state. During Skills Demonstration and Career Expos, industry representatives are able to interview candidates and offer conditional employment pre-release.

A partnership between TDCJ, the Texas Association of Business (TAB) and Windham was established in December of 2019. Representing companies from the largest multinational corporations, to small businesses in nearly every community of the state, TAB and their foundation work to improve the Texas business climate. Through the established memorandum of understanding, TAB will coordinate with Windham and TDCJ to provide workforce development recommendations.

O. Regulatory programs relate to the licensing, registration, certification, or permitting of a person, business, piece of equipment, or other entity (e.g., a facility). For each regulatory program, if applicable, describe

- why the regulation is needed;
- the scope of, and procedures for, inspections or audits of regulated entities;
- follow-up activities conducted when non-compliance is identified;
- actions available to the agency to ensure compliance; and
- procedures for handling consumer/public complaints against regulated entities.

Not applicable.

P. For each regulatory program, if applicable, provide detailed information on complaint and regulatory actions, including investigations and complaint resolutions. The data should cover the last five fiscal years and give a complete picture of the program's regulatory activity, including comprehensive information from initiation of a complaint to resolution of a case. The purpose of the chart is to create uniformity across agencies under review to the extent possible, but you may make small adjustments to the chart headings as needed to better reflect your agency's particular programs. If necessary to understand the data, please include a brief description of the methodology supporting each measure. In addition, please briefly explain or define terms as used by your agency, such as complaint, grievance, investigation, enforcement action, jurisdictional scope, etc.

Not applicable.

A. Provide the following information at the beginning of each program description.

Name of Program or Function: Life Skills Program

Location/Division: Division of Instruction

Contact Name: Jon Lilley, Division Director of Instruction

Statutory Citation for Program: Tex. Educ. Code § 19.003; Tex. Educ. Code § 19.004(c)

B. What is the objective of this program or function? Describe the major activities performed under this program.

To prepare students for a successful return to their Texas communities, Windham School District offers life skills courses that are essential in developing students' educational and personal mindsets. The district provides life skills classes using a set curriculum to constructively address criminal thinking patterns. By making these essential transformations, students are better prepared for job opportunities and healthier relationships with their families and positive engagement with their communities.

Life Skills includes the following programs:

Changing Habits and Achieving New Goals to Empower Success (CHANGES): Geared toward students within two years of potential reentry, CHANGES is a 180-hour life skills program that is designed to introduce students to basic life skills and necessary characteristics needed to successfully navigate reentry into their communities. The CHANGES curriculum addresses personal development, healthy relationships, living responsibly, drug education, psychological development, health education and resources for reentry. Students are also prepared to navigate the workforce and difficult job market by using pre-established templates to create resumes and participate in mock interviews to become familiar with the job-search process, leading to gainful employment.

Cognitive Intervention Program (CIP): CIP is a 150-hour program that addresses thinking errors that potentially lead to criminal behavior. The overarching aim of this program is to explain how thoughts, attitudes and beliefs are connected to behavior and impulse control. The course shows students how to meet their own needs without infringing on the rights of others. The CIP curriculum is based on instruction, role play and group exercises that introduce interpersonal problem solving. Skills learned in CIP increase students' self-esteem and aid them in having the confidence to be productive family and community members.

Parenting: Parenting is a 70-90-hour program that addresses productive parenting skills utilizing the Prep to Parent curriculum. This education model is communication-based and interactively designed to support and develop healthy family relationships. The program addresses relationship needs, discipline, wellbeing, healthy communication skills and household management. Participants engage in an introspective process of positive personal change.

Family Literacy: The Family Literacy program is designed to help incarcerated parents become effective, supportive, active partners in the education of their children with the ultimate goal of eliminating generational incarceration.

The Family Literacy program seeks to increase interactions between parents and children to ensure academic success for economically disadvantaged school-aged children. Such success may be facilitated through continuous involvement in children's education by way of parent-teacher conference calls, interactive reading and tutoring activities.

Program participants will encourage learning and literacy while simultaneously developing stronger relationships with their children that will influence the children's decision-making around their education.

C. What information can you provide that shows the effectiveness and efficiency of this program or function? If applicable, reference but do not repeat any performance measures from Section II, Exhibit 2, and provide any other metrics of program effectiveness and efficiency. Also, please provide the calculation or methodology behind each statistic or performance measure.

Based on Windham's 2023 Biennial Report, students who completed a Windham program were 17.6% less likely to recidivate than their matched samples. The primary conclusions of the research team can be summarized as:

- Increased academic, career and technical and life skills achievement.
- Enhanced job skills.
- Expanded abilities to secure and retain a job upon reentry.

Students who completed the Cognitive Intervention Program were 39.1% less likely to recidivate than their matched sample.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent. If the response to Section III of this report is sufficient, please leave this section blank.

Family Literacy: Windham's Family Literacy program, piloted in 2021, is focused on breaking the cycle of generational incarceration and increasing high school graduation rates by providing incarcerated parents in the Texas Department of Criminal Justice opportunities to become active partners in their children's lives and education.

In generational incarceration, immediate family members are imprisoned during a child's upbringing and the child later becomes incarcerated. To learn more about the impact of generational incarceration on Windham students, the district surveyed approximately 10,000 currently enrolled students. The results showed a concerning pattern.

More than half of Windham students surveyed indicated that at least one of their immediate family members was incarcerated while they were growing up and attending school. Additionally, students were asked how many children they had and the total response showed students had nearly 13,000 children at home.

During the program, students take parenting classes, learn about educational benchmarks in various grade levels and develop skills to support their children. Specifically, the curriculum teaches parents how to read to their children while reinforcing recall and retention of materials, how to review and grade their children's homework, how to give positive reinforcement and how to share stories and life lessons. In addition to parenting skills, the parent will learn financial literacy and pre-employment skills. A unique aspect to the program is the ability for parents to participate in parent-teacher conferences and other facilitated interactions with their children.

Resume Building and Interviewing Techniques: House Bill 918 was implemented on January 1, 2020. The bill requires the Texas Department of Criminal Justice to provide documentation of work-related experience and work training records to residents releasing from TDCJ. Residents who are required to complete a pre-release program by the parole panel, complete a resume and practice interview. In December of 2019, the Windham Professional Development department revised the CHANGES pre-release curriculum to include both a completed personal resume and practice employment interview for students enrolled in the program.

Technology Enhancements: Windham's Division of Instruction and Information Technology departments worked collaboratively to identify developers for a virtual reality life skills simulation for implementation into the Changing Habits and Achieving New Goals to Empower Success course. As that software was being created, Windham worked closely with the vendor to develop a simulation tailored to Windham's educational environment. The focus of this project is to provide simulated experience that replicates the ever-changing technology that students will face upon reentry such as self-check-out at the grocery store.

E. List any qualifications or eligibility requirements for persons or entities affected by this program, such as licensees, consumers, landowners, for example. Provide a statistical breakdown of persons or entities affected.

CHANGES

Students are enrolled in CHANGES programs based on need outlined in their individualized treatment plan.

3 (highest priority) - Resident is less than 22 years of age

2 - Resident is 22 - 34 years of age.

1 - Resident is over 34 years of age.

Residents are prioritized based on time to release with the highest priority being residents within 12 months of release.

Cognitive Intervention Program

Residents with a Department of Family and Protective Services referral will receive the highest priority enrollment. All residents can be enrolled on a volunteer basis.

Parenting

Residents with a Department of Family and Protective Services (DFPS) referral will receive the highest priority enrollment. All residents can be enrolled on a volunteer basis.

Family Literacy

- G3 or better custody status
- No sex offense crimes
- Have children enrolled in Pre-K through 12
- No major disciplinaries within the past six months (for new program participants)
- Must pass screening by Windham Operational Support
- Must obtain caregiver consent prior to enrolling in program

Student advisors consider a variety of factors when prioritizing placement of students, including length of time remaining on sentence, interest level and educational achievement scores.

Students eligible for special education services and referred by the Admission, Review and Dismissal committee are the highest priority for placement.

F. Describe how your program or function is administered, including a description of the processes involved in the program or function. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. Indicate how field/regional services are used, if applicable.

The superintendent, as the chief executive officer of the district, reports directly to the Windham Board of Trustees. The Superintendent's responsibilities include the implementation of comprehensive educational programs for individuals incarcerated in the Texas Department of Criminal Justice and implementation of appropriate measures to evaluate the effectiveness of Windham programs. The Superintendent has the authority to administer, organize, manage and supervise the daily operations of Windham. This includes, but is not limited to; authority to structure the organization of the district to improve operations; power to prescribe policies, procedures, and regulations; delegation of authority to staff as appropriate; implementation of personnel policies; oversight of the fiscal management of the district; delegation of authority to staff as appropriate; litigation settlement authority up to the prescribed amount; and employment, discharge and non-renewal or termination of employees. The Office of the Superintendent includes the General Counsel, Communications department and division director of operations and division director of instruction.

Life skills teachers and campus-based staff are supervised by campus principals who report and receive guidance from regional principals, each responsible for one of six regions. Regional principals report to the director of instruction, supervised by the superintendent.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. Please specify state funding sources (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

School Year 2022-2023		
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	General Revenue	\$9,564,571

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions to the target population. Describe the similarities and differences.

The TDCJ cognitive life skills courses are primarily peer-led by resident life coaches, whereas Windham’s programs are facilitated by certified teachers, and often target different students. The resident population has responded positively to both instructional models.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency’s customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Windham maintains consistent communication with the TDCJ Rehabilitation Programs Division, Reentry and Integration Division and Parole Division to ensure duplication of services does not occur.

J. If the program or function works with local, regional, or federal units of government, include a brief description of these entities and their relationship to the agency.

Department of Family Protective Services (DFPS): The DFPS works with communities to promote safe and healthy families and protect children and vulnerable adults from abuse, neglect and exploitation. During the 2021-22 school year, Windham established a partnership with DFPS to refer TDCJ residents with open Child Protective Services cases to complete Windham programs. DFPS caseworkers submit referrals for students to enroll in parenting, cognitive, CHANGES, academic or career and technical education programs.

TDCJ supports Windham by providing opportunities for collaboration, classroom and office space, correctional officer support and transfers of students, when needed, to access programs that align with their career plans.

K. If contracted expenditures are made through this program please provide

- **a short summary of the general purpose of those contracts overall;** The Windham School District uses contracts to procure goods and services that integrate and enhance technology in student instruction. Specific life skills contracts include developing a virtual reality application to facilitate life skill instruction, as well as filming of training videos designed to assist students as they prepare to reenter Texas communities. Life skills contracted services also allowed Windham to provide expanded cognitive intervention instruction for students at the Rudd campus. Other contracts provided the WSD with access to educational curricula suitable for use during break school, thereby providing students with additional learning opportunities throughout the school year.

