

Getting Students Ready for Re-entry

Tuesdays for Teachers
October 28, 2025





Adora Beard, SRM and
Executive Community and
Outreach Partner Manager



Susan Pittman,
Education Consultant

Before We Get Started



During the webinar, **please:**

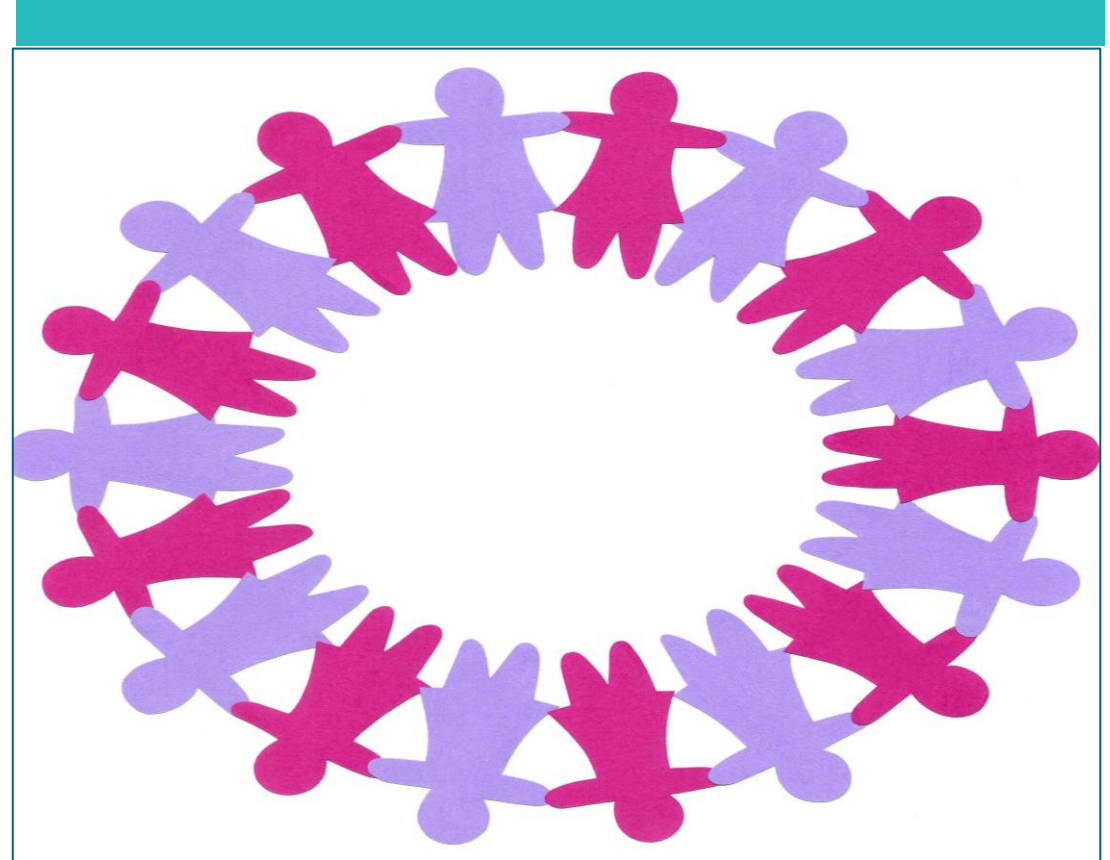
1. Keep your sound and video **muted**. This will limit background noise.
2. Ask questions using the **chat function**.
3. Keep in mind that the session is being **recorded** for future viewing.

In this session, we will

- Discuss the services provided by re-entry programs
- Identify areas in which teachers can show students how what they learn in their GED classrooms can help them when they start re-entry
- Discuss simple ways to contextualize instruction to address re-entry
- Share sample activities for the classroom

Purpose and Goals of Re-Entry Programs

Reducing Recidivism
Promoting Employment
Stable Housing
Healthy Relationships



Importance for Successful Reintegration

Reducing Recidivism

Effective re-entry programs help reduce recidivism rates by providing support and resources for former inmates.

Addressing Key Challenges

These programs address the challenges faced during reintegration, such as finding employment and housing.

