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ABSTRACT

At the request of the Federal Bureau of Prisons (FBP), the Center for Vocational Education assessed the comparative effectiveness of approaches for delivering occupational education, particularly the use of civil service employees who provide occupational education programs within FBP institutions as opposed to use of community resources through contractual arrangements with schools or other institutions or individuals. Structured personnel interviews focusing on cost effectiveness, student satisfaction, teacher performance, scope and variety of programming, and program flexibility were conducted with institutional administration and occupational education staff and students at six institutions. Major findings indicate that: (1) Contracted programs were not necessarily more cost effective than civil service programs; (2) programs established under contractual agreement were more adaptive to changes in the labor market and student interest than civil service programs; (3) student satisfaction did not appear to be dependent upon type of delivery system; (4) instructional preparation was satisfactory across all delivery systems; and (5) current FBP programming is limited in scope and variety. Recommendations include these: that the FBP utilize community-based resource systems, that civil service on-the-job training be replaced with cooperative education programs, and that study release time be pursued at every opportunity. Endixes (80 pages) include the research approach, staff development needs, and survey instruments. (Author/KJ)

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IMPROVEMENT OF OCCUPATIONAL EDUCATION
IN THE
FEDERAL BUREAU OF PRISONS

PHASE I

An Assessment of the Comparative
Effectiveness of Occupational
Education Delivery Systems
in Six Institutions of the
Federal Bureau of Prisons

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THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

EXECUTIVE SUMMARY

One of the major objectives of the Federal Bureau of Prisons (FBP) has been the vocational development of its inmates. Various delivery systems are currently employed by FBP institutions in providing occupational programs for offenders. One type involves the use of civil service employees who instruct occupational education classes within FBP institutions. Another type involves the use of resources available within the community. The present study was undertaken to assess the comparative effectiveness of these delivery systems.

Six institutions were selected by the FBP as data collection sites. Structured personnel interviews were conducted with institutional administration and occupational education staff and students. Interviews focused on cost effectiveness, student satisfaction, teacher performance, scope and variety of program offerings, and program flexibility.

Major Findings

Major findings on each of the five study criteria are summarized below.

Cost Effectiveness

Cost data collected at the six institutions indicate that contracted programs are not necessarily more cost effective than civil service programs. Rather, cost advantages to the FBP depend primarily

on whether the community institutions or the FBP assumes costs for contracted services; whether full class enrollment and attendance is maintained; and whether instruction is full time or part time. The first issue of who assumes instructional costs of contracted services depends on state laws and regulations and the propensity of FBP personnel to explore potential relationships with community educational resources. The second issue, enrollment and attendance, affects student contact hours. If enrollment and attendance is full, student contact hours are maximized which reduces instructional costs per contact hour. Full- or part-time instruction, the third issue, is related to the use of staff time. Civil service instructors are typically full-time employees but full-time instruction is not always practiced. Contracted instructors, on the other hand, may be employed on a part-time basis and salaries paid according to the number of instructional hours or courses taught.

Program Flexibility

Programs established under contractual agreement are usually subject to termination periodically. These programs appear to be potentially more responsive to changes in the labor market or to student interests. Additionally, contract renewals provide both parties an opportunity to review program operations and implement changes for improving overall quality. Responsibilities of the contractor and the correctional institution are usually well defined and provide a basis for program evaluation.

Occupational education delivered through civil service is less adaptive to changes in the labor market or to student interest. Although new programs can be added under civil service, old programs appear not to be as easily terminated because of the tenure of civil service employment. Furthermore, there are no contract renewal periods in civil service operated programs that provide opportunities to review and upgrade services.

While termination of contracted programs is one option when dissatisfaction occurs, the situation cannot always be resolved by changing contracts to another agency. Political boundaries, for example, have precluded competition for effective services and change. It may be difficult to find a training institution with resources to provide excellent quality instruction and other services. These factors vary from area to area in which FBP institutions are located.

Student Satisfaction

Of the five criteria utilized for assessing occupational education delivery systems, student satisfaction appeared to be the least discriminating. Students rated over 80 percent of the occupational education programs in which they were enrolled from good to excellent. Ratings of programs did not reflect differences due to the type of delivery system. Students generally expressed high satisfaction with instructors and instructional techniques.

It was estimated that at least 50 percent of the population

at the primary institutions did not enter occupational education programs. Lack of inmate aptitude or interest and other competing assignments in the institution were often cited by education personnel as primary reasons.

While many students cited self-improvement reasons for entering occupational education classes, instructors felt that students were motivated primarily by their desire to influence parole board decisions.

The key component in programs delivered by various approaches within the institution is the instructor. Student satisfaction of instructor performance was not dependent upon a specific delivery system.

Teacher Performance

Instructional preparation was generally satisfactory across delivery systems. All instructors had written objectives, course outlines, and lesson plans. Almost 85 percent of the contracted instructors and 75 percent of the civil service instructors were certified. Student satisfaction with instructors was high. Almost 90 percent of the students interviewed felt their instructor was fair, organized in his lesson preparation, and showed a genuine interest in his job. Instructors were frequently mentioned by students as having had the most positive influence on them in the institution.

Limited assessment of on-the-job training (OJT) programs in operation at most of the institutions indicated that while students

are given the opportunity to perform manipulative tasks, planned instructional activity on specific knowledges and skills of the trade are seldom in evidence. It appeared that maintenance of the institution and productive work was of primary concern and little, if any, effort was spent on organized instruction.

Scope and Variety of Program Offerings

Current occupational education programming conducted inside the FBP institutions visited is limited in scope and variety, regardless of the delivery system employed. Most programs were no more than six months duration. In contrast, community-based education institutions had many more program offerings on their campus, several of which lead to the two year associate arts degree. Only two FBP institutions had study release programs. Inmate students at one institution were considered residents of the state and did not have to pay tuition. The mission of FBP institutions and constraints on their budget and facilities prohibit them from offering the variety and scope of occupational programs available in the community.

It should be pointed out that study release often poses a problem for correctional institutions. For example, few inmates attain minimum custody status in maximum security institutions with enough time remaining on their sentences to allow participation in a study release program. Further, inmates from correctional institutions are not always welcome at free world colleges and universities. Thus, each institution needs to examine its

potential for study release programming particularly with respect to institutional policies, available services, and community climate.

Recommendations

- . The project staff recommends that the FBP utilize, whenever possible, a community-based resource system for the delivery of its occupational education programs.
- . In taking full advantage of the community resources, it is recommended that the FBP contract with personnel from education organizations rather than with private individuals.
- . Comparing the advantages of programs offered within the community to those offered within the institution, it is recommended that study release be pursued at every opportunity.
- . To insure more relevancy and continuity between related instruction and shop instruction, it is recommended that the shop instructor be responsible for both teaching assignments.
- . It is recommended that civil service delivered OJT programs be replaced with cooperative education programs, especially for long-term inmates.

Strategies

The strategies for accomplishing these recommendations include:

- . A nationwide assessment of state laws and funding resources to identify potential relationships for community resource delivery systems.
- . The selection of several institutions within the FBP to be designated as "community study release centers."
- . A determination on an institution by institution basis of the type and number of occupational programs that can be effectively delivered across the FBP system.

Future Actions

The following adjunctive recommendations are offered for future actions by the FBP:

- . Strengthening of the employment services provided to offenders.
- . Development of a system to follow up paroled offenders.
- . Strengthening the communication system within the FBP to share information on occupational education programs.
- . Development of cooperative occupational education programs.

FOREWORD

The modern goal of the correctional system is not only to serve and protect the public through crime prevention, but also to provide offender rehabilitation and reintegration into the community. Since the offender population is typically poor, undereducated, and unemployed, occupational education is viewed as an effective means for providing useful employment skills and knowledges to elevate and expand the offender's chances for success upon release.

In an effort to improve its occupational programs, the Federal Bureau of Prisons requested technical assistance from The Center for Vocational Education in studying certain aspects of its programs. The primary objective of Phase I of this study was to assess the comparative effectiveness of a variety of approaches, including the community resource approach, for delivering occupational education. The Phase II objective is to design and implement a series of five regional workshops on selected topics in occupational education for administration and staff of the Federal Bureau of Prisons. This document is a report of the research activities, findings, and recommendations of the Phase I effort.

The authors wish to thank Ms. Sylvia McCollum and Dr. Donald Deppe of the Education Branch, Federal Bureau of Prisons, for their encouragement and many helpful suggestions throughout the study. The authors are indebted to the wardens, staffs and inmates of the institutions visited for their time and efforts in providing desired

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INTRODUCTION

In 1973, the Comptroller General reported to Congress that vocational programs for federal prisoners were dependent upon profits from Federal Prisons Industries (FPI) and that vocational programs had suffered in less profitable years. Further, the report states that prison industries and prison maintenance and operation assignments by and large were not effective training mediums for developing marketable skills. Inmates had only limited opportunity to learn from their assignments and sufficient emphasis was not being placed on preparing them for jobs.

Also in 1973, the Report on Corrections by the National Advisory Commission on Criminal Justice Standards and Goals commented in Standard 11.4 that "the role, quality, and relevance of educational programs in major institutions have not kept pace with the social, economic, political and technological changes and expectations of society . . . the status and priority established for institutional education is not commensurate with today's demand and expectation." Standard 11.4 further stated that "each institution should have prevocational and vocational training programs to enhance the offender's marketable skills."

Nevertheless, one of the major objectives of the Federal Bureau of Prisons has been the vocational development of its inmates. As a reaffirmation of this objective and as a response to the challenges issued by Standard 11.4 and the Comptroller General's report, the FBP recently cited a number of its policy

directives together with supporting statistical data as an indication that the Bureau is moving toward improving occupational education within its institutions. In particular, policy statement 7300.63A (1974) delineates and defines educational goals and programs in order to improve the educational efforts of institutions. Included in the program guidelines of this policy statement is the resolution that "each educational program will develop and establish maximum use of community resources (which may be) in the form of study release, educational furloughs, and 'in house' use of outside resources." Currently the FBP provides training for over 50 different skills to over 8,000 inmates enrolled in occupational programs.

Two basic types of delivery systems are employed to provide these programs. One type involves the use of civil service employees who provide occupational education programs within the FBP institutions. Another type uses resources that are available within the community. Community resources include personnel, facilities, equipment, or curricula from public schools, community colleges, technical institutes, the private sector, and other agencies. Programs utilizing the community resource approach may be based within the correctional institution or, through study release, within the surrounding community. An institution may have a combination of several delivery systems.

The relative effectiveness of various approaches is not fully known or documented and has led to the problem of identifying which system or combination of systems is more effective in

meeting FBP objectives and standards for occupational education. The educational leadership within the FBP believes that improvement of occupational education within its institutions is contingent, in part, upon a more appropriate use of delivery systems.

The present study was undertaken by The Center for Vocational Education (CVE) to assess the comparative effectiveness of various delivery systems. This document is a report of this assessment.

In addition, a separate inquiry was made concerning staff development needs of occupational education supervisors and instructors. This consisted of a questionnaire on teaching competencies and informal observations of classroom settings. The results of this inquiry were used to plan the staff development phase of this study (see Appendix B).

OBJECTIVES AND SCOPE

The major purpose of Phase I was to assemble relevant information about various educational delivery systems for decision making by FBP officials. More specifically, the objectives of Phase I were to develop instruments and procedures which would:

1. Assess, in operational terms, the comparative advantages of various occupational education delivery systems used by the FBP, including the civil service approach and the community resource approach.
2. Compare the various approaches in terms of major criteria such as:
 - a. cost effectiveness
 - b. student satisfaction
 - c. teacher performance
 - d. scope and variety of program offerings
 - e. program flexibility

The focus of data collection was on formal occupational education programming. By mutual agreement between sponsor and contractor no close examination was made of alleged training activities in prison industries and prison maintenance and operation activities.

While follow-up data is highly desirable in an assessment of the effectiveness of any educational program or delivery system, both sponsor and contractor concurred that these data could not be pursued within the scope of the present study. Rather, primary emphasis was placed on program legitimacy. Legitimacy factors around which data collection activities were structured included the qualification of instructors, availability and use

of a curriculum and instructional materials (i.e., course objectives, course outlines, lesson plans, etc.), appropriate instructional techniques, adequate facilities, tools, and equipment, and acceptable techniques for monitoring student progress and achievement. To provide a more detailed and substantive assessment of occupational delivery systems, information was also collected on entry and exit procedures related to occupational education, institutional climate, supportive services, and community interaction.

Further discussion of data collection activities as well as other details of the research approach are presented in Appendix A. Structured interview forms are contained in Appendix C.

Four federal institutions selected by the FBP were visited to conduct an assessment of their occupational education delivery systems. Two additional institutions were included as pilot sites to test and refine data collection instruments and procedures.