- **the amount of those expenditures in fiscal year 2022;** \$555,269.35 – this amount reflects total expenditures, excluding salaries and benefits. Of this amount, Windham has identified \$491,765.50 in contracted expenditures.
- **the number of contracts accounting for those expenditures;** 5
- **the award dates and funding source for those contracts**

Vendor Name	Award Date	Funding Source
PIXO VR	11/01/21	General Revenue
The Acceleron Group (conduits)	11/10/21	General Revenue
Adam & Elliot Moving Pictures, LLC	06/30/22	General Revenue
Texas Tech University	08/19/21	General Revenue
The Acceleron Group	08/03/22	General Revenue

- **the method used to procure those contracts;** The Windham School District obtains goods and services in accordance with the procedures outlined in Windham’s Operating Procedure 11.06 “Purchasing Policy.”
- **top five contracts by dollar amount, including contractor and purpose;**

	Vendor Name	Purpose	FY22 Expenditures
1	PIXO VR	To enhance life skill instruction by means of advance technology in virtual reality applications.	\$ 250,000.00
2	The Acceleron Group	To provide access to life skill education curricula used to facilitate break schools.	\$ 107,500.00
3	Adam & Elliot Moving Pictures, LLC	To enhance life skill instruction through use of a video documentary to prepare students to reenter Texas communities.	\$ 87,500.00
4	Texas Tech University	To provide cognitive intervention instruction to students at the Rudd campus.	\$ 33,640.50
5	The Acceleron Group	To provide planning and production for Life Skills Role Play training video.	\$ 13,125.00

- **the methods used to ensure accountability for funding and performance;** The Windham School District Business Services department provides support of the purchasing, accounts payable and accounting processes. The Purchasing department issues all purchase orders and the Accounts Payable department processes all invoices for accepted goods and services following completion of a three-way match. In addition, Windham performs a monthly reconciliation of all financial transactions to ensure accountability of funding.

- a short description of any current contracting problems; None.

L. Provide information on any grants awarded by the program.

Not applicable.

M. Are there any barriers or challenges that impede the program’s performance, including any outdated or ineffective state laws? Explain.

No barriers or challenges impede the program’s performance.

N. Provide any additional information needed to gain a preliminary understanding of the program or function.

Elective Personal Enrichment Courses (EPEC): The Windham School District offers Elective Personal Enrichment Courses during the school year. These classes are centered on students gaining skills and earning certificates to support employability and successful reentry into society. Soft skills lessons within these courses enhance job readiness and career potential. Classes are voluntary and open to eligible residents. Windham contracted with Acceleron Learning, a Texas-based company specializing in development of digital lectures and planning tools for practical life skills, in the development of these courses for the correctional environment. Acceleron Learning produced “Conduits for Corrections,” an educational series consisting of video modules and related tools focused on individuals in incarceration and their reentry needs. These courses include Career Planning, Workplace Skills, Financial Literacy, Family Health and Open to Venture, a course on starting your own business.

Additional EPEC classes include OSHA Safety courses, Computer Basics, Parenting Skills and Creative Writing. Students who successfully complete a course receive a certificate, which may be used to demonstrate reentry preparation to the Texas Board of Pardons and Paroles.

O. Regulatory programs relate to the licensing, registration, certification, or permitting of a person, business, piece of equipment, or other entity (e.g., a facility). For each regulatory program, if applicable, describe

- why the regulation is needed;
- the scope of, and procedures for, inspections or audits of regulated entities;
- follow-up activities conducted when non-compliance is identified;
- actions available to the agency to ensure compliance; and
- procedures for handling consumer/public complaints against regulated entities.

Not applicable.

P. For each regulatory program, if applicable, provide detailed information on complaint and regulatory actions, including investigations and complaint resolutions. The data should cover the last five fiscal years and give a complete picture of the program’s regulatory activity, including comprehensive information from initiation of a complaint to resolution of a case. The

purpose of the chart is to create uniformity across agencies under review to the extent possible, but you may make small adjustments to the chart headings as needed to better reflect your agency's particular programs. If necessary to understand the data, please include a brief description of the methodology supporting each measure. In addition, please briefly explain or define terms as used by your agency, such as complaint, grievance, investigation, enforcement action, jurisdictional scope, etc.

Not applicable.

A. Provide the following information at the beginning of each program description.

Name of Program or Function: Memorandum of Understanding – The ECHO, Radio/TV, Recreation and Wellness and Library Services

Location/Division: Communications Department, Division of Operations, Division of Instruction

Contact Name: Danielle Nicholes, Communications Administrator; Robert O'Banion, Division Director of Operations and Jon Lilley, Division Director of Instruction

Statutory Citation for Program: Tex. Gov't Code, Ch. 771.

B. What is the objective of this program or function? Describe the major activities performed under this program.

The ECHO: Established in 1928, the ECHO is a newspaper written by and for individuals residing within the Texas Department of Criminal Justice. The ECHO is a valuable tool for successfully and cost-effectively disseminating information from TDCJ, Windham and other related entities to the incarcerated population throughout Texas. The ECHO serves the purpose of inspiring and motivating readers to achieve their potential and prepare for successful reentry into communities, workplaces and families. It is also used to share information about available programming and career training opportunities. The ECHO publications are distributed without charge to all TDCJ residents 10 times per year, and is available for digital viewing on residents' tablets as of August 2023. A paper copy is distributed to residents who are not eligible for a tablet. It is also available to subscribers and outside stakeholders such as state agencies, legislators and residents' family members.

Recreation and Wellness: The Recreation and Wellness program, within the Division of Operational Support, promotes resident physical wellness and also serves as a management tool for facility administrators. Residents at each TDCJ and privately-contracted facility have the opportunity for daily out-of-cell recreation time commensurate with their custody level. Approved exercise equipment and supplies are provided and maintained in gymnasiums, outdoor recreation yards and a variety of special recreation areas designed for residents who are restrictively housed from other residents. Television viewing and table games are provided in housing area dayrooms. Residents also engage in in-cell arts and crafts activities, read books and magazines that are provided for leisure purposes or listen to FM radio programming. Structured programs are provided through intramural sports and craft shop participation where crafts are

sold for profit. Separate recreation plans are available to residents at facilities for treatment or youthful resident programs.

Recreational Programs/Activities:

- G1, J1, G2, J2, G3 Custody Recreation
- G4, J4 Custody Recreation
- G5, J5 Custody Recreation
- Restrictive Housing Recreation
- Programmatic Recreation
- Television/Radio Programming
- Arts and Crafts Activities

Library Services: The Library Services department provides reading materials to all persons incarcerated on each unit where a Windham library is located. Windham currently has 84 libraries assigned to Windham staff, four of which are donated libraries operated by TDCJ staff. These four donated libraries are not staffed by Windham employees due to smaller resident populations and educational programming not being present on the respective campuses. For the donated libraries, Windham provides supplies and donated books. The 84 libraries assigned to Windham staff are provided purchased books and supplies. The books purchased support the patrons’ educational needs, job skill information and recreational reading. A career center is located in each library. Additionally, donated books are given to these libraries to distribute to the housing areas in case of restricted movement and/or to supplement books checked out of the library. Each library also receives newspapers and magazines for the patrons to keep abreast of current events, job trends, etc. Additionally, Windham libraries coordinate with the Texas State Library and Archives Commission to provide audio materials for residents who are certified by the TDCJ Assistive Disability Services case manager to receive services. The audio players, headphones, and audio books/periodicals are sent to the Windham libraries to distribute to the eligible/certified patrons.

C. What information can you provide that shows the effectiveness and efficiency of this program or function? If applicable, reference but do not repeat any performance measures from Section II, Exhibit 2, and provide any other metrics of program effectiveness and efficiency. Also, please provide the calculation or methodology behind each statistic or performance measure.

The ECHO – FY22

Issues Distributed Per Year	Copies Printed Per Issue	Number of Campuses Receiving Issues
10	187,000	96

Recreation and Wellness/Radio TV

Total audits conducted (includes craft shop audits)	34
Number of certification training classes offered	7
Number of TDCJ/Private Facility officers trained for Recreation Oversight	51
Number of TV's replaced	827
Total number of TV's repaired and returned to service	1,663
Number of antenna, Satellites, and cable systems repaired/installed	258
Number of FM Radio systems repaired/installed	9
Number of work orders completed	210

Library Services

Windham Library Information for SY22	
Libraries Maintained *	84
Books Circulated	932,154
New Books Received	21,202
Books Cataloged	50,132
Books Distributed to Libraries	62,551
Books Purchased	21,202
Donated Books Catalogued (for library collections)	28,930
Donated Books Not Catalogued (for housing areas)	12,419
Deleted Books	49,991
Patrons Served	626,231
*Does not include libraries maintained by private facilities	

The library is regularly assessable to patrons. Books are organized into categories, including a separate section for career and job skills. Inventories are conducted annually with the goal of

having less than 3% book loss. Measures are put into place to ensure materials are accessible to patrons. Book selections are monitored to ensure the district meets the needs and interests of the patrons.

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent. If the response to Section III of this report is sufficient, please leave this section blank.

The ECHO – The ECHO, established in 1928, is supported by and funded through a memorandum of understanding between TDCJ and Windham School District.

Recreation and Wellness – In May 1985, the TDCJ entered into a settlement in the case of Ruiz v. Estelle, 503 F. Supp. 1265 (S.D. Tex. 1980). This settlement, among other things, required the TDCJ to construct recreation facilities, set minimum requirements for resident out-of-cell time, outline minimum activity requirements and provide professional staffing.

Library Services – In August 2021, a digital catalog was implemented in all Windham-staffed libraries. This program contains a database of all the books held in each library. It functions as a stand-alone computer so all patrons can access the computer housed in a metal security cabinet. By providing a digital catalog, Windham allows patrons to search for books, like public libraries, thereby providing opportunities to practice the skills needed to obtain library resources upon reentry. Additionally, it is a cost-savings measure since not as many printed shelf lists (lists of the library's collection) are needed each year to provide the same information.

E. List any qualifications or eligibility requirements for persons or entities affected by this program, such as licensees, consumers, landowners, for example. Provide a statistical breakdown of persons or entities affected.

The ECHO – All TDCJ residents are eligible to receive a copy of the ECHO through either digital or print format.

Recreation and Wellness – Recreation requirements are determined based on TDCJ custody level as outlined in various TDCJ administrative directives.

Library Services – Windham libraries serve all residents on the unit. As determined by TDCJ eligibility requirements, all residents may visit the library once a week or have books delivered to them if they are restricted from leaving their living area.

F. Describe how your program or function is administered, including a description of the processes involved in the program or function. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. Indicate how field/regional services are used, if applicable.

The superintendent, as the chief executive officer of the district, reports directly to the Windham Board of Trustees. The Superintendent's responsibilities include the implementation of comprehensive educational programs for individuals incarcerated in the Texas Department

of Criminal Justice and implementation of appropriate measures to evaluate the effectiveness of Windham programs. The Superintendent has the authority to administer, organize, manage and supervise the daily operations of Windham. This includes, but is not limited to; authority to structure the organization of the district to improve operations; power to prescribe policies, procedures, and regulations; delegation of authority to staff as appropriate; implementation of personnel policies; oversight of the fiscal management of the district; delegation of authority to staff as appropriate; litigation settlement authority up to the prescribed amount; and employment, discharge and non-renewal or termination of employees. The Office of the Superintendent includes the General Counsel, Communications department and division director of operations and division director of instruction.