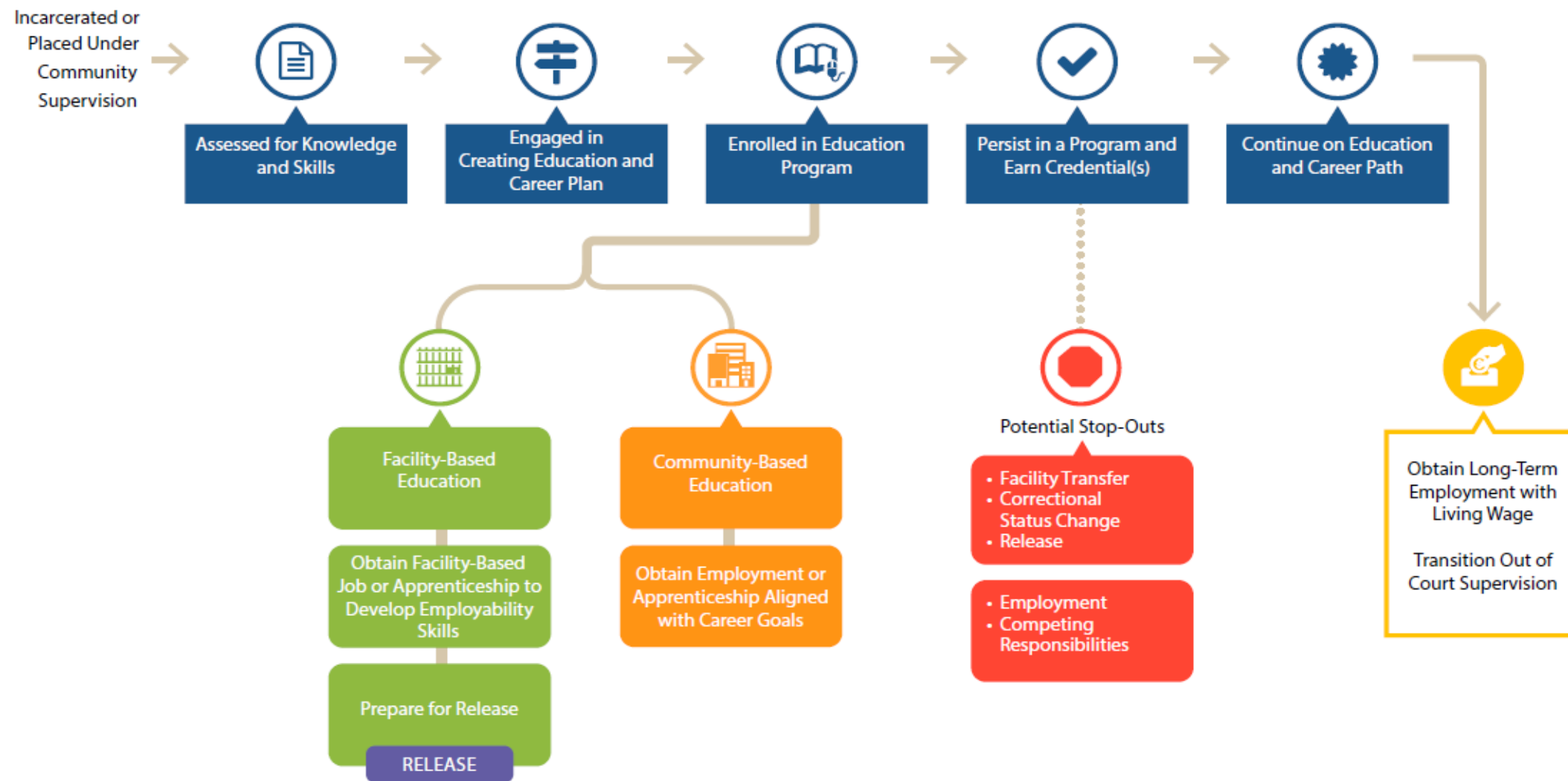
Leading Fulfilling Lives

Successful reintegration programs empower former inmates to lead productive and fulfilling lives within their communities.



Reentry Education Student Flow Chart

This illustration is designed to support reentry education providers implementing the transitions component of the Reentry Education Framework. For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).



Employment Services

Job Placement and Career Counseling

Connecting with
Employers

Career Development
Guidance

Job Search Strategies



Vocational Training and Skills Development

Marketable Skills
Acquisition

Improving
Employability

Boosting Confidence



Workforce Readiness Programs

Interview Skills
Training

Workplace Etiquette

Networking
Strategies



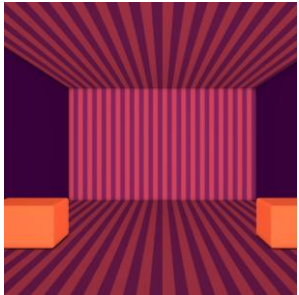
Housing Assistance

Temporary Housing and Shelters



Immediate Housing Support

Temporary housing options like shelters offer immediate assistance for those lacking stable housing, particularly former inmates.



Safe Environment

Shelters provide a safe and secure environment for individuals while they transition to more permanent housing solutions.



Path to Stability

These services help individuals seek long-term housing solutions, promoting stability in their lives after incarceration.

Long-Term Housing Solutions



Housing Assistance Programs

Long-term housing assistance programs provide crucial support in securing permanent residences for former inmates.



Subsidies for Stability

Subsidies are provided to help former inmates afford housing, ensuring they have a stable living environment.



Support Services

Support services are essential for encouraging stability, providing resources like job training and counseling.