FINDINGS AND DISCUSSION

The following sections of this chapter examine the delivery of occupational education within each of the six institutions visited. An opening section contains a brief discussion of procedures for entering occupational education that are common to all institutions within the federal system. Following sections present the findings of the data collection activities at the four primary sites and two pilot sites.

Entry Into Occupational Education

Upon arrival at an institution, an inmate undergoes admission and orientation procedures. During the first several weeks he is given the Stanford Achievement Test (SAT), General Aptitude Test Battery (GATB), and the Revised Beta. The results of these tests plus an interview by a member of his classification team provide the information base for assigning an inmate to programs. A classification team generally consists of a case manager, correctional counselor, and other institutional staff, usually including an education representative. Decisions are reached by majority vote or consensus. An important method for making program assignments is the "RAPS" rating. The four factors that comprise "RAPS" are:

- R - a rating of the likelihood of change
- A - age
- P - number of prior commitments
- S - nature and length of sentence

An inmate who receives a RAPS I rating is generally considered to be more receptive to change, is young, and is usually a first time offender. A RAPS III category inmate is older, has probably committed several offenses, and is judged less likely to be rehabilitated.

Participation in occupational education is voluntary and an inmate's preferences and career interests play a major role in his assignment by the team to occupational programs.

U. S. Penitentiary, Terre Haute, Indiana

Institutional Profile

The United States Penitentiary, Terre Haute, Indiana, is a maximum security facility currently housing approximately 1,100 inmates at the main institution and 200 at the camp. Most of the inmate population are from the central part of the United States. The institution is located in a rural area approximately two miles southwest of Terre Haute. The average inmate is 24 years of age and is serving a five year sentence. A large proportion of the institutional population has been received through administrative transfer from other federal correctional institutions particularly the Federal Penitentiaries at McNeil Island and Lewisburg.

Institutional Climate

Warden C. L. Benson views the major purpose of the institution as providing for the safety of the general public through incarceration of offenders and providing rehabilitative programs

for inmates. The warden expressed considerable concern regarding the overcrowded populations within the institution and the high number of inmates that are administratively transferred from the institution annually. He felt that these concerns were obstacles to the development and implementation of meaningful education programs.

Occupational education is viewed by the warden as the number one program priority for inmates who are confined to the institutions. He advocated a specific approach toward the delivery of occupational education which involves contracting with community agencies for the delivery of programs for students within the correctional institution and for inmates who are approved for work/study release. He has been identified by other leaders in the FBP as one of the key proponents of this approach which was developed during his tenure at Texarkana Federal Correctional Institution.

The institutional supervisor of education expressed a number of concerns about occupational education programs within the institutional setting. The following statements summarize those concerns:

- . There is a lack of funding for additional civil service occupational instructional personnel. Approval of positions must necessarily compete with the personnel needs of the total institution.

- There is a lack of follow-up to determine the value of institutional on-the-job training and occupational education programs for inmates.
- Occupational education (V.T.) programs are unable to compete with salary incentives for local prison industry shops. (Inmates prefer to earn \$100.00 per month rather than attend V.T. classes that receive little or no financial remuneration.)
- Security restrictions often impair the use of needed occupational education tools and equipment in the penitentiary setting. Thus for security reasons, occupational education programs may be terminated or moved to locations with lower security requirements.

Occupational Education Programs and Delivery Systems

The current occupational education programs are provided to inmates at Terre Haute through several delivery systems. The programs and their delivery system follow:

| <u>Program</u> | <u>Delivery System</u> |
|------------------------------------|--|
| Welding (Camp) | Contract with Individual |
| Small Engine Repair (Camp) | Contract with Individual |
| Data Processing (Main Institution) | Contract with Indiana Vocational Technical College (I.V. Tech) |
| Welding (Main Institution) | Civil Service |
| Farm Machine Repair (Camp) | Civil Service |
| V.T. Lab (Main Institution) | Civil Service |

Apprenticeship programs in cooking, baking, and meat cutting were added within the last two years. These programs are delivered by civil service.

Entry Into Programs

Intelligence, motivation, available space, and the RAPS rating are factors reported to be relied upon most heavily by the classification team in slotting inmates into occupational education areas. A majority vote is required for reaching decisions regarding inmate assignment.

Eligibility requirements for occupational education include a 7th grade reading level, aptitude, and desire as indicated by the GATB. Emphasis is placed on completion of programs and thus, for most inmates, occupational education is started as soon as possible after team classification. For the data processing course, inmates with a remaining sentence of approximately two years are preferred. Six months minimum time is desirable for other courses. The three programs at the honor camp require minimum security status. Inmates are formally reviewed for reassignment at least every six months or sooner if requested by the inmates or staff.

Discussions with education personnel indicated that approximately 25 percent of the inmates at the Terre Haute camp facility lack minimum academic requirements for occupational education programs and twenty percent are not interested. These estimates would be higher at the main institution where another 20 percent

are unable to meet the minimum security requirements to attend the camp programs.

Program Facilities and Components

The facilities for occupational education programs at the Terre Haute institution can be described in three distinct categories. First, the physical plant at the honor camp outside of the major institution consists of two shops--the small engine repair shop and farm equipment repair shop. Contained within the farm equipment repair area is a space designated as the welding shop. While the small engine repair facility seems to be adequate, the farm equipment repair and welding areas are extremely crowded and poorly arranged. Although welding is a teaching area within the field of farm equipment repair, the attempt to include a welding shop within an already crowded farm equipment repair shop causes both program areas to suffer. An outside area is available for use by the teacher; however, during periods of inclement weather, its use is restricted.

The only shop inside the institution that exists as a laboratory area for occupational education is a small welding shop. Although this shop is neatly arranged, it is crowded and very poorly ventilated. The other areas designated for occupational education are the maintenance shops for the institution. These shops appear to be spacious, well-arranged, and adequately lighted and ventilated. OJT is provided in these areas.

The data processing program classified as occupational education utilizes a standard classroom area since computer hardware is not in existence at the institution for use in training. A keypunch machine is located in another room within the occupational program area.

Equipment in all shops at Terre Haute is current, relevant, and in good repair. Hand tools and small equipment are also adequate. There is no shortage of supplies, materials and other items for student's use in learning activities. Adequate texts, reference books, service manuals, etc. are available. A written statement of objectives and course outline is on hand for each class; however, some problems occur in their use. When OJT was created at Terre Haute, the teaching of related material was turned over to a related trade instructor. The teachers of farm equipment repair and welding who previously conducted all phases of training, including related instruction, were told that their shops were only to provide work experiences as a component of the concept of OJT. Therefore, the only training occurring in the shops is the manipulative skill phase of occupational education.

The related trades class, where students spend a portion of their time to learn the necessary related information, is conducted on an individualized, self-paced method. In other words, students come to the class and are given directions on where the materials are located and they study on their own. The instructor records student accomplishments which includes any lesson plans

completed, tests taken and lessons prepared. Some self-operated multi-media approaches are available for student's use.

No formal graduation ceremonies are conducted upon completion of occupational programs. Certificates of completion are given, either through the institution or through Indiana Vocational Tech (I.V. Tech). Those certificates given through the institution are issued by the Indiana State Department of Education upon request by prison officials. Data processing students receive a certificate from I.V. Tech and attend a formal graduation at the school. Students who complete the welding program are permitted to take a national test for certification. Grading is usually done on the letter grade system. The evening instructors who are employed on a purchase of personnel service contract are conducting their programs on a self-contained basis (i.e., related trades, related instruction, and manipulative skills are taught by the same instructor).

Teachers generally rank the student's ability to cope with the requirements of their program as good to excellent. Absentee rates are relatively low, and only those students in night classes are required to perform work assignments during the day.

The apprenticeship training program is comprised of one-half day in related trades and the other half day on the job. During the job assignment, inmates are given the opportunity to perform manipulative tasks, but learning the specific trade is the student's responsibility. No specific instruction is given unless requested by the student. No organized training plan or schedule

of experiences is used.

All of the teachers reported that the purpose of their program was to develop saleable skills on the part of their students. Some teachers reported that they believed that many of their students were in the programs not to develop skills but to conform to the perceived wishes of the parole board. It was generally believed by students that the parole board looked favorably on inmates whose institutional records showed involvement in occupational education and other rehabilitative programs.

Of the seven teachers interviewed, only one reported a current certification by the State Board of Education. That teacher was also teaching at I.V. Tech. Of the three institutional teachers, two reported no certification, one had been certified in the past in two states. Work experience in industry ranged from four years to twenty-one years with the average being ten to twelve years.

As mentioned above, some inmates enrolled in occupational education are assigned at least half day to an institutional job. A prison industries representative stated that part-time (1/2 day) assignments to industries create problems in that more workers need to be hired and scheduling part-time workers to full-time jobs becomes problematical.

While some job placement activities were reported to be offered to inmates at the camp by the pre-release manager, students who enrolled in the I.V. Tech program had access to the following benefits:

- . Career development and employment counseling for students.
- . The perceived "prestige" of taking college courses.
- . Transfer of course credit to other institutions throughout the nation who offer similar programs.
- . Occupational education programs established in cooperation with occupational advisory committees.

It was reported that students, on the average, remain in the institution 18 months before release or parole. During this period of time, inmates do not generally work at jobs related to their occupational education. Two-thirds of the inmates interviewed felt they were developing few skills, if any, which would be useful in the "free world."

Community Relationship

The education supervisor, with the support of the warden of the Terre Haute Penitentiary, has entered into a training agreement with Indiana Vocational Technical College to administer occupational education programs. Currently, one educational program, computer programming technology, is being offered to inmates in the correctional institution and is applicable to an associate degree in applied science. An agreement between the college and the FBP requires that the FBP education staff identify and refer eligible inmates to the I.V. Tech director of Community Services. Enrollment is open to all persons who show an aptitude for satisfactory completion of the program and are approved by the administration of the penitentiary.

The administration of I.V. Tech is interested in expanding their current involvement with the United States Penitentiary concerning delivery of occupational programs to inmates in the correctional setting as well as hosting selected inmates in a study release program to attend classes on the I.V. Tech campus. A goal of the I.V. Tech administration is to structure a satellite campus of the Indiana Vocational School within the penitentiary. A proposal has been submitted by I.V. Tech, with the support of the penitentiary administration, to the education administrator of the Federal Bureau of Prisons under Project \$1 Million.* New programs submitted for FY 1975 - 1976 include:

- . auto body repair
- . air conditioning and refrigeration technology
- . small engine repair
- . business machine operation

While the administration of I.V. Tech is interested in the development of study release programs, no inmates are currently attending classes on the I.V. Tech campus.

Cost Effectiveness

As shown in Table 1, instructional and administrative costs per student contact hour are highest for the data processing course and lowest for the farm machinery repair course. The significant factors involved in these two figures are that:

*Project \$1 Million is a program development fund for occupational education provided by the Federal Bureau of Prisons.

Table 1

INSTRUCTIONAL AND ADMINISTRATIVE COSTS
FOR OCCUPATIONAL EDUCATION
AT TERRE HAUTE INSTITUTION, FY'75

| Civil Service | PROGRAM | Contract | SALARIES | ENROLLMENT | COMPLETION | ESTIMATED STUDENT CONTACT HOURS | ESTIMATED COST PER ENROLLMENT | ESTIMATED COST PER COMPLETION | ESTIMATED COST PER STUDENT CONTACT HOUR |
|---------------|---------|------------------|----------|------------|------------|---------------------------------------|-------------------------------------|-------------------------------------|---|
| | | Data Processing* | \$ 6,384 | 11 | 9 | 5,520 | \$580 | \$709 | \$1.16 |
| | | | | | | | | | |
| | | | 16,500 | 64 | 34 | 17,160 | 258 | 485 | .96 |
| | | | | | | | | | |
| | | | 17,525 | 212 | 105 | 32,070 | 83 | 167 | .55 |
| | | | | | | | | | |
| | | | 18,061 | 51 | 29 | 41,600 | 354 | 623 | .43 |
| | | | | | | | | | |
| | | | 2,121 | 40 | 30 | 3,780 | 53 | 71 | .56 |
| | | | | | | | | | |
| | | | 2,121 | 47 | 34 | 4,374 | 45 | 62 | .48 |
| | | | | | | | | | |

*Contract with Indiana Vocational Technical School

**Contract with private individual.

- . The data processing class is a two-year program and thus shows a stable enrollment of 11 students. Although the salary figure is modest, the relatively low number of student contact hours brings the instructional and administrative costs per contact hour to a program high of \$1.16.
- . The farm machinery repair program shows a very high number of student contact hours which compensates for the highest program salaries figure shown in Table 1. The end result is a relatively low cost for each student contact hour.

While instructional and administrative salaries for the welding and small engine repair programs at the institutional farm are very modest, student contact hours are also low.

Cost per enrollment figures show the data processing program as the most expensive and small engine repair the least expensive. The same relationships hold true for the figures representing cost per completion.