Recreation and wellness staff, including administrative and regional, report to the Department of Operational Support. The ECHO managing editor reports to the communications administrator, and library services staff, including administrative and regional, report to the Department of Instruction. Campus-based staff report to their respective principals. Staff collaborate with regional and campus principals as necessary to fulfill program goals.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. Please specify state funding sources (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

School Year 2022-23		
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	General Revenue	\$437,874
Contract – TDCJ MOU (Library, Recreation and Wellness, Radio/TV & The ECHO)	General Revenue	\$5,584,119

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions to the target population. Describe the similarities and differences.

Not applicable.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency’s customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Not applicable.

J. If the program or function works with local, regional, or federal units of government, include a brief description of these entities and their relationship to the agency.

TDCJ supports Windham by providing opportunities for collaboration, classroom and office space, correctional officer support and transfers of students, when needed, to access programs that align with their career plans.

K. If contracted expenditures are made through this program please provide

- **a short summary of the general purpose of those contracts overall;** Not applicable.
- **the amount of those expenditures in fiscal year 2022;** \$1,417,193.14 – this amount reflects total expenditures, excluding salaries and benefits. Of this amount, Windham has identified no contracted expenditures.
- **the number of contracts accounting for those expenditures;** 0
- **the award dates and funding source for those contracts;** Not applicable.
- **the method used to procure those contracts;** The Windham School District obtains goods and services in accordance with Windham’s Operating Procedure 11.06 “Purchasing Policy.”
- **top five contracts by dollar amount, including contractor and purpose;** Not applicable.
- **the methods used to ensure accountability for funding and performance;** The Windham School District Business Services department provides support of the purchasing, accounts payable, and accounting processes. The purchasing department issues all purchase orders and the accounts payable department processes all invoices for accepted goods and services following completion of a three-way match. In addition, Windham performs a monthly reconciliation of all financial transactions to ensure accountability of funding.
- **a short description of any current contracting problems;** None.

L. Provide information on any grants awarded by the program.

Not applicable.

M. Are there any barriers or challenges that impede the program’s performance, including any outdated or ineffective state laws? Explain.

Not applicable.

N. Provide any additional information needed to gain a preliminary understanding of the program or function.

Recreation and Wellness – The Recreation and Wellness program not only serves as a resident management tool utilized by facility administration, but the program also promotes resident wellness and assists in reducing medical costs. The Recreation and Wellness program provides residents an opportunity to develop healthier holistic habits through the adoption of the eight dimensions of wellness: Physical, Emotional, Spiritual, Financial, Social, Environmental, Occupational, and Intellectual dimensions. The Recreation and Wellness Department Administrator also supervises the Radio & TV program area and assumes responsibility for the procurement, installation, and repair of all television sets, satellite systems, antenna systems, and FM radio systems located in

each TDCJ facility. The Recreation and Wellness department also coordinates television cable services as necessary.

Library Services – The Library Services department has the opportunity to meet the educational and recreational reading needs of every patron on the unit. By providing resources that meet the patrons’ needs, there is greater opportunity for them to expand their knowledge during incarceration, obtain meaningful employment upon reentry and become productive community members. Prior to reentry, the library provides resources that help the patron’s cognitive and behavioral skills. Reading is fundamental to learning, and learning is fundamental to developing the full potential that each individual has the capability of achieving.

O. Regulatory programs relate to the licensing, registration, certification, or permitting of a person, business, piece of equipment, or other entity (e.g., a facility). For each regulatory program, if applicable, describe

- **why the regulation is needed;**
- **the scope of, and procedures for, inspections or audits of regulated entities;**
- **follow-up activities conducted when non-compliance is identified;**
- **actions available to the agency to ensure compliance; and**
- **procedures for handling consumer/public complaints against regulated entities.**

Not applicable.

P. For each regulatory program, if applicable, provide detailed information on complaint and regulatory actions, including investigations and complaint resolutions. The data should cover the last five fiscal years and give a complete picture of the program’s regulatory activity, including comprehensive information from initiation of a complaint to resolution of a case. The purpose of the chart is to create uniformity across agencies under review to the extent possible, but you may make small adjustments to the chart headings as needed to better reflect your agency’s particular programs. If necessary to understand the data, please include a brief description of the methodology supporting each measure. In addition, please briefly explain or define terms as used by your agency, such as complaint, grievance, investigation, enforcement action, jurisdictional scope, etc.

Not applicable.

A. Provide the following information at the beginning of each program description.

Name of Program or Function: Title I

Location/Division: Division of Instruction

Contact Name: Jon Lilley, Division Director of Instruction and Dr. Stephanie Dominique, Special Education and Federal Programs Administrator

Statutory Citation for Program: Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.)

B. What is the objective of this program or function? Describe the major activities performed under this program.

Funded by Title I-Part D-Subpart 1, Windham provides additional academic and work-readiness support at designated campuses for younger students. The Title I program provides supplemental services and supports students who are 22 years of age or younger who have not yet achieved a high school diploma or equivalent. The Title I teacher works collaboratively with the general education teacher to reinforce Literacy and Transition concepts. Interactive computer equipment and computer-assisted instruction are used in the Title I program to provide remediation of basic skills and encourage participatory learning.

C. What information can you provide that shows the effectiveness and efficiency of this program or function? If applicable, reference but do not repeat any performance measures from Section II, Exhibit 2, and provide any other metrics of program effectiveness and efficiency. Also, please provide the calculation or methodology behind each statistic or performance measure.

Program Statistics or Performance Measures	Dataset Reference Number* (if applicable)	Calculation (if applicable)	FY 2022 Target	FY 2022 Actual Performance	FY 2022 % of Annual Target
<i>Number of Title I eligible students served in Academic Training</i>	N/A	Total number of Title I eligible students enrolled in Windham Academic Education Program		1,310	
<i>Percent of eligible Title I students enrolled in Windham programming</i>	N/A	<i>% of eligible Title I students enrolled in Windham programming, as of August 31, 2022</i>	85%	79%	92.5%

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent. If the response to Section III of this report is sufficient, please leave this section blank.

During the 2018-2019 school year, Windham enhanced the science, social studies and literacy components by adding multi-media components to the program. In addition, one Title I campus participated in the district's pilot of a software program designed to help students master multi-level high school equivalency components. In a collaborative effort with Sam Houston State University, Windham incorporated music into its curriculum at one campus. Through this effort, students had periodic opportunities throughout the year to build upon academic learning by exploring components of fine arts and social skills through writing, creating, practicing and performing. In 2019, in partnership with Texas State University, Windham initiated the Positive Behavior Interventions and Support framework at three campus sites to support behavioral education and change. This collaboration between Texas State University, Windham and TDCJ supported opportunities for students to improve behavioral outcomes and work toward a positive transition back to society. Windham continues to implement strategies learned through PBIS training for student incentive programs. Windham continued its partnerships with American YouthWorks in Austin and YouthBuild Community Learning Center in Fort Worth.

Title I teachers use customized curriculum and materials to provide practice in core subject areas, supporting rigorous educational standards and the achievement of a high school equivalency certificate or high school diploma. Windham updated instructional software at each Title I campus after its success as a pilot program at several sites. This interactive program provides academic support through intuitive and engaging software. DVD libraries further enhance student knowledge in science, social studies and media literacy. Additional Title I program materials provide activities in employability skills, leadership and social emotional learning.

Windham's Title I program also provides students with transitional planning and support. In addition to services offered by the Transition Coordinator, Windham added a Transitional Specialist position to increase targeted services for youth. The district extended its transitional support to 65 sites by implementing a "new student orientation" program designed to motivate and inspire young adults and youth to further their education. At these campuses, student advisors conduct group orientations and use laptops to present video success-stories of former Windham students along with media clips of career and technical education and academic programs. Students are exposed to information about educational programming and are given the opportunity to allow the Title I transition team to reach out and communicate with family members.

Throughout the year, the Title I department provides professional development sessions to inform staff of program specifics and to solicit data and feedback for continuous improvement. Training for Windham teachers and student advisors in technology, curriculum and transition programming provides for collaboration opportunities between team members and assists staff in applying effective practices to meet the needs of the under 22 population.

The 2021-22 school year also saw the purchase of augmented reality laptops for Title I campuses. Augmented reality is a technology that combines real-world and computer generated content to

create three-dimensional composites that can be manipulated with a stylus. The platform provides multifaceted programs across multiple curriculum areas with a strong focus in Science, Technology, Engineering and Mathematic subjects.

E. List any qualifications or eligibility requirements for persons or entities affected by this program, such as licensees, consumers, landowners, for example. Provide a statistical breakdown of persons or entities affected.

Students must be under the age of 21 and have not earned an HSE certificate or HSD and be enrolled in a general education program that meets 15 hours a week.

F. Describe how your program or function is administered, including a description of the processes involved in the program or function. Include flowcharts, timelines, or other illustrations as necessary to describe agency policies and procedures. Indicate how field/regional services are used, if applicable.

The superintendent, as the chief executive officer of the district, reports directly to the Windham Board of Trustees. The Superintendent’s responsibilities include the implementation of comprehensive educational programs for individuals incarcerated in the Texas Department of Criminal Justice and implementation of appropriate measures to evaluate the effectiveness of Windham programs. The Superintendent has the authority to administer, organize, manage and supervise the daily operations of Windham. This includes, but is not limited to; authority to structure the organization of the district to improve operations; power to prescribe policies, procedures, and regulations; delegation of authority to staff as appropriate; implementation of personnel policies; oversight of the fiscal management of the district; delegation of authority to staff as appropriate; litigation settlement authority up to the prescribed amount; and employment, discharge and non-renewal or termination of employees. The Office of the Superintendent includes the General Counsel, Communications department and division director of operations and division director of instruction.

Title I teachers and campus-based staff are supervised by campus principals who report and receive guidance from regional principals, each responsible for one of six regions. Regional principals report to the director of instruction, supervised by the superintendent.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. Please specify state funding sources (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

School Year 2022-23		
Title I-Part D-Subpart 1	Federal Grant	\$2,718,372

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions to the target population. Describe the similarities and differences.

Not applicable.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency’s customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Not applicable.

J. If the program or function works with local, regional, or federal units of government, include a brief description of these entities and their relationship to the agency.

Windham collaborates with the Texas Education Agency, Regional Education Service Centers, and the Texas Workforce Commission – Vocational Rehabilitation to address transition-related needs of eligible students.

TDCJ supports Windham by providing classroom and office space, correctional officer support and transfers of students, when needed, to access programs that align with their career plans.

K. If contracted expenditures are made through this program please provide

- **a short summary of the general purpose of those contracts overall;** The Windham School District uses these contracts to procure access to supplemental learning software and materials for use by students under the age of 22, as well as to assist with federal program documentation requirements at the district and campus levels.
- **the amount of those expenditures in fiscal year 2022;** \$564,526.60 – this amount reflects total expenditures, excluding salaries and benefits. Of this amount, Windham has identified \$39,000.00 in contracted expenditures.
- **the number of contracts accounting for those expenditures;** 2
- **the award dates and funding source for those contracts;**

	Vendor Name	Purpose	FY22 Expenditures
1	Aztec Software	Student instructional software agreement for access to the Aztec Companion secure offline learning management system for 13 computer labs across the district.	\$ 32,500.00
2	806 Technologies	Facilitates federal programs documentation at the district and campus levels.	\$ 6,500.00

- **the method used to procure those contracts;** The Windham School District obtains goods and services in accordance with Windham Operating Procedure 11.06 “Purchasing Policy.”
- **top five contracts by dollar amount, including contractor and purpose;**

	Vendor Name	Purpose	FY22 Expenditures
1	Aztec Software	Student instructional software agreement for access to the Aztec Companion secure	\$ 32,500.00

		offline learning management system for 13 computer labs across the district.	
2	806 Technologies	Facilitates federal programs documentation at the district and campus levels.	\$ 6,500.00

- **the methods used to ensure accountability for funding and performance;** The Windham School District Business Services department provides support of the purchasing, accounts payable, and accounting processes. The purchasing department issues all purchase orders and the accounts payable department processes all invoices for accepted goods and services following completion of a three-way match. In addition, Windham performs a monthly reconciliation of all financial transactions to ensure accountability of funding.
- **a short description of any current contracting problems;** None.