Support for Finding and Maintaining Housing

Navigating the Housing Market

Assistance with Applications

Landlord Negotiations Support

Ongoing Tenancy Support



Health and Wellness Services

Mental Health Counseling

Support for Former
Inmates

Coping Strategies
Development

Building Resilience



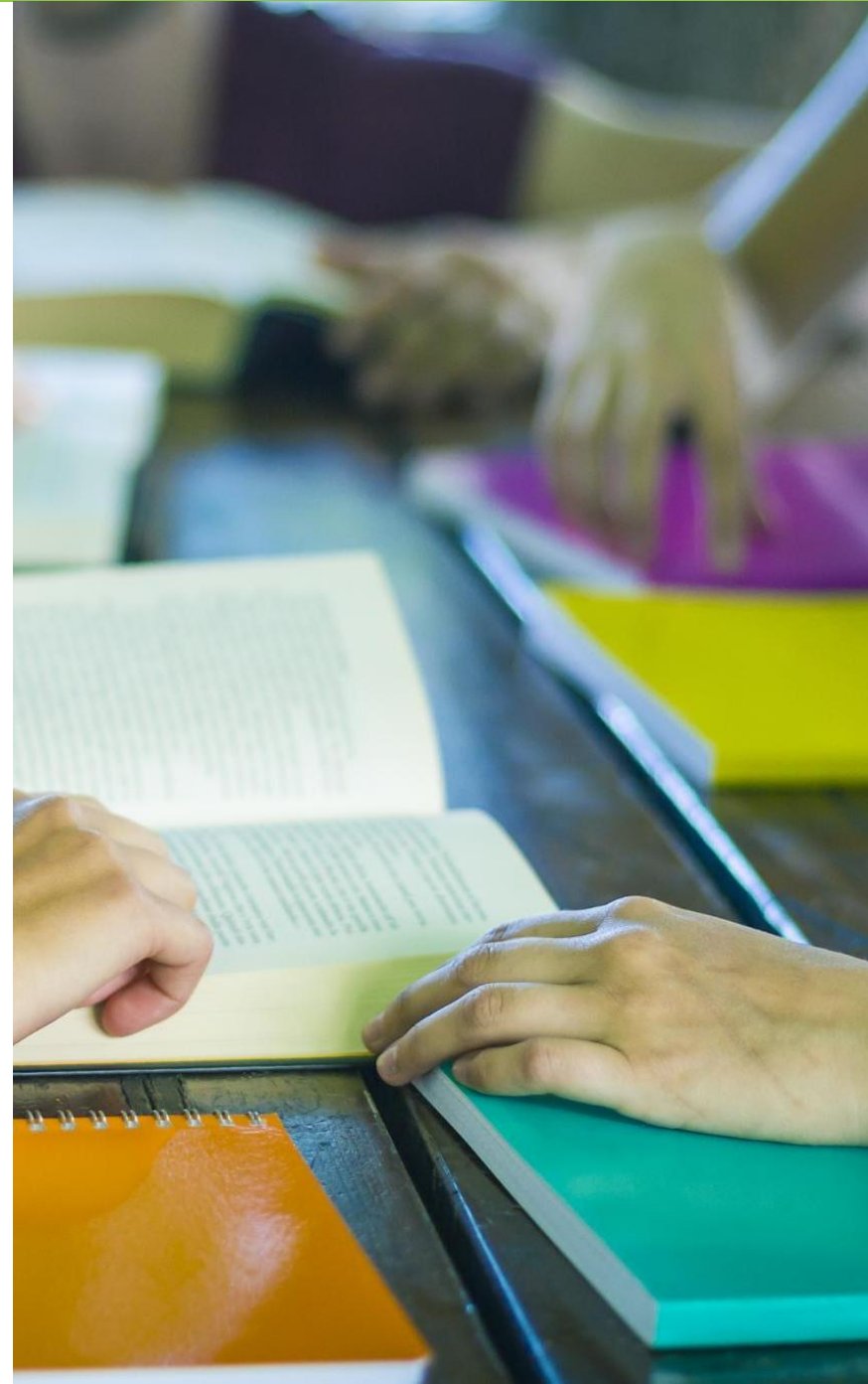
Educational and Skill-Building Programs

GED and High School Diploma Programs

Opportunities for Former Inmates

Job Requirements

Access to Educational Programs



Higher Education Opportunities

Re-entry Programs

College Education

Vocational Training



Life Skills and Personal Development

Communication Skills

Financial Management

Problem-Solving Skills



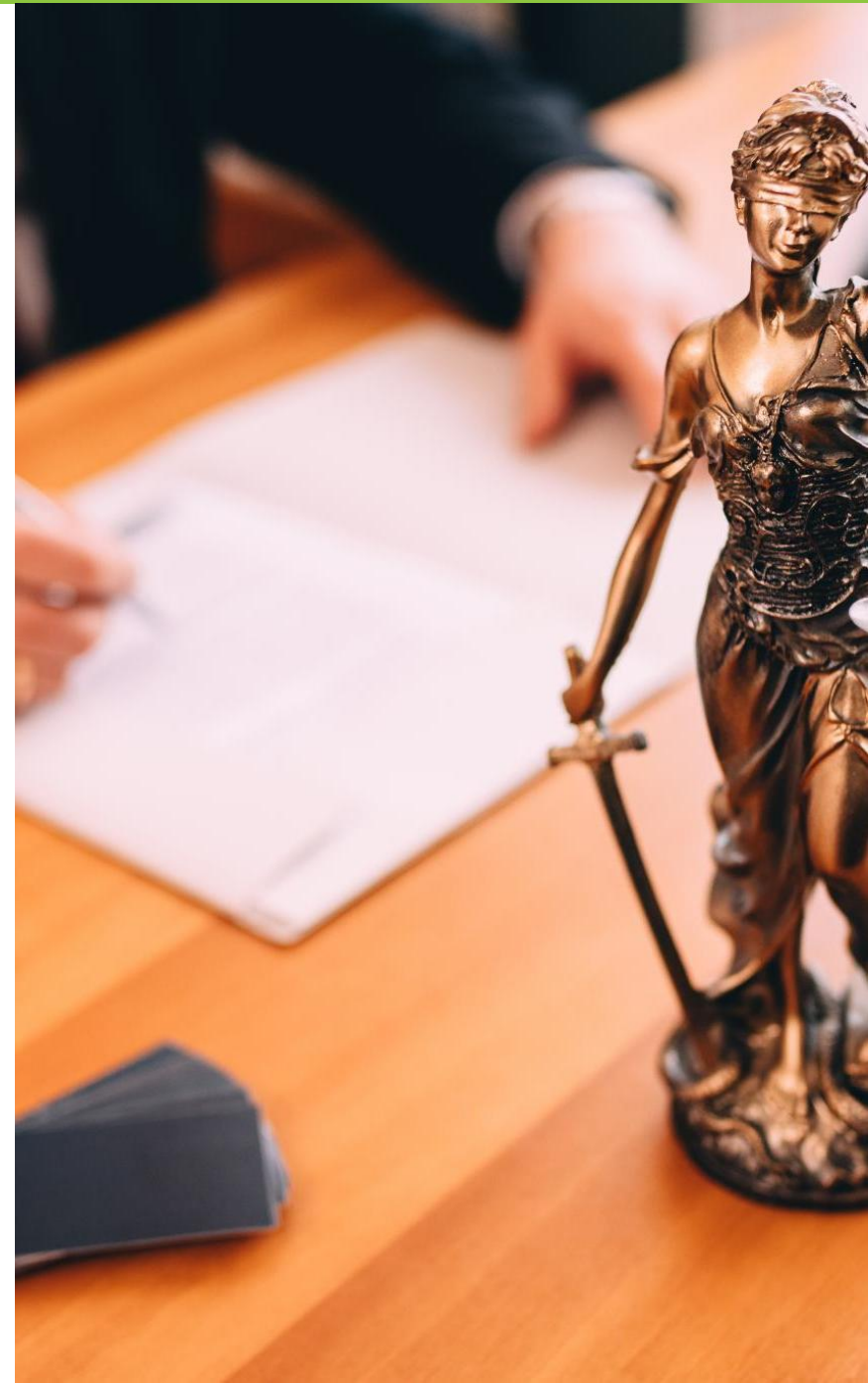
Legal and Financial Support

Legal Aid and Advocacy

Support for
Reintegration

Expunging Criminal
Records

Navigating the Legal
System



Financial Literacy and Budgeting Assistance

Importance of Financial Literacy

Budgeting Skills

Empowerment Through Education



Factors that can “Break” a Returnee’s Success in Re-entry

External Environmental or Contextual

- Health issues
- Reluctant employers
- Reluctant families
- Reluctant landlords

Internal Returnee’s Strengths or Limitations

- Lack of basic literacy and math skills
- Lack of high school credential
- Limited occupational skills
- Limited “navigation” skills
- Lack of self-confidence

Connections to the Classroom



Workforce
Readiness



Vocational Skills



Housing



Financial
Literacy



Health and
Wellness