The basic funding mechanisms for the current single contracted program with I.V. Tech (i.e, data processing) is through the penitentiary V.T. budget. This budget is obtained from prison industry profit. The total cost of the data processing program is \$7,463,75 for 11 students. The college also provides counseling for students to receive other financial assistance as long as they are enrolled in the college program. This assistance comes in the form of Basic Opportunity Grants, and Veterans Administration

benefits. It was reported that funding is provided by the state of Indiana to the central office of I.V. Tech for all FBP student enrollments. However, the Terre Haute campus of I.V. Tech apparently is not receiving any of this money to provide direct support to the penitentiary based program. Thus, instructional costs and equipment expenses are currently borne by the FBP.

The Terre Haute institution was selected for participation in Project \$1 Million in FY'76 but funding was not available. Tentative plans call for participation during FY'77.

Program Flexibility*

The education supervisor indicated that the primary consideration in adding new programs is the vocational needs of the institution's inmate population. More specifically, inmate characteristics such as age, educational achievement, and occupational interests were reported to be integrated with other factors such as statistics on national employment trends and opportunities. Two programs, typewriter repair and auto mechanics, were terminated within the last two years at the Terre Haute institution primarily because of security reasons.

Termination of any occupational education program delivered by civil service is constrained by the tenure of civil service instructors. However, termination of programs delivered by

*By program flexibility is meant the capability of institutions to modify their educational programming to remain effective and current in terms of labor market demands and student interests.

private individuals under contract or personnel under contract from I.V. Tech is a feasible option should these programs become outdated or inconsistent with student interests and needs. Thus, it appears that program flexibility is potentially higher with community resource delivery systems than with civil service delivery systems.

Student Satisfaction

When asked about the overall quality of the occupational education programs they had taken, students rated 83 percent of the programs from good to excellent. Eighty-four percent said that they were able to obtain the training they wanted from among the programs available at the institution. However, 65 percent would have liked to obtain training not currently offered by the institution. The most frequently mentioned area was the broad field of electronics.

Ninety percent of the students interviewed stated that they applied for occupational education to better themselves by learning a trade. Ten percent mentioned early parole as their reason for applying.

When asked whether the occupational education program was set up to meet students' needs, almost 75 percent replied affirmatively and said that students in their class really wanted to learn a vocational skill.

Most of the students interviewed were satisfied with their

instructors. They felt the instructors were fair in their treatment of students, organized in their lesson preparation, and showed a genuine interest in their job. There appeared to be little dissatisfaction with presentation of course material. Instructors, by and large, utilized an individualized, self-paced instructional approach. However, almost 44 percent of the students interviewed felt that tools and equipment available were not adequate to prepare them for a job after release. Some dissatisfaction was expressed with the data processing program which had one key punch and only community access to computer hardware. Inmates strongly agreed that a data processing course with no access to hardware limited the training they were receiving.

Dissatisfaction was also expressed with the shop conditions in the welding program. Many of the welding students cited poor ventilation and the need for more space.

Teacher Performance

Teacher performance for both the civil service and contracted employees appeared to be satisfactory from the standpoint of instructional preparation. Written objectives, course outlines, and lesson plans were reported to be used by all instructors at the Terre Haute institution; however, the related trades classroom did not show much student-teacher interaction. Students were, for the most part, left to study on their own, and in some cases, study whatever they desired. The instructor's responsibility was primarily administering the necessary record keeping and showing

students where materials were located.

The apprenticeship programs were lacking good instructional support. Although job assignments present opportunities for manipulative tasks, little specific instruction is given that adequately prepares students with the knowledge and skills required to learn the trade. Some instruction is provided--if requested by the student.

An examination of teacher credentials showed that one contracted instructor and no civil service instructors had current certification. The certified instructor also taught at a local high school in the daytime.

When students were asked about their instructors, most indicated that they were satisfied with the methods used in teaching the class and with the attitudes of instructors. Six of the 20 students interviewed felt that their occupational education instructors had the most positive influence on them while at the institution

Thus, with the exception of apprenticeship training and related trades instruction, it appears there is little difference in performance of instructors whether they be civil service or contracted employees.

Scope and Variety of Program Offerings

While 16 of the 20 students indicated they were able to obtain the training they wanted from among the programs offered at the institution, 13 students or 68 percent mentioned other

training programs not currently offered. Further, when asked for suggestions to improve occupational education programs, 6 of the 15 students who responded mentioned a need for more program offerings, expansion of current programs, or a desire to enter study release. This suggests that the scope and variety of current program offerings is not meeting the needs of a large number of inmates who are eligible for occupational education.

U. S. Penitentiary, Atlanta, Georgia

Institutional Profile

The United States Penitentiary, Atlanta, Georgia, is a maximum security facility currently housing approximately 2,100 male offenders. The institution is located in the northeast metropolitan area of Atlanta. Inmates committed to this facility have long sentences and significant prior records. Data from institutional files indicate that the offender's average age is thirty-seven and most of the men committed to this penitentiary are from the Eastern United States.

Institutional Climate

Clarification of the role and mission of this institution within the federal system was expressed during a meeting with top administrative aides of the warden. These officials described the role of the institution as providing housing and work opportunities for the long-term offender in a close security setting. A second thrust with apparently a lower priority is the provision

of education and treatment programs for the offender. Such programs may be taken by the inmate in the time remaining after his assignment to prison industries or institutional maintenance has been completed.

The institutional education supervisor was previously identified by other leaders in the Federal Bureau of Prisons as one of the key individuals responsible for the development of the unique community college program that is currently operating under a cooperative relationship between Texarkana Community College and the Texarkana Federal Correctional Institution. This supervisor suggested that it is important for correctional institution education planners to carefully examine the characteristics of various delivery systems as well as the stated mission and goal of the correctional institution within the federal prison system. More importantly, he suggested that the correctional institution's role or mission will determine the direction for educational planning.

Occupational Education Programs and Delivery Systems

Currently the occupational education programs are provided to offenders in the Atlanta institution through two delivery systems. The programs along with the delivery system follow:

| <u>Program</u> | <u>Delivery System</u> |
|--|---------------------------------|
| <u>--Day</u> | |
| Auto tune up/auto air conditioning | Civil Service |
| Auto transmission/brakes and alignment | " |
| Small Engine | " |
| Masonry | " |
| Welding | " |
| Heating and air conditioning | " |
| Barbering | Contract with Atlanta Area Tech |
| <u>--Night</u> | |
| Auto tune up/auto air conditioning | Contract with Atlanta Area Tech |
| Auto brakes and alignment | " |
| Welding | " |

An OJT baking program has been recently added at the institution. Current plans call for adding machine shop and electrical maintenance programs to the OJT area. The delivery system for these programs would be civil service.

Entry Into Programs

The only eligibility requirement for occupational programs is that the inmate be able to read at a minimal level to keep pace with the course requirements. Evening programs also require minimum custody status.

Classification procedures require that the education department test and interview each newly assigned inmate and a written recommendation be sent to the classification committee. In reaching its decision, the committee looks at the institution's needs and the inmate's custody status, needs, and interests. The final decision is a consensus of the vocational training coordinator, the associate warden of custody and the classification committee. Currently no representative from the education department is on the classification committee which is composed of a case worker, a custodial officer, and a case management coordinator. It was reported that, in reality, inmates apply directly to the education department for admission to occupational education and the classification committee almost always approves. Requests for reassignment are usually initiated by the inmate.

The education staff estimated that about 50 percent of the inmates at the institution are unable to participate in occupational education programs due to other competing assignments in the institution. Fifteen percent are not interested and another fifteen percent prefer academic education programming.

Program Facilities and Components

The physical plant for occupational education at Atlanta is spacious, well-arranged, and appears adequate for the conduct of occupational programs. Although all of the shops are located within the same general area, each shop or training area is separated from the others sufficiently to eliminate distraction

such as noise, conversations, etc.

Each of the shops appears to be adequately equipped with relevant up-to-date equipment that is related to the trade being taught. The instructors reported adequate numbers of hand tools and equipment for teaching their subject. No reports were made of equipment being in a state of disrepair and all shops were reported to be well maintained.

No problems were reported in obtaining necessary supplies or materials for the students to use in shop activities. Ventilation, cooling, lighting, and space arrangements were reported to be adequate.

All instructors reported a written statement of objectives was being used for each particular trade area taught. In many cases, a course outline was also in use. Curriculum support appeared to be very strong at this institution due to the efforts of the vocational training coordinator who has worked with the instructors to provide teaching materials. An outstanding job of multi-media support for curriculum has been developed, particularly with the use of sound-on-slide materials. The coordinator has worked with the instructors to develop a number of teaching units with the sound-on-slide technique. Additionally, many of these presentations have been prepared in Spanish.

All teachers reported having adequate texts, reference books and other reference materials available for use in their program. Adequate mock-ups, visuals, charts and other teaching aids were also available.

Most courses provided some type of certificate issued by the institution upon the satisfactory completion of course requirements. Students enrolled in courses taught by Atlanta Area Tech instructors received certificates from that school. Two programs reported certification available from outside sources--one for barbering, the other for welding certification under American Welding Society specifications.

Instructors reported using a combination of letter grades and numerical grades; however, an effort is being made to base both grades and completions upon attainment of levels of proficiency.

The students who comprise the class were rated by the instructors as being good to excellent in the ability to cope with course requirements. The instructors further stated that the majority of students were in their programs to earn credit towards parole. Probing of this issue revealed that instructors did not devote more attention to those students who were eager to learn occupational skills and less to those primarily interested in earning points for parole.

No specific entrance requirements have been established by the instructors for their programs. Students are assigned to a class through the vocational training coordinator's office and instructors are not involved in the selection process.

Absentee rates for each daily session of class seem to be relatively low, ranging only one or two students per day on the average. Since most instruction is based on an individual progress

procedure, absentee rates do not adversely affect the program.

Since all classes except barbering are scheduled during the day as well as at night, all students usually perform a work assignment elsewhere in the institution. Interviews with prison industry and prison maintenance representatives indicated that they generally had no problem with this arrangement. Barbering, however, is a full-time day program, and these students are not given work assignments.

Although all instructors reported that the primary goal of their program was to develop saleable skills on the part of their students, the level of skill ranged from low in one case to extremely high in one other. The skill level to which instructors attempt to train their students correlates very positively with their perception of this goal.

The nine teachers interviewed had teaching experience ranging from six years to ten and one-half years. All but one had prior teaching experience in a "free world" setting. Five of the teachers were employed by Atlanta Area Technical School and five were U. S. Government employees. All five of the community-based teachers reported holding certificates from the State Board of Education while three of the institutional teachers reported such certificates. One additional institutional teacher reported being certified through an approved apprenticeship program as a journeyman. The other institutional teacher reported no certification other than as a teacher with the United States Navy.

Classification personnel indicated that upon completion of occupational education, an inmate's record is reviewed and an attempt made to place him in a job related to his training. However, interviews with 20 students, many of whom had completed more than one occupational education course, showed that 17 were placed on institutional work assignments which were not related to training received and which offered no opportunity to learn or upgrade skills considered to be useful on a free world job.

There appears to be no job placement services and little counseling and guidance services provided to students. No special programs are offered to students with special needs.

Students who are enrolled in the Atlanta Area Tech programs receive the following benefits:

- . An instructional staff certified by the Georgia State Department of Education.
- . Courses approved by the Georgia Department of Veterans Services which provides eligibility for V.A. benefits.
- . Occupational education programs established in cooperation with occupational advisory committees.
- . Accreditation of the Atlanta Area Technical School by the Southern Association of Schools and Colleges.

Community Relationships

The education supervisor with the support of the Atlanta Penitentiary administration has entered into a contractual agreement with Atlanta Area Technical School to provide occupational

education instruction to student inmates housed in the institution. The current contract specifically provides for the period between September 29, 1975, and June 30, 1976. The contract appears to be flexible in that particular courses to be conducted each quarter are subject to mutual agreement by both the officials of the penitentiary and Atlanta Area Technical School. The agreement is summarized as follows:

- . Course outlines and text books must receive prior approval.
- . Time and length of classes are specified by the government.
- . A minimum initial enrollment is required to start any class.
- . Classes which average less than twelve in attendance for six consecutive sessions may be terminated at the discretion of the contractor (Atlanta Area Technical School).
- . Classes will begin on the scheduled beginning date of each Atlanta Area Technical School quarter and end on the last regularly scheduled work day prior to the beginning date of the subsequent quarter.
- . The Government shall furnish all materials, supplies, and textbooks, and clerical assistance required in connection with the course.
- . The contractor shall furnish such reports on students as are required by the Government.

- . The contractor shall adhere to all regulations prescribed to the institution for the safety, custody, and conduct of inmates.
- . The Government may observe the classes conducted by the contractor; however, work assignments will not flow through established supervisory channels and the matters on which the contractor works and the results obtained will be entirely within his own unsupervised determination.
- . The contract can be terminated by either party at any time during its duration, upon not less than ten days written notice.