L. Provide information on any grants awarded by the program.

Not applicable.

M. Are there any barriers or challenges that impede the program’s performance, including any outdated or ineffective state laws? Explain.

Not applicable.

N. Provide any additional information needed to gain a preliminary understanding of the program or function.

Not applicable.

O. Regulatory programs relate to the licensing, registration, certification, or permitting of a person, business, piece of equipment, or other entity (e.g., a facility). For each regulatory program, if applicable, describe

- **why the regulation is needed;**
- **the scope of, and procedures for, inspections or audits of regulated entities;**
- **follow-up activities conducted when non-compliance is identified;**
- **actions available to the agency to ensure compliance; and**
- **procedures for handling consumer/public complaints against regulated entities.**

Not applicable.

P. For each regulatory program, if applicable, provide detailed information on complaint and regulatory actions, including investigations and complaint resolutions. The data should cover the last five fiscal years and give a complete picture of the program’s regulatory activity, including comprehensive information from initiation of a complaint to resolution of a case. The purpose of the chart is to create uniformity across agencies under review to the extent possible, but you may make small adjustments to the chart headings as needed to better reflect your

agency's particular programs. If necessary to understand the data, please include a brief description of the methodology supporting each measure. In addition, please briefly explain or define terms as used by your agency, such as complaint, grievance, investigation, enforcement action, jurisdictional scope, etc.

Not applicable.

A. Provide the following information at the beginning of each program description.

Name of Program or Function: Special Education

Location/Division: Division of Instruction

Contact Name: Jon Lilley, Division Director of Instruction and Dr. Stephanie Dominique, Special Education and Federal Programs Administrator

Statutory Citation for Program: Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).

B. What is the objective of this program or function? Describe the major activities performed under this program.

The Individuals with Disabilities Education Act requires schools to make available to all eligible students with disabilities a free appropriate public education (FAPE) in the least restrictive environment appropriate to their individual needs (34 C.F.R. Part 300; 19 T.A.C. Chapters 75, 89). The district promotes educational success for these students through individualized and specially designed instruction. Windham provides the continuum of instructional services required by 34 C.F.R. 300.115 through the provision of general education classes with direct and indirect special education support (inclusion), resource classes, related services and speech services. The Individual Education Plan (IEP) which outlines placement and services to be provided to eligible students is developed by an Admission, Review and Dismissal committee. The provision of special education services allows students the opportunity to achieve the skills needed for academic, career and personal success.

C. What information can you provide that shows the effectiveness and efficiency of this program or function? If applicable, reference but do not repeat any performance measures from Section II, Exhibit 2, and provide any other metrics of program effectiveness and efficiency. Also, please provide the calculation or methodology behind each statistic or performance measure.

Program Statistics or Performance Measures	Dataset Reference Number* (if applicable)	Calculation (if applicable)	FY 2022 Target	FY 2022 Actual Performance	FY 2022 % of Annual Target
Number of students served in the academic program receiving special education services	N/A	Total number of students enrolled in Windham academic education program current SY		509	

D. Describe any important history regarding this program not included in the general agency history section, including how the services or functions have changed from the original intent. If the response to Section III of this report is sufficient, please leave this section blank.

Through collaboration with the Texas Workforce Commission – Vocational Rehabilitation, Windham is developing partnerships to address student transition needs. The district aims to partner with art therapists and other community-based programs to help motivate and encourage students currently in restrictive housing along with youthful learners. Partnerships with outside agencies and groups provide sustainable resources to eliminate barriers to successful reentry into their community.

Windham and the Texas Department of Criminal Justice have identified 20 sites throughout the state that serve as Priority Placement Units for students eligible for special education services. The educational staff at each location is committed to setting high expectations and strong support systems to enable each student to achieve academic, career and technical education and personal success. The district promotes educational success for these students through individualized and specially designed instruction. With the goal of meeting the demands of an increasing number of students identified as eligible for special education services, the Texas Education Agency increased funding by more than \$200,000 to Windham for the SY2020-21 to support the provisions of the individualized services.

E. List any qualifications or eligibility requirements for persons or entities affected by this program, such as licensees, consumers, landowners, for example. Provide a statistical breakdown of persons or entities affected.

Eligible students with disabilities under the age of 22 that have not earned a standard high school diploma are identified by the Admission, Review and Dismissal committee.

Child Find is a federal mandate under IDEA. It requires local education agencies (LEAs), which includes Windham School District, public school districts, and charter schools, to identify, locate, and evaluate all children with disabilities residing within their jurisdictions who need special education and related services. (34 CFR §300.111—Child find)

F. Describe how your program or function is administered, including a description of the processes involved in the program or function. Include flowcharts, timelines, or other

illustrations as necessary to describe agency policies and procedures. Indicate how field/regional services are used, if applicable.

The superintendent, as the chief executive officer of the district, reports directly to the Windham Board of Trustees. The Superintendent’s responsibilities include the implementation of comprehensive educational programs for individuals incarcerated in the Texas Department of Criminal Justice and implementation of appropriate measures to evaluate the effectiveness of Windham programs. The Superintendent has the authority to administer, organize, manage and supervise the daily operations of Windham. This includes, but is not limited to; authority to structure the organization of the district to improve operations; power to prescribe policies, procedures, and regulations; delegation of authority to staff as appropriate; implementation of personnel policies; oversight of the fiscal management of the district; delegation of authority to staff as appropriate; litigation settlement authority up to the prescribed amount; and employment, discharge and non-renewal or termination of employees. The Office of the Superintendent includes the General Counsel, Communications department and division director of operations and division director of instruction.

Special education teachers and campus-based staff are supervised by campus principals who report and receive guidance from regional principals, each responsible for one of six regions. Regional principals report to the director of instruction, supervised by the superintendent.

G. Identify all funding sources and amounts for the program or function, including federal grants and pass-through monies. Describe any funding formulas or funding conventions. Please specify state funding sources (e.g., general revenue, appropriations rider, budget strategy, fees/dues).

School Year 2022-23		
TEA: Article III, B.2.4. Windham School District State (Foundation School Fund)	General Revenue	\$1,430,286
IDEA-B	Federal Grant	\$711,376
IDEA-B American Rescue Plan (ARP)	Federal Grant	\$56,189

H. Identify any programs, internal or external to your agency, that provide identical or similar services or functions to the target population. Describe the similarities and differences.

Not applicable.

I. Discuss how the program or function is coordinating its activities to avoid duplication or conflict with the other programs listed in Question H and with the agency’s customers. If applicable, briefly discuss any memorandums of understanding (MOUs), interagency agreements, or interagency contracts.

Not applicable.

J. If the program or function works with local, regional, or federal units of government, include a brief description of these entities and their relationship to the agency.

Windham collaborates with the Texas Education Agency, Regional Education Service Centers, and the Texas Workforce Commission – Vocational Rehabilitation to address transition-related needs of eligible students.

TDCJ supports Windham by providing opportunities for collaboration, classroom and office space, correctional officer support and transfers of students, when needed, to access programs that align with their career plans.

K. If contracted expenditures are made through this program please provide

- **a short summary of the general purpose of those contracts overall;** Not applicable.
- **the amount of those expenditures in fiscal year 2022;** \$106,167.02 – this amount reflects total expenditures, excluding salaries and benefits. Of this amount, Windham has identified no contracted expenditures.
- **the number of contracts accounting for those expenditures;** 0
- **the award dates and funding source for those contracts;** Not applicable.
- **the method used to procure those contracts;** The Windham School District Business Services department provides support of the purchasing, accounts payable, and accounting processes. The Purchasing department issues all purchase orders and the Accounts Payable department processes all invoices for accepted goods and services following completion of a three-way match. In addition, Windham performs a monthly reconciliation of all financial transactions to ensure accountability of funding.
- **top five contracts by dollar amount, including contractor and purpose;** Not applicable.
- **the methods used to ensure accountability for funding and performance;** The Windham School District monitors accountability for funding and performance in accordance with Windham’s Operating Procedure 11.06 “Purchasing Policy.”
- **a short description of any current contracting problems;** None.

L. Provide information on any grants awarded by the program.

Not applicable.

M. Are there any barriers or challenges that impede the program’s performance, including any outdated or ineffective state laws? Explain.

Not applicable.

N. Provide any additional information needed to gain a preliminary understanding of the program or function.

Not applicable.

O. Regulatory programs relate to the licensing, registration, certification, or permitting of a person, business, piece of equipment, or other entity (e.g., a facility). For each regulatory program, if applicable, describe

- why the regulation is needed;
- the scope of, and procedures for, inspections or audits of regulated entities;
- follow-up activities conducted when non-compliance is identified;
- actions available to the agency to ensure compliance; and
- procedures for handling consumer/public complaints against regulated entities.

Not applicable.

P. For each regulatory program, if applicable, provide detailed information on complaint and regulatory actions, including investigations and complaint resolutions. The data should cover the last five fiscal years and give a complete picture of the program’s regulatory activity, including comprehensive information from initiation of a complaint to resolution of a case. The purpose of the chart is to create uniformity across agencies under review to the extent possible, but you may make small adjustments to the chart headings as needed to better reflect your agency’s particular programs. If necessary to understand the data, please include a brief description of the methodology supporting each measure. In addition, please briefly explain or define terms as used by your agency, such as complaint, grievance, investigation, enforcement action, jurisdictional scope, etc.

Not applicable.

**Windham School District
Exhibit 12: Information on Regulated Population; Complaints Against Regulated Persons,
Businesses, or other Entities; and Disciplinary Actions
Fiscal Years 2018 to 2022**

Not applicable.

VIII. Statutory Authority and Recent Legislation

A. Fill in the following charts, listing citations for all state and federal statutes that grant authority to or otherwise significantly impact your agency. Do not include general state statutes that apply to all agencies, such as the Public Information Act, the Open Meetings Act, or the Administrative Procedure Act. Provide information on Attorney General opinions from fiscal years 2015-20, or earlier significant Attorney General opinions, that affect your agency’s operations.