Workforce Readiness

*Preparing for an interview
Getting to an interview or
job on time*



Preparing for an Interview

Returnees often have difficult obtaining employment, in part because they

- Were incarcerated
- Have gaps in employment
- Have difficulty navigating the process
- Don't plan for an interview
- Lack personal interaction skills

Planning for an Interview

What I Know	Why I am certain I can do the job.	How I have demonstrated these skills in the past.
I know that I can be a productive and capable employee.	I take initiative to complete tasks, whether assigned or not.	Took and passed optional courses Earned by GED Completed initial re-entry program
	I am motivated.	Opportunity to prove myself Support my family Meet probation requirements
	I have learned the importance of good work habits.	On time to work Can work as part of a team Follow directions Listen to feedback

Getting to an Interview on Time

My interview is at 1:10. I should arrive 5-10 minutes early. It's a 24-minute walk and takes a few minutes for me to get out the door. What time should I start putting my shoes on?

What are the most important facts of the problem? 1:10, 5-10 minutes early, few minutes to get out the door, 24-minute walk.

Plan to arrive at 1:00 PM (10 minutes early). The walk takes 24 minutes, so you need to leave your house by 12:36 PM. Allow a few minutes to get out the door, let's assume 3 minutes. So, you should start putting on your shoes at 12:33 PM.

Set up similar scenarios and have students solve.