Under the relationship, the education coordinator at the penitentiary acting with the supportive recommendations of the classification committee refer persons who are age 16 and older or are out of school to the Office of Off Campus Coordinator of Instruction, Atlanta Area Technical School.

An interview conducted with three administrative staff members of Atlanta Area Tech revealed that the existing climate for cooperation for delivery of occupational education courses to inmates housed in the correctional institution remains positive. However, several concerns were expressed regarding the possible planning and development of additional relationships between the two organizations.

- . There is currently a lack of appropriate funding by the FBP for programs.

- . There is the feeling that long-term offenders will not be able to benefit from occupational education courses because of the long period of time that exists between the training received and related employment opportunities. There is the need for the FBP to identify inmates who are closer to release for participation in occupational education courses. It was suggested that candidates be no more than five years from release to receive consideration for entry. It is difficult to justify funding occupational courses for long-term offenders.
- . Competent instructors willing to teach in the maximum security environment are difficult to identify. Thus, some planned programs are not offered with regularity. A planned course in air conditioning was cancelled because of the lack of an available instructor.
- . Consideration should be given to developing educational study release programs for properly classified offenders. Such a program would allow the offender to be housed in an approved half-way house or similar facility and attend classes on the campus of Atlanta Tech.

Currently no inmates from the Atlanta Penitentiary are screened for study release programs. Considering the mission and role of the penitentiary there is some question concerning

feasibility of developing study release opportunities for the long-term offenders.

Cost Effectiveness

The Atlanta Institution provides an opportunity to compare delivery system costs for the same type of occupational education course. Table 2 shows that the welding, auto tune-up, and auto air conditioning courses are taught by both civil service and Atlanta Area Tech instructors. The civil service instructors teach during the day and Atlanta Area Tech instructors at night using the same institutional facilities and equipment. A student attends either the day or the night class. Examining the data for cost per student contact hours shows that contracted services are lower for the welding course by a factor of almost four, and lower in the auto tune-up, auto air conditioning and front end alignment and brake repair courses by a factor of almost three. Since Atlanta Area Tech pays instructors salaries, contract costs represent primarily institutional administrative salaries. The barbering course, an Atlanta Area Tech funded course, also shows a relatively low instructional cost per student contact hours of .37. The civil service delivered masonry and welding courses show the highest cost of 2.67 and 2.56 respectively for each student contact hour.

Funding of Community Occupational Education Programs. The basic funding mechanism for the current contracted relationship with Atlanta Area Tech is through the FBP. The contract at the

Table 2

INSTRUCTIONAL AND ADMINISTRATIVE COSTS
FOR OCCUPATIONAL EDUCATION
AT ATLANTA INSTITUTION, FY'75

| PROGRAM | Contract* | SALARIES | ENROLLMENT | ESTIMATED STUDENT CONTACT HOURS | ESTIMATED COST PER ENROLLMENT | ESTIMATED COST PER STUDENT CONTACT HOUR |
|---------------------------------------|-----------|----------|------------|---------------------------------------|-------------------------------------|---|
| Civil Service | Welding | \$ 2,757 | 44 | 3,920 | \$ 63 | \$.70 |
| Welding | | \$24,807 | 88 | 9,700 | 282 | 2.56 |
| Masonry | | 24,995 | 88 | 9,360 | 284 | 2.67 |
| Automatic Transmission | | 11,850 | 60 | 5,500 | 198 | 2.15 |
| Heating & Air Conditioning | | 24,271 | 88 | 10,920 | 276 | 2.22 |
| Barbering | | 7,941 | 60 | 21,600 | 132 | .37 |
| Small Engine Repair | | 6,661 | 68 | 5,440 | 98 | 1.22 |
| Auto Tune Up | | 5,877 | 148 | 7,460 | 40 | .79 |
| Auto Tune Up | | 10,539 | 96 | 5,560 | 110 | 1.90 |
| Front End Alignment & Brake Repair | | 2,939 | 80 | 4,960 | 37 | .59 |
| Front End Alignment & Brake Repair | | 6,661 | 68 | 4,700 | 98 | 1.42 |
| Auto Air Conditioning | | 2,939 | 80 | 3,600 | 37 | .82 |
| Auto Air Conditioning | | 10,539 | 48 | 5,540 | 220 | 1.90 |

* Contract with Atlanta Area Technical School.

time of visitation specified that registration fees of \$1,000 per quarter or \$3,000 per year be paid to Atlanta Area Tech.

A proposal has been submitted by the education supervisor of the Atlanta Penitentiary to the educational administrator of the Federal Bureau of Prisons under Project \$1 Million for the addition of an electronics technology training program. The \$59,280.00 request specified that the FBP program would utilize contract instructor services of either Atlanta Area Tech or DeKalb Junior College.

Program Flexibility

The education department is planning to add textile management and computer technology programs over the next few years. Plans call for instructors to be furnished by Atlanta Area Tech. Inmate needs and interests as well as statistics on local and state job opportunities were cited as important factors upon which program development is based.

Atlanta Area Tech terminated an occupational education program at the institution because of a lack of long-term financial commitment by the FBP. The program has since been reactivated by the FBP using a civil service delivery system. Program administrators indicate that the most important factors that influence decisions to terminate occupational education programs are:

- . Budget deficiencies from the FBP and, in some cases, community colleges
- . Lack of qualified instructors

- . Lack of available jobs for graduates
- . Lack of inmate interest

The option of terminating a contract with a community educational organization often requires that a qualified replacement organization be found to continue the educational service. However, when serious consideration was given to exercising this option, the Atlanta Penitentiary experienced considerable difficulty in locating another educational institution to continue an occupational program. Thus, the advantage of contractual agreements in terms of program flexibility is dependent upon the availability of qualified educational institutions in the community and a climate that will allow competitive selection among those available.

Student Satisfaction

Almost 90 percent of the students interviewed rated the occupational education programs as good to excellent. Although 75 percent said they were able to get training they wanted from among the programs available at the institution, they would also have liked to enroll in other programs not offered in the institution. Computer technology and electronics were the most frequently mentioned programs.

Almost two-thirds of the students interviewed said they enrolled in occupational education to better themselves while 29 percent felt enrolling would help them for an early parole. Although most students said the occupational education program met their needs as students, two-thirds stated that few students

in their classes really wanted to learn a vocational skill.

Student satisfaction with instructors was high. Over 90 percent of the interviewees felt the instructor was fair, organized in his lesson preparation, and showed a genuine interest in his job.

Presentation of material was well received. There appeared to be a minimum of pure lecture with more emphasis given to discussion, question and answer, demonstration, and visual aid presentations. Individualized, self-paced instruction was the basic approach used by instructors.

Students seemed to be well satisfied with the tools and equipment and the general environment of the shop area. Ten percent of the interviewees expressed dissatisfaction with the amount of space provided in the shop area for the tune-up and front end alignment programs.

Teacher Performance

All of the instructors at the Atlanta institution demonstrated satisfactory course preparation. A written statement of objectives was used and, in many cases, a course outline had been developed. As mentioned earlier, an outstanding job of multimedia support for curriculum had been developed with the use of sound-on-slide materials.

Instructor background varied somewhat in terms of certification. All of the Atlanta Area Tech instructors held certificates from the State Board of Education. Three of the five civil service

instructors had such certificates. All instructors had teaching experience, ranging from six years to ten and a half years.

As mentioned previously, students expressed high regard for instructors. Evidence of this is indicated by the fact that 12 of the 20 students interviewed mentioned their occupational education instructor as having had the most positive influence on them while at the institution.

In reviewing the various indicators of teacher performance discussed above, no distinctions in quality of performance can be determined between the civil service and the Atlanta Area Tech instructors. All were apparently doing a reasonably good job and were generally well regarded by their students.

Scope and Variety of Program Offerings

Although student satisfaction with current programs was high, many expressed an interest in programs not offered at the institution. Areas such as computer technology, electronics, graphic arts, accounting, tailoring and radio announcing were cited. Most of these areas and many more are offered at Atlanta Area Tech.

Student recommendations for improving occupational education programs focused on a need for more live work and expansion of current programs. The auto mechanics program, for example, was cited by several students as needing live (working) automobiles, and rotary and diesel engines for more challenging shop projects.

Federal Youth Center, Pleasanton, California

Institutional Profile

The Federal Youth Center, Pleasanton, California, is a new minimum security facility housing approximately 250 male and female individuals--the majority of whom are from the western coastal states. The institution is located approximately twenty miles east of the San Francisco Bay area in Amador Valley on 85 acres of land at Camp Parks Military Base. The average offender sentence is twenty months and residents range in age from 18 to 26 years. Residents may be received through administrative transfer from other FBP youth institutions as well as by direct commitments from the courts. Most are committed under the Youth Corrections Act or the Federal Juvenile Delinquency Act. According to the associate warden, this new institution was originally designed as a "community oriented institution."

Emphasis is placed upon individualized treatment for the youthful and young adult offender. The facility opened in July, 1974. Included in the original program plan for the facility was the concept that the majority of the residents would be eligible to attend various programs located in the nearby community and would return to the correctional facility in the evening.

Institutional Climate

The associate warden, acting for Warden Walter R. Lumpkin,

stated that several barriers inhibit the development of participatory community programming. These include:

- . The recent trend for residents within the facility to receive longer "set offs" by the parole board. The average time for residents has recently increased to 20 months. This, in effect, has disqualified the majority of the Pleasanton residents for community release programs. The current Bureau of Prisons policy statement concerning work/study release considers only residents with one year or less remaining before the parole board hearing.
- . Budgetary funding was not provided by the FBP to encourage the development of community programming.

Thus, the administration of the Pleasanton institution in the formative planning of the new facility advocated sending high numbers of eligible persons to nearby community campuses for entry level occupational training. To date, study release programming has only superficially been developed as a means of providing occupational education opportunities for the youthful offenders housed at Pleasanton.

The associate warden has recommended that the FBP consider changing the work/study release minimum time requirement from one year to eighteen months.

Occupational Education Programs and Delivery Systems

The occupational education programs delivered to the residents

within the Pleasanton facility are provided under a contractual agreement with the Amador Valley Joint Union High School District. This totally contracted arrangement with community delivery represents a marked departure from the traditional civil service career employee approach. According to the Pleasanton administration, the alliance came about as a result of the desire to keep the vocational training component of the educational program sensitive to labor market requirements.

The following course offerings are provided to the residents of the institution for the period of July 1, 1975, to June 30, 1976:

- . auto servicing/small engine repair
- . business skills cluster
- . welding cluster

The contract further provides that cluster program areas are based on a pupil/teacher ratio of one teacher per 12 enrollees. Additional services provided under the leadership of Amador School district include curriculum development, consultant and in-service training for personnel, and necessary clerical services to carry out the program.

Entry Into Programs

The eligibility requirements reported for occupational education at Pleasanton specify an eighth grade reading level and an aptitude and interest in vocational areas as evidenced by the

GATB and the Kuder Vocational Preference Inventory. Students are programmed by unit classification teams consisting of a unit manager, a case manager, one or more correctional counselors, an education representative, and a staff psychologist. The resident and his/her team work together to determine interests, values, and career education goals, and define a program to meet his/her current and future needs. The team looks closely at remaining sentence time in order that residents have an opportunity to complete a program. Once in the program, an inmate is reviewed at least every 90 days for reassignment.

Education personnel estimated that approximately 20 percent of the inmates who enter the institution are unable to participate in occupational education programs due to a lack of aptitude or interest; for 15 percent, their length of stay is too short; 20 percent prefer other education programs, such as college; five percent are unable to meet the minimum academic requirement; and three percent have various medical disabilities which prevent them from participating. Because the average length of stay is less than two years at this institution, most students are programmed into occupational education from one to two months after the orientation and classification period. In addition to attending classes three hours each day, about half the students are also involved in work assignments principally in institutional maintenance and operations. After completion of an occupational education program, students remain in the institution on the average of less than three months.

Program Facilities and Components

The occupational education area was not originally designed for occupational education. This has created some architectural problems that seem to be partially solved. It has been necessary, however, to modify the existing structure to conform with the needs of the occupational shops. Since the total program is new, many things need to be done to bring it up to desired standards. This work is progressing as funds and materials become available.

The equipment is of a high quality and is adequate with few minor exceptions. The needed equipment has been ordered or is in the current budget request. The noise level is quite high for the business skills program since it is located next to the welding and auto mechanics areas. These conditions cause some problems for the business skills teacher in attempting to teach. Duplication equipment has been moved out of the business skills classroom because of noise and ventilation problems. Proper facilities are planned to house this equipment.

Although in their first year of operation, programs have most of their supplies and materials at hand or on order.