**Windham School District
Exhibit 13: Statutes / Attorney General Opinions**

Statutes

Citation / Title	Authority / Impact on Agency (e.g., “provides authority to license and regulate nursing home administrators”)
Texas Education Code, Chapter 19	Windham’s enabling statute that provides authority and defines the goals, powers and duties of Windham.
Texas Education Code, Chapter 21, Subchapter B	Governs the certification of educators employed by Windham.
Texas Education Code, Section 28.025	Provides the curriculum requirement for Windham’s high school program
Texas Education Code, Chapter 29, Subchapter A	Provides requirements for Windham’s Special Education Program
General Appropriations Act, Article III, Rider 6, pg. III-7 (2021)	Provides funding for Windham from the Texas Education Agency
33 USCS §§ 1400 – 1427 Individuals with Disabilities Education Act	Provides requirements for Windham’s Special Education Program

Table 19 Exhibit 13 Statutes

Attorney General Opinions

Attorney General Opinion No.	Impact on Agency
N/A	N/A

Table 20 Exhibit 13 Attorney General Opinions

B. Provide a summary of significant legislation regarding your agency by filling in the charts below or attaching information already available in an agency-developed format. Briefly summarize the key provisions. For bills that did not pass but were significant, briefly explain the key provisions and issues that resulted in failure of the bill to pass (e.g., opposition to a new fee, or high cost of implementation). Place an asterisk next to bills that could have a major impact on the agency.

**Windham School District
Exhibit 14: 88th Legislative Session**

Legislation Enacted

Bill Number	Author	Summary of Key Provisions
HB 1	Bonnen, G	The General Appropriations Bill provided funding for a 5% salary increase for all staff and also included continued funding for the 10% salary increase for teachers effective September 2022. The General Appropriations Bill provides additional funding to Windham for the purpose of fully funding the Family Literacy program and adding Workforce Coordinator positions to assist students with reentry into the workforce upon release from imprisonment.

Bill Number	Author	Summary of Key Provisions
HB 1416	Bell, K	Eliminates “accelerated learning committees,” which were added in the 87 th legislative session to help underperforming students and requires school districts to provide accelerated instruction to students who underperform on high school end-of-course assessments. The number of hours of supplemental instruction are modified, and parents or guardians are allowed to opt out of supplemental instruction. School districts are required to develop and provide a different, more intensive accelerated education plan to students who don’t perform satisfactorily on high school assessments for two or more years and special education students.
HB 621	Scaheen, M	The State Board for Educator Certification will have the ability to issue a one-time temporary teaching certificate to eligible military veterans and first responders.
HB 1391	Schaefer, M	Windham students who successfully complete a career and technical education program, may apply for and take an exam for a residential wireman license without completing 4,000 on-the-job training hours.
HB 3743	Goldman, C	Windham students will have the ability to apply for occupational license through TDLR, while incarcerated, but would not be issued the license until released from TDCJ.
HB 3813	DeAyala, E	Allows employees of the Windham School District who retire from Windham with 10 years of Windham service to use Teacher Retirement System service time to meet the rule of 80 for annuitant insurance eligibility.
HB 3928	Toth, S	Enhances the provisions of services for students with dyslexia and related disorders, and requires a dyslexia specific certification for at least one member of a students’ Admission Review and Dismissal committee.
SB 30	Huffman, J	Provides salary increase for employees of state agencies (5% or \$250/month), effective 7/1/2023.
SB 1887	West, R	The Early College Education Program will be revised to allow a student to complete high school and concurrently enroll in a program at an institution of higher education to receive an applied associate degree or an academic associate degree that is transferable toward a bachelor degree at a state university or college.
SB 2158	King, P	Relating to the creation of an adult education pilot program by Windham School District. Students between the ages of 26 and 50 are eligible for the charter high school program if they do not already have a high school diploma or equivalency and meet other criteria.

Table 21 Exhibit 14 Legislation Enacted 88th Legislature**Legislation Not Passed**

Bill Number	Author	Summary of Key Provisions / Reason Bill Did Not Pass
HB 786	Meza, T	The Windham School District would have been required to identify each incarcerated individual younger than 22, confined in a facility operated by or under contract with TDCJ, who has dyslexia or is illiterate and provide a written report by December 22, 2024, to the state legislature that includes a summary of the department’s findings, and legislative recommendations to address the incidence of dyslexia and illiteracy among incarcerated individuals under 22 years old.
HB 509	Patterson, J	Would have ended STAAR testing that is not required by federal law and replaced the STAAR tests with other assessments, including alternative tests for students with significant cognitive disabilities and “adaptive, growth-based assessments” that measure a student’s progress over time.
SB 9*	Creighton, B	The bill creates the “employee retiree teacher reimbursement grant program” to reimburse a school district’s surcharge when a district hires a retired teacher.

Table 22 Exhibit 14 Legislation Not Passed 88th Legislature

IX. Major Issues

The purpose of this section is to briefly describe any potential issues raised by your agency, the Legislature, or stakeholders that Sunset could help address through changes in statute to improve your agency's operations and service delivery. Inclusion of an issue does not indicate support, or opposition, for the issue by the agency's board or staff. Instead, this section is intended to give the Sunset Commission a basic understanding of the issues so staff can collect more information during our extensive research on your agency. Some questions to ask in preparing this section may include: (1) How can your agency do a better job in meeting the needs of customers or in achieving agency goals? (2) What barriers exist that limit your agency's ability to get the job done?

ISSUE 1: Provide Access to Technology by Providing Sufficient Broadband/Bandwidth

A. Brief Description of Issue

The Windham School District prepares students to rejoin Texas communities as productive members of the workforce. As of the submission date of this report, Windham has 85 campuses located within Texas Department of Criminal Justice units. Network bandwidth is insufficient for staff to complete internet-based duties in a timely manner. Tasks such as scheduling, data entry, compiling reports, accessing online resources and email correspondence may take hours or be impossible due to poor bandwidth and competing needs of the network. It is important for educators and students to have access to the technology available in the community that provides students the training materials, assessments and the ability to complete virtual employment interviews prior to reentry. Many of these resources perform more efficiently when hosted in an online environment. At a minimum, the ability to complete routine tasks in a timely manner is necessary.

B. Discussion

In 2022, Windham polled staff and noted that the district's technology limitations ranked as the area most in need of improvement. Windham's superintendent reached out to the National Telecommunications and Information Administration following a presentation related to Digital Opportunity Funding and was invited to participate in the Connect Texas Education Task Force. In this capacity, she emphasized the challenges and needs of staff and students surrounding connectivity in the prison environment. She also learned of various bills and upcoming funding sources related to bandwidth, connectivity and digital skills training. Windham currently offers a fiber optics course, which prompted an interest and discussion in connecting these students with employers as fiber is expanded across the state and addressing the needs of the staff and students in the correctional setting.

C. Possible Solutions and Impact

Including Windham in any legislation related to funding for connectivity and technology and access to funding sources such as the federal Broadband Equity, Access and Deployment (BEAD) Program and Digital Equity Act will be an important step in satisfying the needs of incarcerated people, one of the eight target populations for federal pass-through funds. Several other target populations are also found in the corrections environment: veterans, people with disabilities and aging populations.

ISSUE 2: Update Terminology

A. Brief Description of Issue

Practices and processes in the correctional environment have changed over the years, as research-based recommendations have shifted to identify education as a key indicator for successful community integration and reduced recidivism. Corrections professionals and educators in the prison environment provide people leaving incarceration opportunities for success and a return on investment through well-prepared, work-ready reentering community members, reduced generational incarceration and reduced recidivism. To align with the efforts of second chances, correctional terminology should be shifted to “person-first” to reflect the efforts of all stakeholders and expected outcomes.

B. Discussion

In April of 2022, the Journal of Correctional Education released an article titled, “Words Matter, Sometimes More than We Know.” Various states, including Texas, were highlighted, for the use of terminology that aligns with expectations and outcomes of people who are incarcerated. When conducting informal feedback sessions with Windham students, one topic that arose when asked what the district can improve related to language and terminology. Much progress has been made in correctional education over the years. In July of 2023, Pell grants were reinstated for individuals in state and federal prisons after a successful experimental phase under Second Chance Pell. A 2013 study by the RAND Corporation, “Evaluating the Effectiveness of Correctional Education,” touted outcomes related to participation and completion of programs including high school equivalency, career and technical training and college participation. The U.S. Department of Education has ongoing opportunities for technical assistance and support for correctional education programs. In addition, state and federal agencies have removed barriers for participation, such as selective service registration and a simplified financial aid application, that reflect the challenges associated with securing years of documentation during an incarceration. Windham is funded through the legislature by a direct appropriation to the Texas Education Agency. In all official discourse related to education, including statutes, regulations, and legislative hearings, the term “student” is used. When referencing Windham, however, the term regularly becomes “inmate” or “offender.” Using the term “inmate” or “offender” is not necessary because by virtue of operating in TDCJ, it is understood that these students are incarcerated. The district recommends official use of the term “student” when referring to Windham students. This language empowers students, staff and community members to align discussions that communicate expectations and the efforts to both instruct and learn.

C. Possible Solutions and Impact

The district recommends reviewing all statutory language that references prison programs, practices and people in custody that directly impact, or are in partnership, with Windham School District, and updating these terms to align with practitioner norms and expectations related to reentry. The expected impact is students reentering with an appropriate degree of confidence and communication skills and creating/fostering a correctional environment which is more conducive to program efforts.

ISSUE 3: Occupational Licensing

A. Brief Description of Issue

Windham provides training in high-demand, high-wage fields, some of which are regulated by licensing authorities. In some cases, regulatory agencies allow students and graduates to apply for and hold a license during incarceration. In others, students must wait until after reentry to initiate the application process, which delays employment in the field of training. This delays a graduate's ability to work in the field of training and may cause graduates to settle for lower-earning employment in areas outside of the field of training, or be unemployed. The absence of Windham graduates in their field of training limits the available workforce in those trades and diminishes the state's return on investment associated with the training.

B. Discussion

Windham's current regulated programs include:

Truck Driving – Successful graduates of this program receive a commercial driver's license awarded by the Department of Public Safety during incarceration.

Electrical, Cosmetology, Barbering and Heating, Ventilation and Air Conditioning (HVAC) – These fields are regulated by the Texas Department of Licensing and Regulation. Effective September 1, 2023, in accordance with HB 3743, 88th legislature, individuals may apply for licenses while incarcerated, but cannot hold licenses until reentry.

Plumbing – This field is regulated by the Plumbing Board and provides no eligibility for students to apply or hold licenses during incarceration.

C. Possible Solutions and Impact

Recommend identifying laws related to the application eligibility in regulated trades and remedying any components that would not permit the application of an individual during incarceration to ensure that they are employment-ready upon reentry.

D. What key obstacles impede your agency's ability to achieve its objectives?

Not applicable.

E. What, if any, agency or program functions does your agency perform that are no longer serving a clear and ongoing purpose? Which agency functions could be eliminated?

Not applicable.

F. Aside from additional staff or funding, what are your agency’s biggest opportunities for improvement in the future? For example, are there other programs or duties the agency could take on to better carry out its mission?

- Technology; broadband/appropriate, secure online access – Secure Internet access for students and teachers to use in the classroom provides broader education reach and helps to close the education gap for students while better preparing them for life after incarceration.
- Expanding Integrated Education and Training – This allows students to complete programs more quickly, be more engaged and focused on a career pathway.
- Prior Learning Assessment – This encourages colleges to assess Windham programs for the award of college credit.
- Reentry readiness:
 - Community library cards
 - Employment connections prior to reentry
 - Email addresses for job and license applications and completion of the Free Application for Federal Student Aid in preparation for postsecondary enrollment.
 - Establish a system to provide support and follow-up with students and graduates following reentry

X. Other Contacts

A. Fill in the following charts with updated information on people with an interest in your agency and be sure to include the most recent email address.