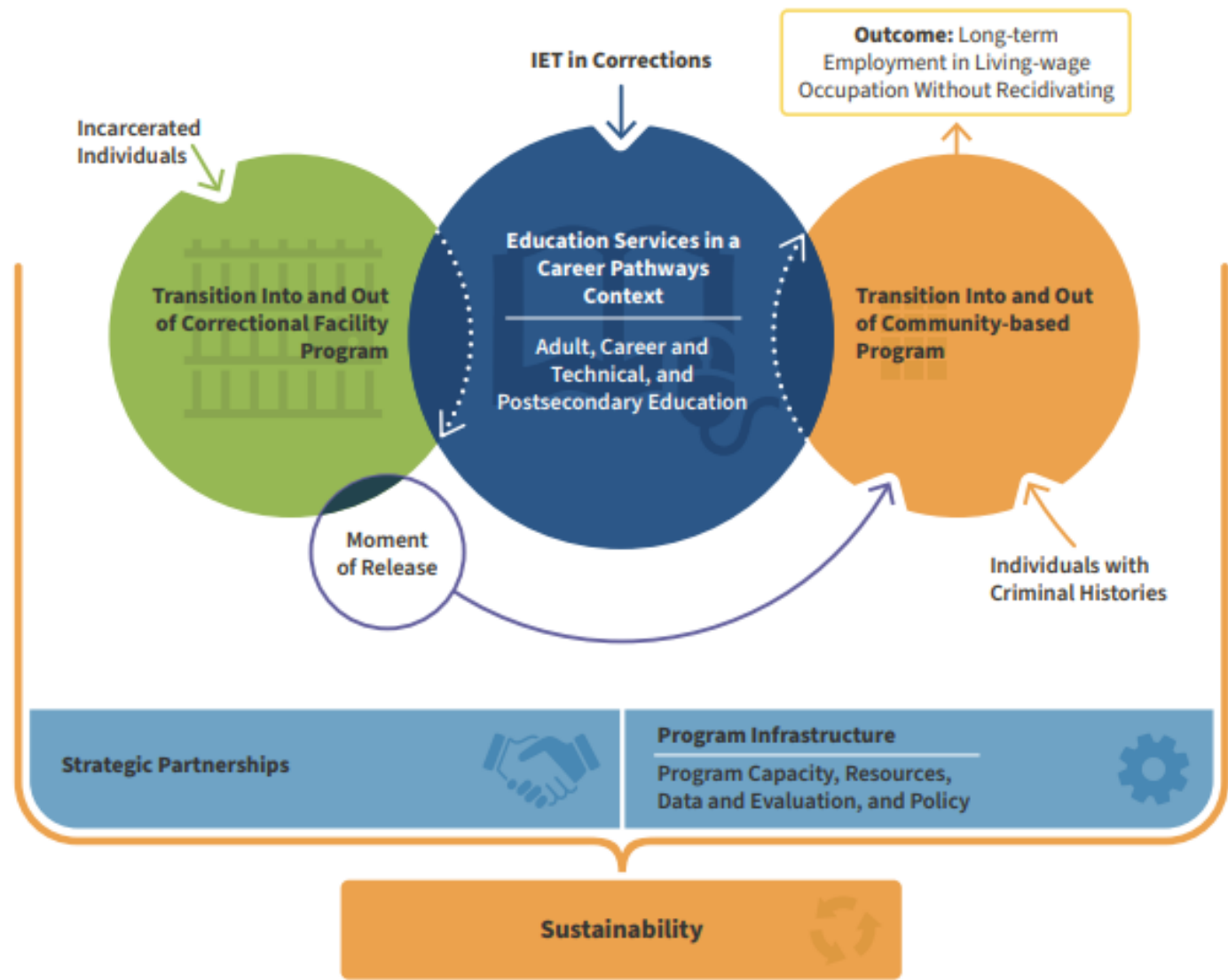
Vocational Training

Taking advantage of Integrated Education and Training (IETs) in corrections



IETs and Re-entry

Exhibit 1. Reentry Education Framework



Sample Industry Sectors

Construction
Logistics
Personal Services
Hospitality
Culinary Arts
Manufacturing

Housing

*Understanding what is
explicitly stated in a text
Comparing prices*



Understanding What is Explicitly Stated

When leasing an apartment, there are several important things to keep in mind. First, make sure to read and understand the lease agreement thoroughly. This document covers all the terms of your tenancy, such as the rent amount, lease duration, security deposit, and maintenance responsibilities. It also includes policies on pets and guests. Be sure to check for clauses about early termination, renewal options, and late payment penalties to avoid any surprises.

Second, take a close look at the apartment and its neighborhood. Before signing the lease, inspect the apartment for any damages or issues that need fixing. Check for amenities like parking, laundry facilities, and security features. Also, research the neighborhood to make sure it is safe and convenient for your needs, such as being close to work, schools, and other essential services. The quality of the neighborhood can greatly affect your overall living experience.

Finally, consider your financial situation. Besides the monthly rent, you will have other expenses like utilities, renter's insurance, and maintenance fees. Make sure your budget can handle these costs comfortably. It's also a good idea to have some savings for emergencies or unexpected expenses. By planning your finances carefully, you can manage your lease responsibly and avoid financial stress.