All programs are operated with written statement of objectives, course outlines and lesson plans. The teacher prepared materials for use in the welding and business skills classes are of excellent quality. The auto mechanics instructor is currently working on strengthening his materials by adopting commercially prepared curriculum to the specific needs of the resident students.

Further curriculum support and supervisory guidance is provided by the coordinator from the Amador Valley Union High School, who visits the institution two or three times each week. Much of his time is spent working with teachers on their individual programs.

The business skills instructor reported needing several items of equipment for proper training of students. It was also reported that some desk top equipment was not operating and, due to its obsolescence, cannot adequately be repaired. An unsafe condition exists with the present arrangement of electrical cords.

The quality of students appears relatively high at this institution. The instructors rated the student's ability to cope with their programs from good to excellent. Absentee rates are low and do not present problems for instruction. However, more live work for students to perform during their shop experience would improve program quality. Currently, the majority of time is spent in simulated experiences.

Instructors reported that the primary goal of their program was the preparation for entry level employment and the development of employability skills. It was reported a large number of students appeared to be eager to learn while only a small portion were attempting to earn credits for parole. Instructors seemed to relate to the students on a basis that is conducive to proper learning and motivation.

The students are given certificates issued by the institution upon completion of their program. Welding students are given the

opportunity to take the American Welding Society Test to become a certified welder.

All instructors reported being certified by the California State Board of Education. Additionally, the welding teacher was licensed by the city of Los Angeles and held an American Welding Society certificate. Prior teaching experience ranged from six to nine years, while work experience in industry related to the field of instruction ranged from two to twelve years. All three of the occupational instructors had been at the institution since the inception of the program approximately one year ago.

Community Relationships

Policy Statement 7500.1 (July, 1974) of the Pleasanton Federal Youth Center states the following purpose of work/study release programs: "These programs will allow residents to participate in community employment, education, and training opportunities. The development of community-based programs provides the center staff with additional resources to ensure effective correctional programming and will be of assistance to the residents by correlating institutional training with realistic and meaningful experiences in society."

Although the stated purpose reflects the intent of the program, the level of priority for study release is questionable. The coordinator of the study release program (community program officer) revealed that initial efforts to start the program began in January, 1975. At the time of the visitation only 25 residents

gained entry and were allowed to participate in the program. Accurate data concerning the numbers of students, participating community institutions, occupational interests, and specific occupational programs were not immediately available through any standardized report form. Reporting information provided only the name and number of residents actively participating in the program. Information gained through interviews with institutional officials responsible for the program is summarized in the following:

| <u>Participating Community Institutions</u> | <u>Approximate Number of Students</u> | <u>Occupational Program Area</u> |
|--|---|---|
| Chabot Community College | 6 | Early Childhood Development Fire Science Administration of Justice Data Processing Silk Screening Printing |
| Ron Vaile School of Broadcasting (San Francisco) | 1 | Broadcasting |
| Athena Beauty College (Albany, California) | 1 | Hairstyling |
| H & H Trucking School (San Leandro, California) | 1 | Truck Driving |
| Heald College | 1 | Legal Secretary |
| Laney Trade School | 2 | Air Conditioning & Refrigeration Food Service |

Funding support for residents declared eligible for various occupational study release programs is provided through various mechanisms. For example, residents who wish to attend the state

supported schools of California receive free tuition if they meet the one year resident requirements mandated by the state. Thus, students attending Chabot Community College are required only to pay for textbooks related to their course work. The majority of students who have elected to attend private proprietary schools are receiving financial assistance that covers tuition, books, and related expenses for course work through Veterans Administration benefits or the California Division of Vocational Rehabilitation as authorized by the Rehabilitative Services Act of 1965. A few residents attending the community programs apparently are providing their own financial support for course work.

Cost Effectiveness

All of the occupational education programs at the Pleasanton Center are delivered through contractual relationships with Amador Valley Joint Union High School District. Table 3 shows that instructor costs per student contact hour are highest for the business skills course and lowest for the welding course. The significant factor in both cases is the total student contact hours. The welding course shows about twice as many student contact hours as does the business skills program.

Program Flexibility

Although some minor problems have developed with facilities and equipment, the programs appear to be operating reasonably well. A new program, office machine repair, is anticipated within the next few years. The education supervisor indicated that in

Table 3

INSTRUCTIONAL AND ADMINISTRATIVE COSTS
FOR OCCUPATIONAL EDUCATION
AT PLEASANTON INSTITUTION, FY'75

| PROGRAM* | SALARIES | ENROLLMENT | ESTIMATED STUDENT CONTACT HOURS | ESTIMATED COST PER ENROLLMENT | ESTIMATED COST PER STUDENT CONTACT HOUR |
|--|----------|------------|---------------------------------------|-------------------------------------|---|
| Auto Servicing/ Small Engine Repair | \$29,667 | 27 | 3,500 | \$549 | \$4 24 |
| Business Skills | 29,667 | 31 | 2,678 | 479 | 5.54 |
| Welding | 23,667 | 30 | 5,351 | 394 | 2.21 |

*All programs contracted with Amador Valley Joint Union High School District.

Note: Enrollment figures and student contact hours are for the last six months of FY'75. Cost per enrollment and cost per student contact hour were computed on the basis of one-half the annual salaries shown in column one. Completion data are not included in this table since the Pleasanton program has been in operation only six months.

setting up new programs, a job market analysis, assessment of resident interests, and estimates of costs were conducted. Information sources cited for the labor market data were local and state statistics on job opportunities, state employment bureau, and labor market statistics provided by the Amador Valley School District.

The current programs are operating under a contractual relationship which may be terminated at any time by mutual agreement, upon not less than 30 days written notice. The contract must be renewed each year which encourages both parties to review roles to determine if responsibilities have been carried out. During such a review period, opportunities are afforded for resolving dissatisfactions and upgrading program quality.

Student Satisfaction

Student satisfaction with the occupational education programs at Pleasanton was generally high. All programs were open to both female and male residents. Almost 90 percent of students interviewed rated overall program quality from good to excellent. The automotive program was criticized by a few interviewees because of an insufficient amount of live work and too great an emphasis on theory.

Students had no problems in enrolling in the programs of their choice. Given the opportunity, however 80 percent of the interviewees stated they would have liked to enroll in other programs not currently offered at the institution. Female students

mentioned computer technology and paramedical programs most frequently; male students cited advanced welding programs and various automotive programs.

Sixty-eight percent of the students interviewed said they enrolled in occupational education to better themselves by learning a trade. Sixteen percent thought enrolling would help for early parole.

When asked about other students in their occupational education classes, 45 percent of the interviewees felt that few of these students really wanted to learn a vocational skill. However, 81 percent said that the programs in which they were enrolled met their needs as a student.

There was general satisfaction expressed with the occupational education instructors. All students interviewed felt their instructors were fair, straightforward, and showed a genuine interest in their job. Class presentation was individualized and students worked at their own speed. Classroom presentation and shop activities were coordinated. Visual aids and handout material were utilized and appeared to be acceptable to students.

Although 85 percent of the students rated tools and equipment as being adequate to prepare them for a job after release, several criticisms were made about the office equipment used in the business skills program. Except for typewriters, other equipment such as adding machines and tape recorders were in need of repair.

The internal environment for all programs, including lighting, temperature control, and space arrangements, was rated good to

excellent by 85 percent of the students.

Teacher Performance

The three instructors at the Pleasanton Center appear to be well prepared and have developed excellent materials. All instructors have written statements of objectives, course outlines, and lesson plans. These materials must be developed by instructors as part of the contractual agreement between the center and the school district.

Interviews with students indicated there was a unanimous good impression of instructors regarding their treatment of students and the manner in which they conducted classes. Nine of the twenty students interviewed valued their instructor as having had the most positive influence on them while at the institution.

In summary, the instructors at Pleasanton were well prepared and well supported for teaching assignments. Student reaction indicated they were doing a highly satisfactory job.

Scope and Variety of Program Offerings

The three occupational education programs that are operational at Pleasanton provide a limited choice of occupational areas to both male and female residents. This situation is in notable contrast to the program choices available to students on study release. Although the study release program appears to be operating below capacity, it provides a larger variety of program offerings compared to those available within the Pleasanton institution. Available information shows that twelve students are

enrolled in eleven different program areas, only one of which might be considered a traditional vocational program area.

Thus, in terms of variety and scope of program offerings, institutional programs appear to be limited when compared with community-based programs. However, unless institutional policies change regarding the eligibility requirements for study release participants, additional programs within the institution will be needed.

Federal Correctional Institution, Terminal Island, California

Institutional Profile

The Federal Correctional Institution at Terminal Island is located in the Long Beach, California area and is included as part of metropolitan Los Angeles. The institution is located in an area which includes heavy industrial and U. S. Government installations of various types. The Terminal Island facility is considered to be a medium security institution serving approximately one thousand male and female offenders. The male population ranges from age 20 and above and the female population from age 22 and above. Offenders housed in the institution have been characterized as those with relatively short sentences or those who are nearing the end of longer sentences. Offenders who have more serious long term offenses normally are sent to other institutions. The institution provided medical facilities, drug abuse treatment and other therapeutic programs for clients. Three prison industry factories are currently operational within the

facility. Included are a wood furniture products factory which manufactures office furniture, a metal equipment factory that produces metal furniture, and a key punch shop that services several federal agencies in Southern California.

Institutional Climate

The warden of the facility defined the general goal of the institution as providing humanistic relationships to the offender population so they will not return to the institution. He also emphasized that the FBP is rapidly moving toward the philosophy advocated by Norval Morris who believes inmates have the right to select programs while incarcerated.

Conceptually, occupational education programs are viewed as one of a broad range of services made available to inmates by the institution. The warden had these additional generalizations as to how occupational education fits within the goals and purposes of the institution:

- . Occupational education is important but not necessarily because it keeps offenders from re-entering correctional institutions.
- . Increasing the offender's occupational skill level may contribute to his/her becoming a better citizen.
- . There is some question about how much support the general public should provide for occupational programs in a correctional institution.

The warden felt that the following were barriers to achieving the goals of the institution:

- . The staff was not as sensitive as it might be to the various ethnic groups within the offender population.
- . The very nature of the correctional institution often inhibits the creation of a positive climate to provide meaningful programs.

The warden emphasized the need to develop programs which would prepare inmates to work 40 hours per week. The current work schedule in institutions often amounts to five or six hours per day. The warden felt that contracted staff is more sensitive to this need as it prepares inmates to meet needs of employers in the world of work. He was particularly concerned with the development of occupational training programs provided to offenders.

Information obtained in a brief interview with the supervisor of education perhaps best reflects the potential climate for occupational education at Terminal Island. This administrator believes that:

- . The mission of the Terminal Island institution will continue to provide occupational programs for inmates both within the institution and under study release.
- . Civil Service instructors will be used minimally and contracting arrangements increased.
- . Occupational programs in institutions compete with maintenance and prison industry programs. It is not likely that new occupational education programs will

be established if they reduce the number of inmates assigned to maintenance and industry areas.

This institutional supervisor expressed these concerns:

- . There is a lack of budget for occupational education programs. (Project One Million only recently provided money for such programming.)
- . Inmate interest is reduced in occupational education classes that can be taken only after inmates complete a full day's work assignment. Example: If a student has a full-time work assignment during the day, he/she is only permitted to take a key punch program in the evening. This procedure has caused a very low enrollment in the key punch class and the program may be in jeopardy.
- . The Federal Bureau should budget money for occupational education programs as part of their congressional allocation if the need for these programs exists.

The supervisor of education suggested that the following long-range change be implemented to improve occupational education programs for offenders at Terminal Island.

- . There is a need to expand contract programming. Contract programs are easily terminated if they are not meeting expectations or if the labor market changes. Further, these programs have more appeal and credibility to the inmate since their instructors are certified and credit is transferrable.

Occupational Education Programs and Delivery Systems

The current occupational education programs are delivered through two primary mechanisms. The programs and their delivery system follow:

| <u>Program</u> | <u>Delivery System</u> |
|--------------------|--------------------------|
| Drafting | Contract with Individual |
| Welding | " |
| Key Punch | " |
| Business Education | Civil Service |

Entry Into Program

To be eligible for occupational education programs at Terminal Island, inmates should score at the 7th grade level on the Stanford Achievement Test and at a 9th grade level in math for the drafting course. The key punching course requires a 20 word per minute typing proficiency. Minimum sentence time remaining to complete a program is also an important consideration. Drafting requires four months, welding six months, and IBM key punch two and one-half months.

Although unit teams exist to program inmates, it was reported that a referral system for placing students in occupational education programs is implemented by the vocational training coordinator. His recommendation to the unit team is usually accepted. A majority decision is required by the unit team to reach a decision. The team is composed of a unit manager, case manager, counselors,

and educational representative. The latter tests and interviews inmates for educational programming.