**Windham School District
Exhibit 15: Contacts**

Interest Groups

(groups affected by agency actions or that represent others served by or affected by agency actions)

Group or Association Name/ Contact Person	Address	Telephone	Email Address
Texas Inmate Families Association	P.O. Box 300220 Austin TX 78703	512-371-0900	tifa@tifa.org
Texas Appleseed	1609 Shoal Creek Blvd #201, Austin, TX 78701	512-473-2800	Info@texasappleseed.net

Table 23 Exhibit 15 Interest Groups

Interagency, State, or National Associations

(that serve as an information clearinghouse or regularly interact with your agency)

Group or Association Name/ Contact Person	Address	Telephone	Email Address
Correctional Education Association	PO Box 14429 Norfolk, Virginia 23518	443-459-3080	pkaiser@ceanational.org
American Correctional Association	206 N Washington St Suite 200, Alexandria, Virginia 22314	703-224-0000	members@aca.org
Texas Association of Business	316 W 12 th St #200, Austin, Texas 78701	512-477-6721	mmauro@txbiz.org
National Center for Construction, Education and Research (NCCER) – Boyd Worsham	13614 Progress Blvd. Alachua, FL 32615	888-622-3720	bworsham@nccer.org
U.S. Department of Education – Sean Addie	U.S. Department of Education 550 12 th Street Washington. D.C. 20202-7100	202-245-7374	Sean.addie@ed.gov

Table 24 Exhibit 15 Interagency, State, and National Association

Liaisons at Other State Agencies

(with which your agency maintains an ongoing relationship, e.g., the agency’s assigned analyst at the Legislative Budget Board, or attorney at the Attorney General’s office)

Agency Name / Relationship / Contact Person	Address	Telephone	Email Address
Texas Education Agency	1701 N Congress Avenue, Austin Texas, 78701	512-463-9734	generalinquiry@tea.texas.gov
Texas Department of Criminal Justice – Bryan Collier	209 West 14 th Street 5 th Floor, Price Daniel Building Austin, TX 78701	(512) 463-9988	Bryan.collier@tdcj.texas.gov
Texas Department of Licensing and Regulation – Mike Arismendez	920 Colorado St., Austin, TX 78701	512-463-6599	Mike.arismendez@tdlr.texas.gov
Legislative Budget Board	1501 Congress Ave. #5, Austin, TX 78701	512-463-1200	webmaster@lbb.texas.gov
Texas Workforce Investment Council	1100 San Jacinto Blvd., Austin, TX 78701	512-936-8100	TWIC.Mail@gov.texas.gov
Attorney General’s Office – Shanna Molinare	300 W. 15 th Street, Austin, TX 78701	512-463-2080.	shanna.molinare@oag.texas.gov
Texas Workforce Commission – Dr. Kerry Ballast	101 E 15 th Street, Austin, TX 78778	800-628-5115	kerry.ballast@twc.texas.gov
Lee College – Donna Zuniga	200 Lee Drive, Baytown, TX 77520	936-291-0452	dzuniga@lee.edu
Central Texas College – Dr. Martina Ady	6200 W Central Texas Expy, Killeen, TX 76549	254-526-1402	martinaady@ctcd.edu
Department of Family Protective Services – Kenneth Thompson	4900 N Lamar Blvd., Austin, TX 78751	512-960-9315	kenneth.thompson@dfps.texas.gov
Texas Higher Education Coordinating Board – Dr. Tina Jackson	1801 Congress Avenue. Suite 12.200 Austin, Texas 78701	512-427-6101	tina.jackson@highered.texas.gov
Employees Retirement System	200 E. 18 th Street Austin, Texas 78701	877-275-4377	advisorsearch@ers.texas.gov
Teacher Retirement System	1000 Red River St. Austin, Texas 78701-2698	1-800-223-8778	comments@trs.texas.gov

Table 25 Exhibit 15 Liaisons at Other State Agencies

XI. Additional Information

A. Texas Government Code, Section 325.0075 requires agencies under review to submit a report about their reporting requirements to Sunset with the same due date as the SER. Include a list of each agency-specific report that the agency is required by statute to prepare and an evaluation of the need for each report based on whether factors or conditions have changed since the statutory requirement was put in place. Please do not include general reporting requirements applicable to all agencies, reports that have an expiration date, routine notifications or notices, posting requirements, federally mandated reports, or reports required by G.A.A. rider. If the list is longer than one page, please include it as an attachment.

Windham School District Exhibit 16: Evaluation of Agency Reporting Requirements

Report Title	Legal Authority	Due Date and Frequency	Recipient	Description	Is the Report Still Needed? Why?
Windham School District Rider 6 Report	88th Legislature General Appropriations Act, S.B. 1, Article III – 7, Rider 6	January 31 st /Biennial	Legislature	The Windham School District (Windham) shall report to the 89th Legislature on the following: recidivism rates, employment rates, attainment of GEDs, high school diplomas, professional certification, and adult education literacy levels.	Yes, legislative required

Report Title	Legal Authority	Due Date and Frequency	Recipient	Description	Is the Report Still Needed? Why?
Windham School District Program Evaluation Report	Texas Education Code, Chapter 19, Sec. 19.0041	January 31 st /Biennial	Board, Legislature, Governor's Office	To evaluate the effectiveness of its programs, the Windham School District shall compile and analyze information for each of its programs, including performance-based information and data related to academic, vocational training, and life skills programs. This information shall include for each person who participates in district programs an evaluation of: (1) institutional disciplinary violations; (2) subsequent arrests; (3) subsequent convictions or confinements; (4) the cost of confinement; (5) educational achievement; (6) high school equivalency examination passage; (7) the kind of training services provided; (8) the kind of employment the person obtains on release; (9) whether the employment was related to training; (10) the difference between the amount of the person's earnings on the date employment is obtained following release and the amount of those earnings on the first anniversary of that date; and (11) the retention factors associated with the employment.	Yes, legislative required
Annual Performance Report	Texas Education Code, Chapter 19, Sec. 19.010	January 31 st /Annual	Board, Legislature, Governor's Office	The district shall prepare a report for each fiscal year documenting district activities under the strategic plan. Not later than January 31 of each year, the district shall file the report for the preceding fiscal year with the board, the governor, the lieutenant governor, the speaker of the house of representatives and the agency.	Yes, legislative required

Table 26 Exhibit 16 Agency Reporting Requirements

B. Does the agency’s statute use “person-first respectful language” as required by Texas Government Code, Section 325.0123? Please explain and include any statutory provisions that prohibit these changes.

Generally, Chapter 19 of the Education Code does use “person-first respectful language,” and refers to persons who are incarcerated as “persons” or “students,” however, the term “inmate” is used twice in section 19.003. Recommend updated district goals and replacing “inmate” with “student.”

C. Please describe how your agency receives and investigates complaints about the agency and its operations.

Windham receives complaints about the agency and its operations through employee grievances, parent grievances, complaints through the Office of Ombudsman and phone calls from the public. Complaints are forwarded to the relevant division and department where the complaint is reviewed and an investigation is conducted as necessary to determine the validity of the complaint and its cause. If appropriate, the complaint is referred to the superintendent or general counsel for review.

Fill in the following chart detailing information on complaints received about your agency and its operations. Do not include complaints received about people or entities you regulate.

**Windham School District
Exhibit 17: Complaints Against the Agency — Fiscal Years 2018-22**

Not applicable.

E. Fill in the following charts detailing your agency’s Historically Underutilized Business (HUB) purchases. Sunset is required by law to review and report this information to the Legislature.

**Windham School District
Exhibit 18: Purchases from HUBs**

Fiscal Year 2020

Category	Total \$ Spent	Total HUB \$ Spent	Percent	Agency Specific Goal*	Statewide Goal
Heavy Construction	\$0.00	\$0.00	0.0%		11.2%
Building Construction	\$0.00	\$0.00	0.0%		21.1%
Special Trade	\$0.00	\$0.00	0.0%		32.9%
Professional Services	\$0.00	\$0.00	0.0%		23.7%
Other Services	\$598,932.26	\$23,666.81	4.0%		26.0%
Commodities	\$1,442,565.66	\$507,616.54	35.2%		21.1%
TOTAL	\$2,041,497.92	\$531,283.35	26%		

Table 28 Exhibit 18 HUB Purchases for FY 2020

*If your goals are agency specific-goals and not statewide goals, please provide the goal percentages and describe the method used to determine those goals. (TAC Title 34, Part 1, Chapter 20, Rule 20.284)

Fiscal Year 2021

Category	Total \$ Spent	Total HUB \$ Spent	Percent	Agency Specific Goal	Statewide Goal
Heavy Construction	\$0.00	\$0.00	0.0%		11.2%
Building Construction	\$0.00	\$0.00	0.0%		21.1%
Special Trade	\$0.00	\$0.00	0.0%		32.9%
Professional Services	\$0.00	\$0.00	0.0%		23.7%
Other Services	\$642,019.09	\$42,369.98	6.6%		26.0%
Commodities	\$2,875,191.58	\$1,015,262.14	35.3%		21.1%
TOTAL	\$3,517,210.67	\$1,057,632.12	30%		

Table 29 Exhibit 18 HUB Purchases for FY 2021

Fiscal Year 2022

Category	Total \$ Spent	Total HUB \$ Spent	Percent	Agency Specific Goal	Statewide Goal
Heavy Construction	\$0.00	\$0.00	0.0%		11.2%
Building Construction	\$0.00	\$0.00	0.0%		21.1%
Special Trade	\$0.00	\$0.00	0.0%		32.9%
Professional Services	\$0.00	\$0.00	0.0%		23.7%
Other Services	\$175,357.00	\$17,998.00	10.3%		26.0%
Commodities	\$2,604,567.00	\$477,546.00	18.3%		21.1%
TOTAL	\$2,779,924.00	\$495,544.00	18%		

Table 30 Exhibit 18 HUB Purchases for FY 2022

F. Does your agency have a HUB policy? How does your agency address performance shortfalls related to the policy? (Texas Government Code, Section 2161.003; TAC Title 34, Part 1, Rule 20.286c)

The financial records of the Windham School District are a blended component unit within the Annual Financial Report (AFR) of the Texas Department of Criminal Justice and all financial resources of Windham are included as special revenue funds within the TDCJ AFR. Windham follows the HUB rules and reporting requirements of the TDCJ. The following is TDCJ’s response to this section:

Yes, the Texas Board of Criminal Justice adopted the rules of the Texas Comptroller of Public Accounts codified in the 34 Texas Administrative Code, Part 1, Chapter 20, Subchapter B, relating to the HUB Program. The TDCJ is committed to promoting and increasing contracting opportunities with Historically Underutilized Businesses. The agency seeks to address performance shortfalls by using a structured program that is presented as the TDCJ HUB Action Plan. Other “Good Faith Efforts” efforts include the following:

- Agency partnership with the Texas Association of Mexican American Chambers of Commerce and the Texas Association of African American Chambers of Commerce.
- HUB forum programs to have HUB vendors present their products and services to TDCJ personnel.
- Continuous one-on-one training of TDCJ purchasers in locating and using HUB vendors.
- Attend economic opportunity forums and HUB expos with bid opportunities.
- Attend construction pre-bid conferences and introduce HUB subcontractors to prime contractors.
- Assist HUB vendors with the HUB re-certification process.
- Provide one-on-one assistance to HUB vendors and contractors as necessary.
- Sponsoring HUB trade shows and vendor orientations for TDCJ personnel to meet HUB vendors.
- Promote, monitor and continue to expand the agency's mentor-protégé program.
- Participate in contract administration.
- Distribution of Electronic State Business Daily opportunities daily to minority organizations and HUBs.
- Prepare detailed and informative HUB subcontractor lists for solicitations that require HUB Subcontracting Plans.
- Periodic presentations and departmental HUB performance reporting to TDCJ management.
- Present agency-required HUB training to purchasing staff quarterly.