Comparing Prices

To Rent or Not To Rent

When comparing prices of apartments, there are several important factors to consider:

1. **Rent Price:** First and foremost, ensure that the rent price fits within your budget. Check out typical rental rates in the neighborhood. If an apartment's rent is unusually low compared to others in the area, it might be a red flag.
2. **Additional Costs:** Calculate the true cost of renting, which includes not only the monthly rent but also other expenses such as security deposits, application fees, pet fees, utilities, and parking costs.



Apartment 1 2 bedrooms, 1 bath apartment for rent in a small complex near airport and mass transit. \$800 per month. \$100 application fee required, security deposit - \$400, no pet or parking fees. Water, electricity responsibility of tenant.	Apartment 2 2 bedrooms, 1 ½ bath apartment for rent in large complex 5 miles from airport. \$1,100 per month, electricity and water included. No application fee required. Security deposit – one month's rent. Pet fee - \$50 per month. Uncovered parking - \$0, covered parking - \$100 per month.
What are the pros and cons of Apartment 1?	
What are the pros and cons of Apartment 2?	
Are there any “red flags” of which you should be aware?	
Which apartment would you select? Why?	



Financial Literacy

Understanding banking basics

Taking advantage of sales



Scenario: Asif Uses a Transaction Register to Manage His Checking Account

Asif opened a checking account with an initial deposit of \$300. He decided to keep track of his transactions using the transaction register his bank provided. He was told it can also be called a check register. He thought this would help him monitor his spending and learn how a checking account works.

Moving forward, Asif plans to also use his bank's mobile app to review his transactions.



<https://www.fdic.gov/consumer-resource-center/money-smart>

Here are Asif's transactions:

- Purchased groceries at Local Market for \$50.00 using debit card on 4/3/25
- Purchased gasoline at USA Gas for \$30.00 using debit card on 4/3/25
- Deposited \$280.00 on 4/10/25
- Automatic debit payment to Auto Lender USA for \$150.00 on 4/13/24
- Deposited \$300.00 on 4/25/25
- Got \$50.00 cash from out-of-network ATM on 4/28/25
- Paid \$4.00 out-of-network ATM fee
- Made rent payment to Happy Properties with Check 715 for \$500.00 on 5/1/25

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IT STARTS WITH YOU
2025 GED CONFERENCE

Is Shrinkflation a Real Thing?

Items bought in 2022	Items bought in 2024	Calculations
 48 fluid oz Carvel Oreo Ice Cream Cake \$16.98	 46 fluid oz, Carvel Oreo Ice Cream Cake \$17.96	Do you think shrinkflation is happening for these items? If so, by how much? Compare each item in 2022 and 2024, and show your work in the calculation column, using any method you think it's appropriate.

Sample of activity from YummyMath at:
<https://www.yummymath.com/post/shrinkflation-updated/#>

Is Shrinkflation a Real Thing?

Items bought in 2022		Items bought in 2024		Calculations	
				<u>2022</u> \$ per fluid oz $\frac{\$16.98}{48 \text{ fluid oz}} \approx 0.35375$ $\approx \$0.35 \text{ per oz}$ Note: the unit rates have been rounded to a reasonable denomination	<u>2024</u> \$ per fluid oz $\frac{\$17.96}{46 \text{ fluid oz}} \approx 0.39043$ $\approx \$0.39 \text{ per oz}$
48 fluid oz Carvel Oreo Ice Cream Cake \$16.98		46 fluid oz, Carvel Oreo Ice Cream Cake \$17.96		<u>Percentage Increase</u> $\text{Percent change} = \frac{\text{difference between costs}}{\text{original cost}} \times 100\%$ $\text{Percent change} = \frac{(0.39-0.35)}{0.35} \times 100\%$ $\text{Percent change} \approx 11.4 \%$	

Health and Wellness

*Maintaining Mindfulness
Expecting more from
yourself*



Mindfulness and Re-entry

Mindfulness is the practice of being aware of the present moment with curiosity, openness, and acceptance. It is secular and supported by scientific evidence.

Transforming Education at:

<https://transformingeducation.org>

Mindfulness helps students

- Become more aware of their thoughts
- Pause before taking action
- Be rather than do
- Focus
- Adjust attitude about different situations

Why Mindfulness Matters: Research Findings

Attention to mindfulness has risen exponentially in recent years, largely thanks to encouraging research across a wide range of fields and institutions.³ Below are some of the findings which are of particular interest for those in educational contexts.