After an inmate has been classified and programmed, he is reviewed on the basis of his RAPS rating. Priority I inmates are reviewed at least every 90 days, priority II inmates at least every six months, and priority III inmates at least once a year.

Lack of aptitude or interest was reported to deter about 50 percent of inmates from participating in occupational education classes. A length of stay too short to complete the program and priority assignments in the institution were other significant factors that prevented inmates from participating.

Entry may occur at any time after an inmate is incarcerated although priority is given to those with shorter sentences. Most of the inmates interviewed had begun occupational education classes within six months after entering the institution.

About half the students interviewed were assigned to institutional jobs which they felt allowed them to learn new skills or upgrade present skills that would be useful in free world occupations. Two instructors reported that 15 and 30 percent of their students in welding and business skills programs, respectively, were working at jobs related to the training they were receiving.

The institution population turns over twice annually and most occupational education graduates are released from the institution in less than three months.

Program Facilities and Components

The facilities for vocational training at Terminal Island are generally adequate although more space could be used for the drafting and business education programs. Each shop or training area is separated sufficiently from the others to eliminate distractions such as noise, conversations, etc.

The equipment is of high quality in the drafting and welding programs and is generally satisfactory in the other programs. Adding machines, however, are needed in the business education program. There appear to be no shortage of supplies, materials and other items for student use in learning activities. Texts, reference books and other manuals also appear to be in adequate supply, except in the key punching area where duplication of existing manuals is provided instead of new publications. Multimedia equipment appears to be readily available but its utilization varies considerably from program to program.

Course objectives, outlines and lesson plans appear to be key components in all but the key punch program where these tools have limited application. There was ample evidence that individualized instruction was central to the instructional philosophy and practice of the institution. The individual instructional problems were more easily addressed than the incarceration-related learning problems that affected motivation and emotions.

The quality of students appear to be relatively high. The instructors rated the student's ability to cope with their programs between good and excellent. Absentee rates are a significant

problem for instructors, but appear to be related to non-instructional scheduling problems rather than motivation for learning. The instructors perceive that the students are generally motivated toward learning employment skills for use in the free world, and, in the case of drafting, using the credit toward further education. They did not perceive that the parole-related factor was a dominant motivation for many students.

Nearly all of the instruction time was spent on simulated experiences although a significant portion of the students had opportunities to obtain job assignments related to their instruction. This varied considerably, however, from very little opportunity in the drafting program to much higher percentages in business education and key punch programs. An appropriate ratio of manipulative skills and related instruction appeared to be practiced in each program area.

Instructors reported that two of the programs--drafting and welding--were accredited, but that no accreditation has been sought for key punching and business education programs. Institutional certificates are presented for the successful completion of all programs and credit for the drafting course can be obtained from Los Angeles Trade-Technical College.

Three of the teachers are credentialed by the California State Board of Education. The instructor of key punching is not certified. All instructors have substantial work experience in their program areas.

Community Relationships

A full-time teacher counselor assigned to the education office works jointly with the education department and the institution work/study release program coordinator. The occupational study release program at the Terminal Island facility appears to be working and currently serving a large number of students.

The program has been in existence for five years and apparently has been designed for approximately ten percent of the institutional population. Presently the work/study staff is coordinating release agreements for students within a twenty-five mile radius of the Terminal Island facility.

An offender who wishes consideration for the occupational study release program must:

- . Be within a year of a probable release date
- . Have a good conduct record
- . Submit a request to the study release counselor who prepares a written report on the offenders' school program for review by the classification team and approval by the warden.

Many area community institutions offering occupational programs are serving Terminal Island residents including Los Angeles Trade-Technical College, Long Beach City College, Harbor Occupational Center, Central City Occupational Center, and Los Angeles Harbor College. The two most frequently used are Los Angeles Trade-Technical College and Los Angeles Harbor College.

Los Angeles Trade-Technical College (LATT), a community college located in Central Los Angeles, is approximately 25 miles from the Terminal Island Correctional Institution. The college has a current enrollment of 20,000 students and is one of the largest in the nation. Its reputation reportedly is known throughout the world for the quality of education. Data received from an interview with the student counselor liaison for the school indicate that 22 students from the Terminal Island Correctional Institution are currently attending daily classes on the LATT campus. The following courses represent the occupational areas of current interest and actual enrollment: library technician, journalism, restaurant management, truck diesel mechanics, cabinet making and millwork, carpentry, fashion design, aircraft mechanics, institutional cooking, photography technical illustration, and cosmetology. Most day trade and technical classes meet 25 hours a week. Students are considered for admission if they are 18 years of age or older and can profit by instruction.

LATT is accredited by the California State Board of Education, Western Association of Schools and Colleges, the United States Immigration and Naturalization Service, the Civil Aeronautics Authority, and California licensing authorities.

The second institution, Los Angeles Harbor College (LAH), is a public community college located within four miles of the Terminal Island Correctional Institution and serves approximately 15 Terminal Island students annually. LAH is officially accredited by the Western Association of Schools and Colleges and is

fully approved under the regulations of California Community Colleges. The University of California and other colleges and universities give full credit for appropriate courses completed.

Information received from the campus financial aids officer indicated students may be admitted to the college if they are 18 years of age or older and can profit by instruction. LAH has been one of the participating institutions in the Terminal Island work/study release programs for three and one-half years. Students may select from a broad range of occupational education programs offered by the college. The more popular programs include: administration of justice, advertising design, air conditioning and refrigeration, architectural technology, automotives technology, fashion design merchandising, and home furnishing merchandising. Students may elect to enroll in certificate programs as well as more extensive programs leading to the two year associate arts degree.

Since LAH and LATT are public institutions, California residents and students from Terminal Island receive free tuition. Students also may be considered for student loans and Basic Opportunity Grants. As part of the financial aid package, LAH and LATT in turn receive formula funding support for students through:

- . Senate Bill 164--Extended Opportunity Programs and Services Act, State of California
- . Disadvantaged Funding, Vocational Amendments of 1968
- . Average Daily Attendance--California Department of Education

Transportation and incidental expenses for the Terminal Island students are provided through the FBP budget.

Cost Effectiveness

Examination of Table 4 shows that the IBM key punch course reflects the lowest and drafting the highest costs per student contact hour. Both courses are delivered by personal purchase service contract. The difference is due to the low salaries and high student contact hours for the IBM key punch course compared to the higher salaries and lower student contact hours for the drafting course. Personal observations of the facilities for both courses revealed that the key punch course had about twice as many work stations as did the drafting course. This accounts, in part, for the difference in student contact hours.

Occupational education program goals for FY'76 stipulate 70 completions for business education, 30 completions for IBM key punch and 50 completions each for drafting and welding. First quarter figures for FY'76 shows business education with thirteen completions, IBM key punch with six completions, and drafting with seven. The number of drops were low for all programs. These data plus the factor of high absenteeism suggest that students are not moving through courses as rapidly as anticipated. If this trend continues, costs per completion will rise as fewer students require more time to complete courses.

Program Flexibility

Almost all of the current occupational education programs

Table 4

INSTRUCTIONAL AND ADMINISTRATIVE COSTS
FOR OCCUPATIONAL EDUCATION
AT TERMINAL ISLAND INSTITUTION, FY'75

| PROGRAM | Contract* | SALARIES | ENROLLMENT | COMPLETION | ESTIMATED STUDENT CONTACT HOURS | ESTIMATED COST PER ENROLLMENT | ESTIMATED COST PER COMPLETION | ESTIMATED COST PER STUDENT CONTACT HOUR |
|--------------------|---------------|----------|------------|------------|---------------------------------------|-------------------------------------|-------------------------------------|---|
| Civil Service | | | | | | | | |
| Business Education | | \$10,584 | 103 | 24 | 22,840 | \$102 | \$187 | \$.73 |
| | IBM Key Punch | 7,202 | 113 | 56 | 11,210 | 64 | 129 | .64 |
| | Drafting | 18,740 | 38 | — | 4,540 | 247 | — | 2.06 |
| | Welding | 17,738 | — | — | — | — | — | — |

*Instructor provided by contract with private individuals.

Note: Enrollment figures and student contact hours for drafting are for the last six months of FY'75. Costs per enrollment and per student contact hour for this program were computed on the basis of one-half the annual salaries shown in column one. Completion data are not included for drafting since this program has been in operation only six months. No enrollments were reported for the welding program in FY'75.

have become operational during the past two years. These have been added through Project One Million funds. Prior to this time only two programs were available within the Terminal Island institution. During this time, however, the study release program was available to provide occupational education opportunities to inmates. One of the two programs, a restaurant training course, was discontinued when the instructor retired. The program was not continued because it was not meeting the needs of inmates and had become, instead, a fringe benefit (i.e., food service) for civil service staff.

Three of the current programs are delivered by contract with private individuals and the other by civil service. The institution plans to add a grocery checking program within the next year. Inmate characteristics such as age, sex, and length of sentence are considered important factors in selecting a new program area. Additionally, the opportunities for employment in the heavily industrialized area surrounding the institution influence such decisions. Contracted programs are expected to be expanded in the future because, according to the education supervisor, the quality of these programs can be maintained at a higher level through definition of participant responsibilities in contract agreements.

Student Satisfaction

The occupational education programs at Terminal Island were rated good to excellent by 83 percent of the students interviewed.

Both female and male inmates can enroll in any of these programs.

Most students were able to enroll in the program of their choice, but twenty-four percent stated that they would like to enroll in other programs not offered at the Terminal Island institution. A great variety of desired program areas were mentioned including business management, auto and aircraft mechanics, data processing, electronics, paramedical programs, and others.

About 64 percent of the students interviewed said they applied for occupational education to better themselves by learning a trade. Only one student felt that enrollment would help him obtain an early parole.

Approximately two-thirds of the interviewees felt the program met their needs as students and 77 percent said that most students in their class really wanted to learn a vocational skill.

Most students had a high regard for their instructor in terms of his/her fairness, organization in lesson presentation, and interest in his/her job. Instructors generally used individualized instruction that included visual aids and supplementary handout material considered useful by the majority of students.

The shop environment, as well as tools and equipment, were rated from good to excellent by the students interviewed.

Teacher Performance

Teacher preparation for three of the occupational programs included the development and use of effective materials such as course outlines and lesson plans. The key punch instructor relied

primarily upon commercial materials for course preparation. All teachers had substantial related work experience and all, except the instructor of key punching, were credentialed.

Students generally were pleased with their instructors' lesson presentation. The welding instructor was criticized for not moving students through manipulative skill sequences at a faster pace. Student comments indicated all instructors showed a personal interest in them and a willingness to assist them in solving any learning problem.

Scope and Variety of Program Offerings

Although both female and male inmates may enroll in any of the four occupational education programs, in reality, each sex perceives its choice as limited. This is illustrated by the fact that two of the programs have primarily women enrollment and two primarily men enrollments. The low enrollment in the evening key punch class was cited as evidence of the effects of full work assignments in the institution during the day. Discussions with industry and maintenance representatives indicated there was resentment because of a lack of full-time workers and the necessity to devise work schedules for inmates who participated in education classes part time.

Study release inmates, however, are free of institutional work assignments. More importantly they have a choice of a wide range of program offerings at a number of excellent technical schools and skill centers in the San Pedro, Long Beach, and Los Angeles areas. The study release program is well coordinated and

is currently serving approximately 40 Terminal Island inmates. Current brochures from these schools indicate that over 30 program areas are available. Many of these program areas lead to the two-year associate arts degree. Because students from Terminal Island are viewed as California residents, they are not charged a tuition fee.

Thus, the study release program at the Terminal Island institution is broader than in-house occupational education programs in terms of scope and variety of program offering. Although the stated mission of the institution will perpetuate the institutional programs into the near future, the success of the study release program supports its continuation. The education supervisor is supportive of the study release program and indicated that contract relationships within the institution should also be expanded because they have more appeal and credibility to the inmates.

Pilot Sites

The research approach prescribed that visits to the Petersburg and Texarkana institutions be made to test data collection instruments and procedures. To accomplish this, an abbreviated interview schedule was implemented to determine needed changes. Thus, the information obtained was different in type and quantity from that obtained during primary site visitations. Although it was not intended by CVE/FBP contractual agreement that the pilot site information be analyzed and reported, summaries of this information are presented below to include the highlights of two widely

differing delivery approaches.

Federal Correctional Institution, Texarkana, Texas

Institutional Profile

The Federal Correctional Institution (FCI) at Texarkana is located in a rural area immediately outside the city of Texarkana, Texas. The city is located on the border between Texas and Arkansas. The institution is presently regarded as "an intermediate-term adult institution" for male offenders with sentences of five years or less. Approximately 680 adults, 26 years of age and older, from the south central and south eastern part of the nation are currently committed to Texarkana. Three types of security are in effect at the facility. Currently 403 residents are under close security, 170 in medium and 107 in minimum. The institution serves as a "reception center" for inmates sentenced under federal statutes from the Southwestern United States. Approximately 1,300 individuals are received and transferred annually to other institutions within the Federal Bureau.