TDCJ believes that these programs demonstrate a “Good Faith Effort” to improve the participation of Historically Underutilized Businesses with the agency's contracting opportunities. TDCJ also believes that success in the HUB Program requires executive commitment and oversight, as well as cooperation, integration and a close working relationship between the Contracts and Procurement staff and the HUB Program staff. This continued commitment is vital to the agency's success in creating and increasing contracting opportunities for Historically Underutilized Businesses.

G. For agencies with contracts valued at \$100,000 or more: Does your agency follow a HUB subcontracting plan to solicit bids, proposals, offers, or other applicable expressions of interest for subcontracting opportunities available for contracts of \$100,000 or more? (Texas Government Code, Section 2161.252; TAC Title 34, Part 1, Rule 20.285)

The financial records of the Windham School District are a blended component unit within the Annual Financial Report of the Texas Department of Criminal Justice and all financial resources of Windham are included as special revenue funds within the TDCJ AFR. Windham follows the HUB rules and reporting requirements of the TDCJ. The following is TDCJ's response to this section:

Yes. The agency does utilize the HUB Subcontracting Plan (HSP) developed by the Office of the Comptroller of Public Accounts, revised in February 2017. HUB program staff presents the HSP at pre-bid conferences and instructs potential prime contractors on the goals with HUBs, the importance of the completeness of the HSP and the required “Good Faith Effort.”

H. For agencies with biennial appropriations exceeding \$10 million, answer the following HUB questions

The financial records of the Windham School District are a blended component unit within the Annual Financial Report of the Texas Department of Criminal Justice and all financial resources of Windham are included as special revenue funds within the TDCJ AFR. Windham follows the HUB rules and reporting requirements of the TDCJ. The following is TDCJ's response to this section:

- 1. Do you have a HUB coordinator? If yes, provide name and contact information. (Texas Government Code, Section 2161.062; TAC Title 34, Part 1, Rule 20.296)**

Yes.

Jemelle Spivey, HUB Director
2 Financial Plaza, Suite 525
Huntsville, TX 77340
936-437-7026
jemelle.spivey@tdcj.texas.gov

- 2. Has your agency designed a program of HUB forums in which businesses are invited to deliver presentations that demonstrate their capability to do business with your agency? (Texas Government Code, Section 2161.066; TAC Title 34, Part 1, Rule 20.29)**

TDCJ hosts a HUB forum every year. In addition, businesses regularly meet with purchasers and TDCJ staff throughout the year to give presentations about the products and services their company has to offer the agency.

- 3. Has your agency developed a mentor-protégé program to foster long-term relationships between prime contractors and HUBs and to increase the ability of HUBs to contract with the state or to receive subcontracts under a state contract? (Texas Government Code, Section 2161.065; TAC Title 34, Part 1, Rule 20.298)**

TDCJ has developed a mentor-protégé program and is currently working to build more mentor-protégé relationships. TDCJ is currently sponsoring one mentor-protégé relationship agreement between MSC Industrial Supply Company (mentor) and Industrial Solutions (protégé).

I. Fill in the charts below detailing your agency’s Equal Employment Opportunity (EEO) statistics. Sunset is required by law to review and report this information to the Legislature. Please use only the categories provided below. For example, some agencies use the classification “paraprofessionals,” which is not tracked by the state civilian workforce. Please reclassify all employees within the appropriate categories below.

**Windham School District
Exhibit 19: Equal Employment Opportunity Statistics**

1. Officials / Administration

Year	Total Number of Positions	Percent African-American	Statewide Civilian Workforce Percent	Percent Hispanic	Statewide Civilian Workforce Percent	Percent Female	Statewide Civilian Workforce Percent
2020	63	15.9%	8.5%	7.9%	24.7%	61.9%	41.7%
2021	63	11.1%	8.5%	11.1%	24.7%	55.6%	41.7%
2022	68	11.8%	8.5%	14.7%	24.7%	52.9%	41.7%

Table 31 Exhibit 19 EEO Statistics for Officials/Administration

2. Professional

Year	Total Number of Positions	Percent African-American	Statewide Civilian Workforce Percent	Percent Hispanic	Statewide Civilian Workforce Percent	Percent Female	Statewide Civilian Workforce Percent
2020	734.4	14.4%	10.9%	12.0%	21.8%	62.4%	54.1%
2021	670.5	13.6%	10.9%	12.4%	21.8%	61.4%	54.1%
2022	644	13.7%	10.9%	12.9%	21.8%	62.4%	54.1%

Table 32 Exhibit 19 EEO Statistics for Professionals

3. Technical

Year	Total Number of Positions	Percent African-American	Statewide Civilian Workforce Percent	Percent Hispanic	Statewide Civilian Workforce Percent	Percent Female	Statewide Civilian Workforce Percent
2020	17	5.9%	15.1%	17.6%	29.8%	23.5%	56.9%
2021	15	6.7%	15.1%	20.0%	29.8%	26.7%	56.9%
2022	21	14.3%	15.1%	14.3%	29.8%	19.0%	56.9%

Table 33 Exhibit 19 EEO Statistics for Technical

4. Administrative Support

Year	Total Number of Positions	Percent African-American	Statewide Civilian Workforce Percent	Percent Hispanic	Statewide Civilian Workforce Percent	Percent Female	Statewide Civilian Workforce Percent
2020	148.5	18.5%	14.6%	21.5%	36.5%	96.6%	74.7%
2021	172.5	17.4%	14.6%	20.3%	36.5%	95.4%	74.7%

Year	Total Number of Positions	Percent African-American	Statewide Civilian Workforce Percent	Percent Hispanic	Statewide Civilian Workforce Percent	Percent Female	Statewide Civilian Workforce Percent
2022	176	17.6%	14.6%	22.4%	36.5%	94.9%	74.7%

Table 34 Exhibit 19 EEO Statistics for Administrative Support

5. Service / Maintenance

Year	Total Number of Positions	Percent African-American	Statewide Civilian Workforce Percent	Percent Hispanic	Statewide Civilian Workforce Percent	Percent Female	Statewide Civilian Workforce Percent
2020	5	60.0%	13.3%	20.0%	53.0%	0.0%	54.0%
2021	5	60.0%	13.3%	20.0%	53.0%	0.0%	54.0%
2022	4	50.0%	13.3%	25.0%	53.0%	0.0%	54.0%

Table 35 Exhibit 19 EEO Statistics for Service and Maintenance

6. Skilled Craft

Year	Total Number of Positions	Percent African-American	Statewide Civilian Workforce Percent	Percent Hispanic	Statewide Civilian Workforce Percent	Percent Female	Statewide Civilian Workforce Percent
2020	6	0.0%	11.5%	33.3%	52.3%	0.0%	14.0%
2021	6	0.0%	11.5%	33.3%	52.3%	0.0%	14.0%
2022	6	0.0%	11.5%	16.7%	52.3%	0.0%	14.0%

Table 36 Exhibit 19 EEO Statistics for Skilled Craft

J. Does your agency have an equal employment opportunity policy? How does your agency address performance shortfalls related to the policy?

Windham Board Policy 07.52 – Equal Employment Opportunity (EEO)
<https://wsdtx.org/images/PDF/policy/7.52.pdf>

Since the district uses a "zero tolerance" standard concerning Equal Employment Opportunity, "performance shortfalls" are not permitted but are considered as policy violations. Violation of EEO policy can result in disciplinary action up to and including termination.

The superintendent and human resources department communicate with the professional development administrator and general counsel to provide district training on identified areas of need.

XII. Agency Comments

Provide any additional information needed to gain a preliminary understanding of your agency.

The Office of the Superintendent includes the Office of the General Counsel, Communications department, division director of operations and division director of instruction.

General Counsel

The general counsel reports to the superintendent and provides the district legal advice and services related to the district's management and operations, including education, transactional, administrative and personnel issues. The Office of the General Counsel includes a policy development coordinator who provides general legal support and manages records requests in accordance with the Public Information Act and maintains the district's record retention schedule in coordination with the Texas State Library and Archives Commission.

Communications Department

The Communications department serves Windham by establishing and promoting communication across the district on a multitude of mediums. Communications' staff cover a wide range of responsibilities, such as the publishing of the monthly newsletter, Annual Performance Report, press releases, social media, media requests, website management and visuals such as presentations, brochures and infographics. The department promotes the district to stakeholders through positive public relations by sharing newsworthy information about the district and emphasizing successes.

Divisions

Administrative offices are divided in two divisions: Division of Instruction and Division of Operations. The Division of Instruction includes following departments: Assessment, Advisement and Records; Career and Technical Education; College and Career Readiness; Library Services; Professional Development; and Special Education and Federal Programs. The Division of Operations includes the following departments: Business Services, Human Resources and Operational Support.

Assessment, Advisement and Records Department

The Assessment, Advisement and Records (AA&R) department is essential in aiding the routine operations of all Windham School District campuses. Responsibilities include support and professional development related to all High School Equivalency and Tests of Adult Basic Education testing and assessment support for all student advisors, principals and testing staff. The department supports campus staff in testing processes, including intake assessments for all new residents, annual assessments for students and testing for all high school equivalency certificates. All Windham campuses are approved as secure testing sites and meet the guidelines and standards set forth by the Texas Education

Agency, Pearson Virtual University Enterprises and General Education Development (GED®) Testing Service.

AA&R also serves as the custodian of student records, maintaining educational records for all current and former Windham students. AA&R works closely with education agencies across the country to verify educational records and achievements of students. Staff members respond to records requests from current and former students, as well as subpoenas when received from the legal community.

The department ensures all student advisors are trained and able to serve their respective campuses in order to seamlessly meet the needs of the students. In addition, conferences are held annually to provide further training, updates and support, enhancing performance and the integrity of the department and campuses.

In addition, the high school program coordinator is a member of the AA&R team providing screening of candidates, identification of resources and support to campus staff. Opportunities are provided for eligible students to attend high school classes, complete high school credits and earn their high school diplomas.

Career and Technical Education Department

The Career and Technical Education (CTE) department collaborates to equip students with the necessary skills, training and experience to succeed in the workforce upon reentering their communities. Utilizing hands-on training, classroom instruction and industry-based certifications, Windham aims to decrease recidivism rates by supplying students with increased experience and employment opportunities. The CTE department works collaboratively to support approximately 40 programs across 11 career clusters.

College and Career Readiness Department

The College and Career Readiness department is tasked with coordinating district efforts in developing college partnerships, identifying and facilitating employment opportunities for students and coordinating with regulatory and agency partners concerning occupational licensing. The department supports administrative and campus staff regarding college and career readiness standards, workforce and labor market trends and student advisement and recruitment processes.