Mindfulness leads to:

Academic

- Improvements in cognitive performance, school self-concept, and engagement⁴
- Greater attention⁸
- Reduction of anxiety in high-stakes testing⁹

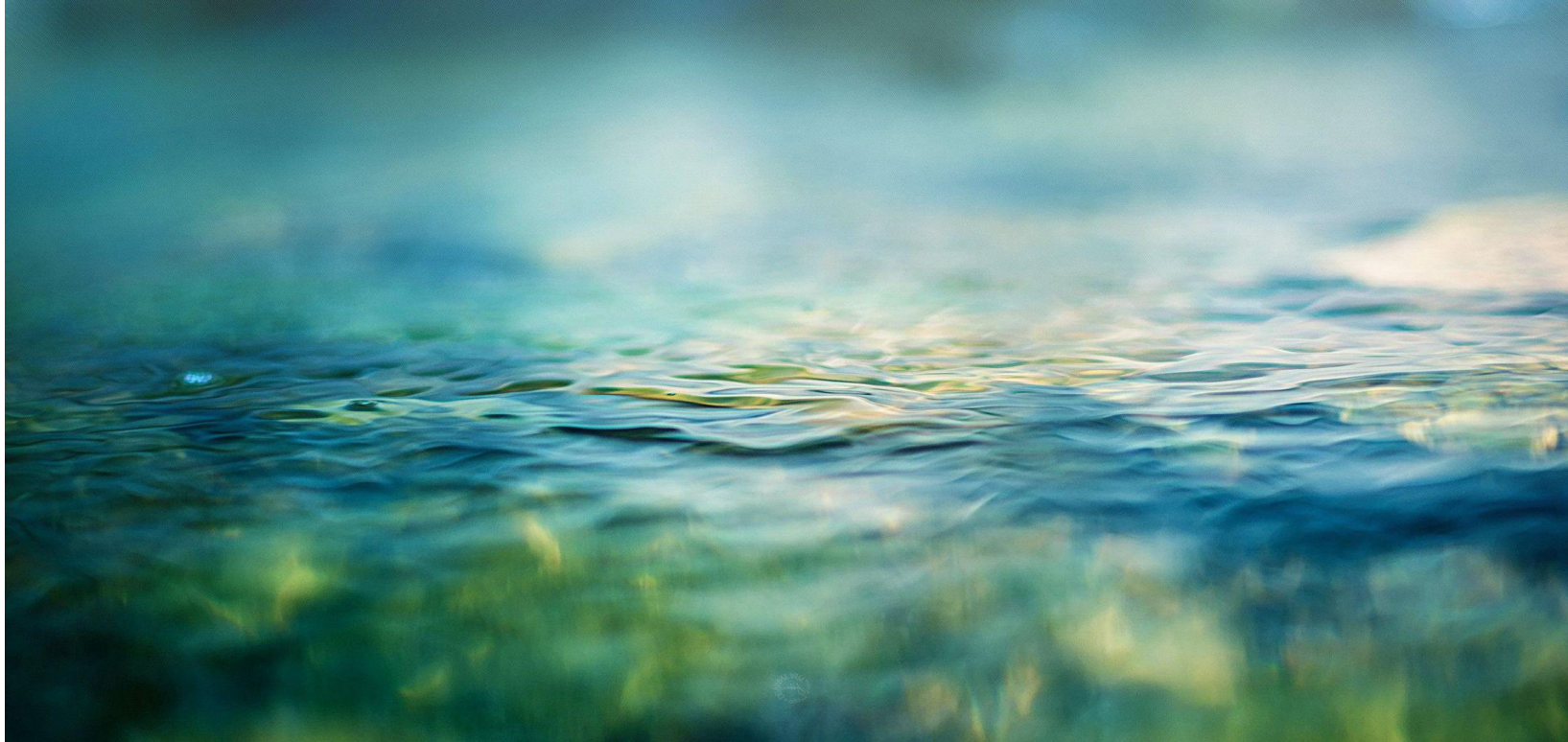
Mental & Behavioral Health

- Decreases in stress levels⁸, emotional over-excitement and depression symptoms¹⁰
- Increases in emotional well-being and self-compassion¹¹
- Lower self-harm¹²

Social Behavior

- Healthier responses to difficult social situations¹³
- Reduction of implicit bias¹⁴
- Increases in compassionate responses to others in need¹¹

Start with the Basics in Class



Turn and Talk

1. What was that like for you? What did you notice?
2. Was it difficult? Easy?
3. With this experience in mind, why do you think mindfulness has recently risen so rapidly in popularity?

Two Ways to View Ability

Fixed Mindset

- Born with a certain level of ability
- That level of ability cannot be changed
- Believe that a person is not in control of his/her own destiny

Growth Mindset

- Everyone is in control of his/her own ability
- Everyone can learn and improve
- Believe that a person is in control of his/her own destiny