Institutional Climate

Although the primary mission of this institution was reported to be the detention of offenders, its administration also expressed concern for programs aimed towards changing the behavioral patterns of offenders. However, the reception and transfer function of the institution was said to impede the completion of some programs such as academic and occupational education.

Discussions concerning the future directions of delivery systems within the FBP focused on the need for information on:

- . The extent to which teachers are able to keep pace with the trends impacting upon their occupational programs.
- . The evaluation mechanisms employed to provide true indicators for teacher performance.
- . The extent to which follow-up data can be generated concerning the viability of occupational education programs.

Occupational Education Programs and Delivery Systems

All of the current occupational programs are delivered by the staff of Texarkana Community College (TCC). This relationship originated in 1973 and replaced the former civil service approach in delivering occupational education programs to inmates.

The following programs are currently being offered utilizing the community college:

- . welding
- . small engine repair
- . auto mechanics
- . air conditioning & refrigeration

Additionally three civil service full-time personnel are currently employed to provide supportive services to the community college contracted program. Included are two related trades instructors and a vocational development specialist.

The occupational education programs at Texarkana are housed in one large shop area with space arrangements patterned after the open classroom concept. Although all programs had adequate equipment and tools, space was generally lacking. Other internal environmental factors, such as heating, lighting, and ventilation were adequate. Course duration is six months and a six hour class day is divided into two hours of related instruction and four hours of shop. Instructional preparation appeared to be very satisfactory for all courses with written objectives, course outlines, and lesson plans prepared by each instructor. Students receive a certificate from TCC upon course completion. All instructors are certified by the State Board of Education and experience in related industry ranged from 8 to 29 years. Preparation for employment was cited most frequently by instructors as the goal of their course.

The classification team facilitates entry of students into occupational education. The only eligibility requirement was reported to be a 6.0 educational achievement level.

Nature of the Agreement Between the Institution and the College

The previously mentioned contract with TCC is particularly significant because, in essence, it was designed as a possible model for delivering occupational education programs to offenders housed within a federal correctional institution. The agreement signed by the two agencies October 10, 1974, specified that TCC shall provide:

- . Four vocational training courses that comply with state standards.
- . Four instructors who are certified by the Texas Education Agency, one coordinator and one vocational counselor.
- . Occupational and guidance counselor to provide assistance in areas such as V.A. benefits, occupational employment, and continuing education.
- . Replacement equipment needed for the auto mechanics and refrigeration/air conditioning courses of instruction.

Further, all services provided by TCC are tuition free to FCI residents.

Contractual responsibilities of Texarkana FCI include:

- . Classroom instruction in the related trades field of the four courses.
- . Training materials such as welding rods, fuel, oil, and oxygen for the four courses.
- . Facility utility expenses and necessary equipment
- . Qualified students

Both parties agreed that all instructors from TCC would abide by FCI rules and regulations related to the security and custody of the residents. Students assigned to the community college classes would be required to attend all classes.

A secondary contract between TCC and the FCI was signed August 25, 1975, and will be in effect until June 30, 1976. This secondary contract is in the amount of \$5,000 and provides supportive

funding for the previously discussed major contract. It also provides college level evening classes for credit.

Funding Support for the Texarkana
Community College Program

According to information received from TCC, there has been an "all out commitment" between the college and the institution to make this unique delivery system work. Conceptually, the FCI is viewed as an "additional classroom" and thus part of the ongoing community college vocational/technical program offered to residents of the surrounding Texarkana community. This conceptualization apparently has received support from the Texas Coordination Commission for post secondary education and has stimulated fiscal support from state formula and federal sources. Approximately \$180,000 is currently invested by the state of Texas to provide occupational education for 96 FCI residents. In addition to support from the Texas Education Agency, monies are also provided under Title VI of the Higher Education Act (a revenue sharing concept) from the governor's office.

As mentioned previously, the FBP is providing space, utilities, and equipment for the program. It should be noted that at the time of the visitation, TCC was negotiating with the Texas Education Agency to provide additional funding support for major equipment for one or more of the FCI programs. Since that time, \$18,000 has been approved for these purposes.

Cost Effectiveness

Because TCC assumes all of the instructional costs and part of the equipment costs for the occupational education programs at FCI, there is a significant cost savings and budget priorities of the FCI can be directed elsewhere (see Table 5). From the standpoint of cost effectiveness, this delivery system is undoubtedly the most attractive within the FBP system.

Program Flexibility

The contractual relationship between TCC and the FCI includes the mutual agreement of termination upon 60 days notice. The contract is in effect for one year and its renewal or modification is contingent upon endorsement of both parties. The terms, conditions, and stipulations in the agreement provide a basis for quality control and insure some measure of program flexibility to keep the programs in tune with student interests and labor market demands.

Student Satisfaction

Interviews with seven students enrolled in occupational education courses indicated unanimous satisfaction with most aspects of the program including instruction, tools and equipment, and instructional preparation. The students interviewed felt that they had an advantage over other inmates who did not participate in an occupational education program and that they would have fewer problems in meeting the requirements on a job when released.

Table 5

INSTRUCTIONAL AND ADMINISTRATIVE COSTS
FOR OCCUPATIONAL EDUCATION
AT TEXARKANA INSTITUTION, FY'75

| PROGRAM* | SALARIES | ENROLLMENT | COMPLETION | ESTIMATED STUDENT CONTACT HOURS | ESTIMATED COST PER ENROLLMENT | ESTIMATED COST PER COMPLETION | ESTIMATED COST PER STUDENT CONTACT HOUR |
|---------------------|----------|------------|------------|---------------------------------------|-------------------------------------|-------------------------------------|---|
| Air Conditioning | \$5,863 | 47 | 31 | 28,851 | \$120 | \$189 | \$.20 |
| Small Engine Repair | 5,780 | 45 | 21 | 28,851 | 128 | 275 | .20 |
| Welding | 6,294 | 53 | 28 | 28,851 | 119 | 225 | .22 |
| Auto Mechanic | 5,705 | 48 | 20 | 28,851 | 119 | 285 | .20 |

*All programs contracted with Texarkana Community College.

Teacher Performance

All instructors were certified by the Texas Education Agency and showed significant work experience in related industry. Written objectives, course outlines, and lesson plans showed a satisfactory level of instructional preparation. Students rated their instructors from good to excellent. In particular, they indicated that they were satisfied with classroom and shop presentations and the manner in which they were treated by instructors.

Scope and Variety of Program Offerings

The scope and variety of program offerings at FCI is limited. Four six-month program areas are available compared to fifteen offered on the TCC campus. Interviews with students indicated they were interested in course offerings other than those available at FCI. Several of these, such as electronics and data processing, were available at the TCC facility.

Petersburg Reformatory, Petersburg, Virginia

Institutional Profile

The Federal Reformatory at Petersburg, Virginia, is located approximately 25 miles southeast of Richmond and originally was established as a prison camp in 1930. Currently, the institution houses approximately 600 young adult male offenders 18 to 26 years old. The majority of the offenders housed in this institution have been committed or sentenced under either the Youth Corrections

Act or other acts that entail regular sentencing procedures for adults. Many of these individuals are from the eastern and eastern seaboard states.

Institutional Climate

It was reported that the status of the present occupational education program at Petersburg is affected by a number of institutional constraints. These include:

- . Competition with other institutional rehabilitation programs.
- . Pay incentives--the pay incentives offered by prison industries exceed those offered by the institutional occupational education programs. Inmates working in some industries, for example, may be earning \$100.00 monthly. Students enrolled in an apprenticeship program receive either \$20.00 or \$40.00 upon completion of either a four-month or eight-month program.
- . Parole board considerations--the notion common among inmates that the Federal Parole Board mandates participation in the programs to increase chances for parole.

Occupational Education Programs and Delivery Systems

The following occupational education programs are currently being offered by civil service at the Petersburg facility:

- . air conditioning
- . auto body
- . auto mechanics
- . machine shop
- . masonry
- . welding

Barbering is currently provided by contract and is funded in part by the Rehabilitative Services Act of 1965 through the Virginia Office of Vocational Rehabilitation.

Occupational education programs with the exception of barbering are housed in one facility that contains individual shop areas and a related trades classroom. The internal environment appeared to be satisfactory with the exception of the shop area for the air conditioning course. Adequate space and wiring for large air conditioning units were observed. All programs reported adequate equipment and tools. The machine shop course is designed as a four-year program with eight months considered to be a minimum enrollment period. The welding and air conditioning programs were four-month courses. Written objectives and course outlines were reported for two of the three programs visited. Certificates to students are signed by the State Board of Education and in some cases apprenticeship hours of credit or certificates are provided. All instructors are certified by the State Department of Education. Related work experiences varied from five to sixteen years.

Eligibility requirements for occupational education are flexible. A 6.5 educational achievement level and four to six months remaining sentence time is desired. Parole board considerations were cited by instructors as the primary reason for inmates enrolling in occupational education.

Community Relationships

Currently very few occupational education relationships are in effect between the Petersburg Federal Reformatory and educational organizations located in the surrounding community. At the time of the visitation no inmates were leaving the facility for approved study release programs. It was reported the the primary reason for the absence of such programming is that the majority of the inmates in the institution have been classified as close security and have little chance to be transferred to the farm camp located immediately outside the fence of the main institution. Theoretically, if farm camp inmates could meet FBP requirements for study release, they might be able to attend occupational education classes on the nearby campus of John Tyler Community College. Presently the college is offering evening courses in business and drafting inside the Petersburg facility. Inmate students are eligible for these courses if they possess a General Education Development Certificate and are over 21 years of age. Plans call for expanding this program to serve 100 students under FBP contracted funding.

Cost Effectiveness

All of the occupational education programs except barbering shown in Table 6 are delivered by civil service instructors. Barbering, a contracted program funded by the Virginia Office of Vocational Rehabilitation, shows the lowest instructional cost per student contact hour of \$.22. The highest contact hour cost is represented by the civil service delivered auto body program. Machine shop has the lowest contact hour cost of the civil service programs. Both the barbering and machine shop programs show high student contact hours of 42,656 and 31,982 respectively.

Program Flexibility

Program flexibility is limited. As in the case with other FBP institutions, the option of terminating programs at the Petersburg institution to remain responsive to student interests and the labor market is not easily accomplished because of civil service tenure. Adding new programs to those existing requires space that would be difficult to acquire in an already crowded facility. Budgetary constraints and institutional priorities further inhibit new program development.

Student Satisfaction

Of the nine students interviewed, eight indicated they were satisfied with most aspects of the programs including instructor, facilities, and presentation of material. Although all of the interviewees felt the program met their needs as students, six of the nine said that few students in their class really wanted to

Table 6

INSTRUCTIONAL AND ADMINISTRATIVE COSTS
FOR OCCUPATIONAL EDUCATION
AT PETERSBURG INSTITUTION, FY'75

| PROGRAM | Contract | SALARIES | ENROLLMENT | COMPLETION | ESTIMATED STUDENT CONTACT HOURS | ESTIMATED COST PER ENROLLMENT | ESTIMATED COST PER COMPLETION | ESTIMATED COST PER STUDENT CONTACT HOUR |
|------------------|----------|----------|------------|------------|---------------------------------|-------------------------------|-------------------------------|---|
| Civil Service | | | | | | | | |
| Air Conditioning | | \$25,419 | 41 | 29 | 16,400 | \$ 721 | \$1,020 | \$1.55 |
| Auto Body | | 12,352 | 12 | — | 5,460 | 1,142 | — | 2.27 |
| Auto Mechanics | | 28,351 | 44 | 27 | 22,528 | 695 | 1,134 | 1.26 |
| Barbering** | | 9,200 | 43 | 23 | 42,656 | 213 | 400 | .22 |
| Machine Shop | | 28,162 | 24 | 13 | 31,992 | 1,658 | 3,061 | .88 |
| Masonry | | 27,890 | 48 | 26 | 27,120 | 626 | 1,156 | 1.03 |
| Welding | | 28,355 | 43 | 26 | 14,190 | 716 | 1,184 | 2.00 |

**Contract with local proprietary school.

learn a vocational skill.

Teacher Performance

Each instructor had been approved (certified) by the Office of Apprenticeship of the Virginia State Department of Education. Classroom preparation appeared to be based primarily on trade experience with minimal use of materials such as course outlines, lesson plans, etc. Student satisfaction with instructors was rated from good to excellent.

Scope and Variety of Program Offerings

Seven of the nine students interviewed were interested in program areas not offered by the institution's occupational education department. Two students wanted to pursue college courses. Current occupational offerings, while satisfactory in many aspects, are limited in scope and variety when compared to offerings at most community colleges or technical schools.