The College and Career Readiness Department coordinates with the district's Assessment, Advisement and Records department to ensure understanding and awareness of postsecondary education programs, student advisement and recruitment objectives and operational processes. This department is also responsible for executing agreements for the award of prior learning credit and dual credit programs. College and Career Readiness coordinates with the district's Apprenticeship, On-the-Job Training and Career and Technical programs to ensure understanding and awareness of employment related concerns of transitioning students to the workforce.

The department works in coordination with state agencies such as Texas Department of Criminal Justice, Texas Department of Licensing and Regulation, Texas Higher Education Coordinating Board and Texas Workforce Commission in establishing processes and supporting the implementation of workforce and postsecondary initiatives. The department is also establishing policies and procedures for the district's Integrated Education and Training programs and progression of students into postsecondary education.

Library Services

The Library Services department provides up-to-date reading materials to patrons, hosts events for students and staff, such as contests and conferences, and implements initiatives including campus volunteers to ensure maximum success within the library.

Professional Development Department

The Professional Development (PD) department is responsible for ensuring that the district and its employees receive timely, appropriate and relevant training in order to acquire a broad set of skills to be utilized in the workplace. The PD department provides training opportunities to all staff and departments.

Special Education and Federal Programs Department

The Special Education and Federal Programs department provides federally-mandated, specially designed instruction that addresses the unique needs of students eligible for special education services. Students with disabilities who are determined eligible for special education and related services are entitled to free appropriate public education (FAPE) until they are 21 years old. The services are provided to eligible students according to an Individualized Education Program.

Windham has special education teachers, diagnosticians and Admission, Review and Dismissal facilitators to ensure that each eligible student receives the services and support needed to succeed. They employ various instructional strategies and materials to address each student's learning style. The services and support for one student may vary from those of another student. Education should focus on the individual needs of each student, giving them the resources they need to make sufficient progress.

Windham receives Title I-Part D-Subpart 1 funds from Texas Education Agency to improve educational services for neglected or delinquent children and youth. Windham uses these funds to empower and enable program recipients to meet the same student performance standards that all children and young adults in the state are expected to meet and to facilitate students' transition from correctional programs to continued education or employment.

Students 21 years old or younger are enrolled in Windham classes according to their Individualized Treatment Plan needs. The ITP outlines educational services and prioritizes participation in recommended programs based on the resident's age, program availability, projected reentry date and need for academic, career and technical education and life skills programs. Students must also be without a high school diploma or equivalent and enrolled in 15 hours of core instruction to be eligible for services provided through Title I funding. Priority for services is given to students who will complete their sentence within two years.

Business Services

The Business Services department strives to improve district operations through sound fiscal management practices and ensures fiscal responsibility through compliance with all applicable laws, regulations and internal policies and procedures. The department provides financial support to the district by facilitating financial planning, management and reporting. Specifically, the department oversees transactions relating to accounting, accounts payable, budget, payroll, purchasing, the Historically Underutilized Business Program and warehousing. The department also provides training related to these areas to promote partnerships between the Business Office and district staff and to provide district staff with the tools and resources needed to make sound financial decisions.

Human Resources

The Human Resources (HR) department works diligently to support all district employees. By incorporating innovative strategies, HR staff members are able to enhance existing approaches and implement updated methods for recruitment, talent management, employee selections, position classification, compensation and benefits and employee relations. The department collaborates with existing administrators and campus staff to recruit new employees. Recruitment methods include partnering with Education Service Centers across the state, the Texas Workforce Commission and utilizing social media.

Operational Support Department

The Operational Support department serves the district by monitoring, tracking and examining student performance. The department administers program evaluation initiatives related to student enrollment, attendance and achievement reporting. The daily operations also include monitoring compliance standards and coordinating the Individualized Treatment Plan guidelines. The department organizes research initiatives to evaluate the effectiveness of district programs, including performance-based information and data related to academic, CTE and life skills programs. The Operational Support department collaborates with external entities such as TDCJ, privately operated prisons, the Correctional Education Association, the American Correctional Association, Texas Education Agency and the Texas Workforce Investment Council to analyze data and reports to assess the ongoing performance of the district. The Information Technology department and Recreation and Wellness operate within Operational Support.

Information Technology

The Information Technology (IT) department provides reliable and secure technology solutions by developing, deploying and maintaining services in support of the district's mission. The department provides students and staff with equipment and resources for successful educational opportunities and advancement.

The department consists of three functional areas to support the district. The help desk and network specialist staff, located in Huntsville and at six area offices, support district employees and maintain all IT equipment for personnel and the campus academic, career and technical education and computer labs across the state. The infrastructure and network team administers virtual and physical servers, switches, routers and other network devices, while also maintaining endpoint security, email filtering and archiving, as well as equipment upgrades. The application development group continues to create, maintain and improve web and desktop-based applications for district personnel, as well as maintain and create user-friendly reports and dashboards to support Windham's mission.

Regions and Campuses

Windham is divided into six regions: Alamo Star, Central Texas, Gulf Coast, East Texas, North Texas and Panhandle. Six regional principals provide support and technical assistance to principals who oversee the daily operations of educational programs at each of the TDCJ campuses. Additionally, regional principals assist and support school administrator coaching, instructional leadership services and district school improvement efforts to execute the goals of the district.

Principals are responsible for implementing and supporting educational programs at each campus, with some principals overseeing more than one campus. As instructional leaders of the campus, principals create and implement campus improvement plans, evaluate instruction and oversee a rigorous testing program to meet the educational needs of the unit population.

Windham employs staff at 85 campuses across the state to provide educational services to eligible students. This includes, but is not limited to, the following: principals, administrative assistants, academic teachers, career and technical education teachers, life skills teachers, special education teachers, Title I teachers, student advisors, diagnosticians, Recreation and Wellness staff, family literacy coordinators, Library Services staff and assessment personnel.

All instructional staff, including principals, student advisors, diagnosticians and teachers, hold professional credentials issued by the Texas State Board for Educator Certification.

ATTACHMENTS ---

Create a separate file and label each attachment (e.g., Attachment 2_Annual Reports) and include a list of items submitted. Attachments may be provided in electronic form or through links to agency webpages.

Attachments Relating to Key Functions, Powers, and Duties

1. If the agency publishes a version of its enabling statute and/or rules, please include an electronic copy. *PDF in Attachments folder.*
2. Annual reports published by the agency from fiscal years 2018-22. *PDFs in Attachments folder.*
3. Internal or external newsletters published by the agency in fiscal year 2022. *PDFs in Attachments folder.*
4. List of studies that the agency is required to do by legislation or riders. *PDFs in Attachments folder.*
5. List of legislative or interagency studies relating to the agency that are being performed during the current interim. *Not applicable.*
6. List of studies from other states, the federal government, or national groups/associations that relate to or affect the agency or agencies with similar duties or functions. Provide links if available. *PDF in Attachments folder.*
7. If applicable, a list describing the type of personal information of license holders the agency publishes on its website. Please also explain if and how license holders can opt out of this publication. *Not applicable.*

Attachments Relating to Policymaking Structure

8. Biographical information (e.g., education, employment, affiliations, and honors) or resumes of all policymaking body members. Attachment 8 Example. *PDF in Attachments folder.*
9. Board training manuals and copies of any policies related to the board's duties and responsibilities. *PDF of policy in Attachments folder.*
10. Employee manuals and copies of any policies related to staff's duties and responsibilities. *Windham Policy Manual:*
<https://wsdtx.org/board/policies/board-adopted-policies?id=18369>
11. Copies of any other significant policies adopted by the board. *Windham Board Adopted Policies:* <https://wsdtx.org/board/policies/board-adopted-policies>

Attachments Relating to Funding

12. Agency's Legislative Appropriations Request for fiscal years 2024-25. *PDF in Attachments folder.*
13. Annual financial reports from fiscal years 2018-22. *The financial records of the Windham School District are a blended component unit within the Annual Financial Report of the Texas Department of Criminal Justice and all financial resources of Windham are included as special revenue funds within the TDCJ AFR.*
14. Operating budgets from fiscal years 2018-22. *PDFs in Attachments folder.*
15. If applicable, a list of all contracts above \$1 million. Please include a brief explanation of the contract, as well as the amount, award date, funding source, procurement method, and term of the contract. Do not include purchase orders in this list. *Not applicable.*

Attachments Relating to Organization

16. If applicable, a map to illustrate the regional boundaries, headquarters location, and field or regional office locations. *PDF in Attachments folder.*
17. Any flowcharts showing the operations of the agency, such as complaint resolution processes, disciplinary or enforcement procedures, etc. *Not applicable.*
18. If applicable, a list and brief explanation of all active memorandums of understanding and information sharing agreements the agency has entered into. Indicate whether these are required by statute, rule, or something else. *PDF in Attachments folder.*

Attachments Relating to Agency Performance Evaluation

19. Quarterly performance reports completed by the agency in fiscal years 2018-22. *PDFs in Attachments folder.*
20. Performance reports presented to the agency's board of directors in fiscal years 2018-22, if different from the reports in Attachment 16. *PDFs in Attachments folder.*
21. Performance reports submitted to the Legislative Budget Board from fiscal years 2018-22. *PDFs in Attachments folder.*
22. Any recent studies on the agency or any of its functions conducted by outside management consultants or academic institutions. *PDFs in Attachments folder.*
23. Agency's current internal audit plan. *PDF in Attachments folder.*
24. Agency's current strategic plan. *PDF in Attachments folder.*
25. List of internal audit reports from fiscal years 2018-22 completed by or in progress at the agency. *PDFs in Attachments folder.*

26. List of State Auditor reports from fiscal years 2018-22 that relate to the agency or any of its functions. *Not applicable.*
27. Any customer service surveys conducted by or for your agency in fiscal years 2018-22. *Not applicable.*
28. Any reports created under Texas Government Code, Section 2110.007 regarding the usefulness and costs of the agency's advisory committees. *Not applicable.*
29. A description of the agency's review of existing rules as required by Texas Government Code, Section 2001.039, and for the last eight years, a brief description of the rules reviewed by date and the result the review.

Windham's Superintendent Directive SD-03.05 provides the process for rule review. Reviews are coordinated with TDCJ and the Texas Board of Criminal Justice/Windham Board of Trustees Office (board office). Windham rule reviews begin with a general counsel review and would be staffed within the district and then reviewed by TDCJ and the board office. It appears that historically, posting to the Texas Register was handled by the TDCJ's Office of the General Counsel and board office. Comments were sent to the WSD general counsel.

The last review for Windham's two published rules was completed in 2016:

Rule §300.1 "Public Presentations and Comments to the Windham School District Board of Trustees" was reviewed between April and July of 2016, and was readopted with revisions, effective September 11, 2016. It appears that COVID-19 and the retirement of Windham's general counsel contributed to the delay for a subsequent review. This rule is currently at the first level of review by the general counsel.

Rule §300.2 "Windham School District Board of Trustees Operating Procedures" was reviewed between April and July of 2016, and was readopted with revisions, effective January 1, 2017. It appears that COVID-19 and the retirement of Windham's general counsel contributed to the delay for a subsequent review. This rule is currently at the first level of review by the general counsel.