Read more at: <https://www.skillsyouneed.com/ps/mindsets.html>

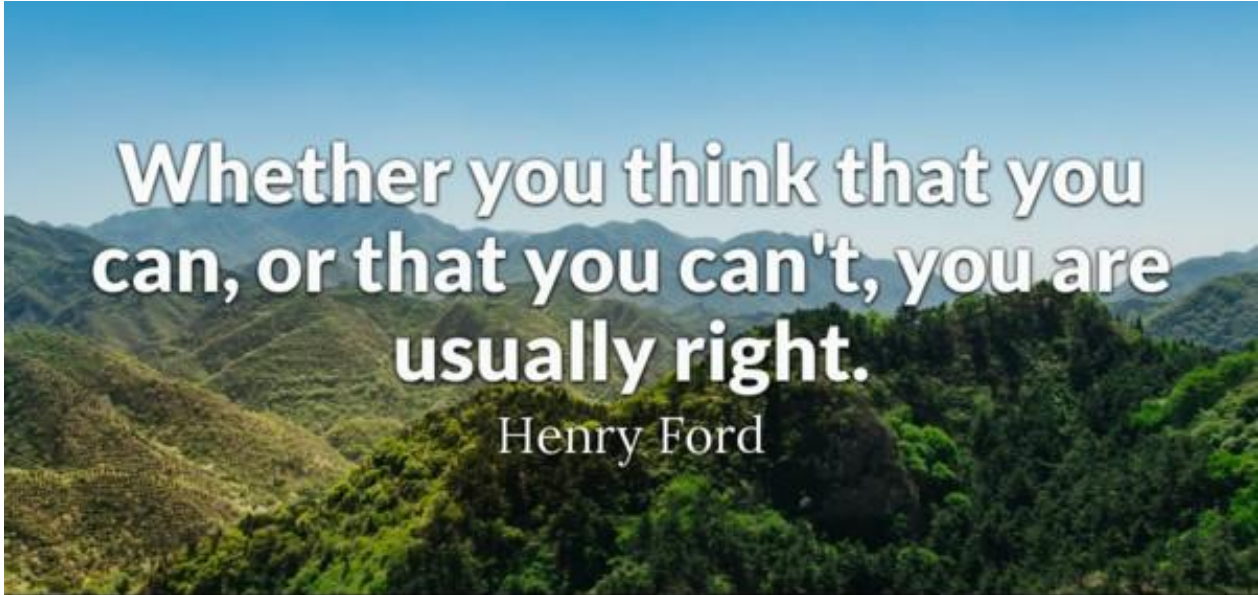


Fixed mindset

- Character, intelligence, and creative ability are static and can't be changed.
- Creates a need to prove yourself over and over.

Growth mindset

- Thrives on challenges and sees failure as a springboard to growth and expanding abilities
- Instead of trying to prove yourself, you can improve yourself.



**Whether you think that you
can, or that you can't, you are
usually right.**

Henry Ford

NURTURING MINDFULNESS AND GROWTH MINDSET

“A gardener can’t force a seed or plant to grow, neither can a teacher make a student more motivated, develop a growth mindset, or perform better at school.”

Jasmine Green &
Andrew Martin

<https://www.aare.edu.au>



You can

- Create the conditions
- Monitor and maintain the environment
- “Plant the seed” by providing information and presenting the curriculum
- Use feedback wisely
- Monitor your own mindset

Praise the Process

Say: “That’s great. You worked hard. Look how well you’ve done.”

Don’t say: “Well done. You are really good at writing.”

Simple Ways to Contextualize Instruction



Show How Skills Relate to Real-Life

- Current Events
 - Discuss current events or news stories related to the topic being taught
- Everyday Life
 - Draw parallels between concepts and situations students encounter daily
- Local Context
 - Use examples from the local area to make learning more relevant
- Personal Connections
 - Have students share their own experiences and perspective related to the material

Use Sample Test Questions

The *Exxon Valdez* Oil Spill

Shortly after midnight on March 24, 1989, the *Exxon Valdez* oil tanker ran aground on a reef in Prince William Sound off the coast of Alaska. The automatic pilot technology on the vessel was turned off shortly before the accident. The resulting spill of 10.8 million gallons of crude oil is one of the major environmental disasters of the twentieth century.

The captain of the *Exxon Valdez*, Joseph Hazelwood, had failed to personally direct the ship back into the proper shipping lanes after he ordered the tanker to move out of the way of icebergs. Hazelwood retired to his quarters once he gave instructions to the third mate to reposition the ship after passing the icebergs.

Neither Hazelwood nor the third mate realized how far off course the vessel was until it was too late, despite the advanced technology on the vessel. Captain Hazelwood had disembarked earlier that day to conduct business for the ship. He returned that evening to pilot the tanker out of Prince William Sound. Little did he know upon re-boarding that he would be at the center of events leading to an enormous oil spill that would impact 1,300 miles of shoreline, kill thousands of animals, and cost over two billion dollars.

Which event described in the passage happened *first*?

- A The *Exxon Valdez* ran aground on a reef.
- B The *Exxon Valdez* was taken off autopilot.
- C Captain Hazelwood retired to his rooms for the night.
- D Captain Hazelwood disembarked to conduct business.

Hot Topics



Jonna McDonough Forsyth,
SRM

2026 GED Conference
GED & Me Mobile App

See You Next Year! Atlanta 2026

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The OFFICIAL GED Mobile App!!

- Core Loop replaced “Question of the Day” to give students more practice
- Questions students performed well on the GED Ready Practice test are grayed out to focus on the areas they need more practice
- The Profile tab can be used to track your time in the app
- Test scores can be found in Profile tab

Q & A

WHICH? about? help? why? what? who?

HOW? answers? WHERE? when?

WHO? WHEN? WHY?

FAQ? which? how?

Thank you!

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