SUMMARY AND RECOMMENDATIONS

The purpose of this study is to assess the comparative effectiveness of various delivery systems for occupational education within the FBP. Six institutions were selected by the FBP as data collection sites. Structured personal interviews were conducted with institutional administration and occupational education staff and students on cost effectiveness, student satisfaction, teacher performance, scope and variety of program offerings, and program flexibility.

Major Delivery Systems

Two basic types of delivery systems are employed to provide occupational education programs within the FBP. One type involves the use of civil service employees as instructors of programs within the institution. These programs are classified by the FBP as vocational training (V.T.) on-the-job training (OJT) or apprenticeship training. Vocational training is a program aimed at preparing an individual for an occupation by emphasizing specific entry-level or advanced skills. On-the-job training is a program of organized instruction which takes place under actual working conditions in a wide variety of institutional service and maintenance shops or in a federal prison industry. Apprenticeship training is a program conducted under the direction of a journeyman who is responsible for instructing the apprentice in all facets of an occupation. The budget support for civil service programs

is primarily derived from prison industries profits.

Another basic type of delivery system uses resources that are available within the community such as personnel, facilities, equipment, and curricula from public schools, community colleges, technical institutes, and other agencies. These programs may be implemented within the institution under contractual agreements or within the surrounding community by means of study release arrangements. Contractual agreements may involve personnel from community schools/colleges or private individuals as instructors. Support for instructional costs of these programs varies on an institutional basis. The community school/college may pay the costs depending on state laws and the institution's awareness of available funding.

Major Findings

Cost Effectiveness

Cost data collected at the six institutions indicate that contracted services are not necessarily more cost effective than civil service programs (see Table 7). Rather, cost advantages to the FBP depend primarily on whether the community institutions or the FBP assumes costs for contracted services; whether full class enrollment and attendance is maintained; and whether instruction is full time or part time.

The Texarkana and Pleasanton institutions, for example, employ contracted delivery systems for all their occupational education programs. However, the salaries of the Texarkana instructors are

Table 7

AVERAGE INSTRUCTIONAL AND ADMINISTRATIVE COSTS
PER STUDENT CONTACT HOUR
FOR OCCUPATIONAL EDUCATION
AT SIX FBP INSTITUTIONS, FY'75

| Institution | Type of Delivery System | | |
|-----------------|-------------------------|--------------------------------------|--------------------------|
| | Civil Service | Contract with Education Organization | Contract with Individual |
| Terre Haute | \$.57 | \$1.16 | \$.52 |
| Atlanta | 2.12 | .54 | — |
| Pleasanton | — | 3.60 | — |
| Terminal Island | .73 | — | 1.05 |
| Texarkana | — | .20 | — |
| Petersburg | 1.28 | — | .22 |

paid by Texarkana Community College whereas the salaries of the Pleasanton instructors are paid by the FBP Pleasanton institution. Since teacher salaries account for approximately 70 percent of program costs, Texarkana has a distinct advantage over Pleasanton in terms of cost effectiveness (see Table 7). Similarly, the programs taught by instructors whose salaries are paid by Atlanta Area Tech show lower contact hour costs than those taught by civil service instructors. Whether the institution or the community college/school assumes the cost of contracted services depends on state laws and regulations and the propensity of FBP personnel to explore potential relationships with community educational resources.

Another factor that affects cost effectiveness is the extent to which class enrollment and attendance is full or incomplete. If full, student contact hours are maximized which reduces instructional costs per contact hour. Student contact hours also may be maximized by increasing the number of work stations or classes. Enrollment and attendance requirements are usually addressed in contractual agreements which are subject to termination if these requirements are not met. Enrollment may be related to a variety of factors, e.g. insufficient interest, insufficient need, conflicting demands upon inmates' time, etc.

A third factor that affects program costs is an instructor's status as a full-time or part-time employee and his instructional load. Civil service instructors are typically full-time employees. However, full-time instruction is not always practiced. Contracted instructors, on the other hand, may be employed on a part-time

basis and salaries paid according to the number of instructional hours or courses taught. Thus, contracted employees may show a more effective use of time in terms of their salary and instructional load.

A fourth factor, accuracy of the data, has been a major concern throughout the collection and analysis of program costs. Variability among institutions regarding the items included in cost categories (i.e., salaries, operating expenses, equipment cost) was a nagging problem throughout the study. In addition, since accurate attendance records were not available in all institutions, it was necessary to treat student contact hours as estimates.

Program Flexibility

Programs established under contractual agreements with individuals or community colleges/schools are usually subject to termination periodically. Thus, for example, if employment potential is decreasing and/or student interest is lagging, a program can be terminated. The fact that contracts must be renewed each fiscal year provides both parties an opportunity to review program operations and implement changes for improving overall quality. Responsibilities of the contractor and the institution are usually well defined and provide a basis for program evaluation. Contractor responsibilities typically include instructional preparation such as development of objectives, course outlines, lesson plans, and in-service training of personnel. Institution responsibilities typically provide for a sufficient number of

qualified students and instructional facilities which includes, in most cases, equipment and operating expenses.

While program termination is an option when dissatisfaction with a contracted education agency develops, the situation cannot always be resolved by changing contracts to another agency. Political boundaries, for example, may preclude competition for effective services and change. It also may be difficult to find a training institution that has the resources to provide excellent quality of instruction and other services. These factors will vary from area to area in which FBP institutions are located.

Occupational education delivered through civil service is less adaptive to changes in the labor market or to student interests. Although new programs can be added under civil service (assuming sufficient monies can be budgeted), programs with declining employment potential and student interest appear not to be as easily terminated because of the tenure of civil service employment. Furthermore, there are no contract renewal periods in the civil service relationships that provide opportunities to review and upgrade services.

In either system, termination of a program within an institution opens up the question of what to do with expensive equipment and a shop area that probably has design features for a particular vocational training program. Although contractual relationships have more potential for program flexibility, practical concerns for residual capital investments could make program termination a costly undertaking.

Student Satisfaction

Of the five criteria utilized for assessing occupational education delivery systems, student satisfaction appeared to be the least discriminating. Students rated over 80 percent of the occupational education programs in which they were enrolled from good to excellent. Ratings of programs did not reflect differences due to the type of delivery system. Students generally expressed high satisfaction with instructors and instructional techniques. Some dissatisfaction was expressed with equipment and shop facilities at two institutions. In one case complaints were directed toward the absence of a computer in a contracted data processing course. At another institution, equipment for a contracted business education course was in need of repair.

At least 50 percent of the institutional populations did not enter occupational education programs. Lack of inmate aptitude or interest and other competing assignments in the institution were most often cited by educational personnel as primary reasons (see Table 8).

While some students cited self-improvement reasons for entering occupational education classes, instructors felt that students were motivated primarily by their desire to influence parole board decisions. The general feeling among inmates was that parole boards looked favorably toward inmates whose institutional records showed considerable rehabilitative programming, including occupational education. It was suggested to the CVE team that if inmates are motivated to enroll in occupational education because of parole considerations, they would tend to be less

Table 8

ESTIMATES OF INMATE POPULATION NOT
PARTICIPATING IN OCCUPATIONAL EDUCATION

| Institution | Reason for Not Participating | | | | | | |
|-----------------|------------------------------|-----|-----|----|----|-----|----|
| | a | b | c | d | e | f | g |
| Terre Haute | 25% | 10% | 20% | 5% | 0% | 20% | —% |
| Atlanta | 0 | 5 | 1 | 0 | 50 | 15 | 15 |
| Pleasanton | 5 | 0 | 0 | 15 | 0 | 20 | 20 |
| Terminal Island | 5 | 20 | 5 | 30 | 20 | 50 | — |

- Key:
- a. inability of inmate to meet minimum academic requirements
 - b. lack of program openings
 - c. institutional security rules or previous offenses
 - d. length of stay too short
 - e. other priority assignments in the institution
(maintenance, industry)
 - f. lack of inmate aptitude or interest
 - g. other

Note: Percentages cannot be added across rows since an inmate may fit into more than one category.

critical in their comments about programming to anyone who they felt might jeopardize their chances for early parole.

Another observation concerning student satisfaction is related to the image inmates appear to have of institutional employees. Student acceptance of occupational education programs delivered by civil service instructors was reported to be negatively influenced by this perception. Contracted programs, on the other hand, are delivered by outside (free world) instructors who reportedly were viewed with less suspicion by inmates. It was not possible to determine how widespread these attitudes were and to what extent they may have influenced program impact.

The key component in programs delivered by various approaches within the institution is the instructor. Student satisfaction of instructor performance was not dependent upon a specific delivery system.

Teacher Performance

Except for one institution, instructional preparation was satisfactory across delivery systems. Most instructors had written objectives, course outlines, and lesson plans.

Almost 85 percent of the contracted instructors and 75 percent of the civil service instructors were certified.

Student satisfaction with instructor performance was high in all institutions. At least 90 percent of the students interviewed felt their instructor was fair, organized in his lesson preparation and showed a genuine interest in his job. Instructors

were frequently mentioned by students as having had the most positive influence on them in the institution.

Two of the institutions visited had a related trades classroom which purported to support shop instruction. However, observations of these classrooms indicated that little planned student-instructor interaction takes place. Students, for the most part, study on their own and instructors serve only to record student accomplishments. Some self-operated media approaches were available for students' use. The extent to which these classroom situations complement shop instruction is difficult to determine.

Most institutions also had OJT programs in operation. Limited assessment of these programs indicated that while students are given the opportunity to perform manipulative tasks, planned instructional activity on specific knowledges and skills of the trade are seldom in evidence. It appeared that maintenance of the institution and productive work was of primary concern and that little, if any, time was available for organized instruction.

It should be pointed out that the contractual agreements in effect at the five institutions include the specification of contractor and government (i.e., institutional) responsibilities. Contractor responsibilities frequently require instructors to prepare written objectives, course outlines, lesson plans, and other materials. Failure to comply with these requirements may result in termination of the contract. Thus, contracted programs have a potential quality control element regarding teacher performance

that may assist in program evaluation. The fact that most civil service instructors also had adequate instructional materials indicates that institutional education supervisors and instructors are attempting to provide quality instruction to inmates.

Scope and Variety of Program Offerings

Current occupational education programming conducted inside the FBP institutions visited is limited in scope and variety, regardless of the delivery system employed. Further, most programs were no more than six months in duration. In contrast, community institutions had many more program offerings on their campus--several of which lead to the two year associate arts degree. Only two FBP institutions had study release programs that allowed students to take advantage of occupational education programs in nearby community colleges/schools. At one institution, students were considered residents of the state and did not have to pay tuition.

Although most students rated their institution programs on the average from good to excellent, they also indicated they wanted to enroll in other programs not currently offered at their institution. Most, if not all, of these programs were offered at nearby community colleges and schools. At one institution, twelve students on study release were enrolled in eleven different program areas, only one of which might be considered a traditional institutional V.T. area. The mission of institutions and the budgetary constraints on occupational education programming prohibit

institutions from offering the variety and scope of occupational programs available in the community institutions.

It should be pointed out that study release often poses a problem for correctional institutions. Few inmates attain maximum custody status in maximum security institutions with enough time remaining on their sentences to allow participation in a study release program. Further, inmates from correctional institutions are not always welcome at free world colleges and universities. For example, two local universities ruled that they would not admit inmates from a U. S. penitentiary as students in their programs on campus. Thus, each institution needs to examine its potential for study release programming, particularly with respect to institutional policies, available services, and community climate.

Recommendations

The project staff recommends that the FBP utilize, whenever possible, a community-based resource system for the delivery of its occupational education programs. The advantages of this system are apparent from an examination of the five major assessment criteria.

- Cost effectiveness - Some community colleges/schools assume instructional costs of programs delivered within the institution and provide tuition free enrollment to study release students. Contractural agreements may stipulate part-time instruction as

well as the frequency and duration of class meetings to meet specific requirements of the institution. This encourages more effective use of instructor time for the salary paid.

- . Program flexibility - A contract with a community college/school (and thus a program) can be terminated by mutual agreement at any time. Contract renewal periods provide opportunities to examine the need for continuing programs, adding programs and upgrading program quality.
- . Student satisfaction - Student satisfaction appears to be at least as high for community delivery of in-house programs as for civil service delivery. Limited data strongly suggests that students view study release as the most desirable of all community delivery systems. In either case, course credits are transferable to other colleges/schools across the country and certificates of completion do not carry the stigma of a prison program. In addition, study release students have access to all the ancillary services of the institution, including guidance and counseling support, and an educational environment that is more conducive to rehabilitation.
- . Teacher performance - The potential for maintaining a high quality of instruction is greater for community delivery systems. Contractual agreements

usually require the instructor to adopt recommended procedures to prepare for his teaching assignment. The contracted instructor also has access to instructional support from his college/school.

- . Scope and variety of program offerings - The current scope and variety of programs delivered within the correctional institution by contracted community resources is about the same as that of programs delivered by civil service. However, the potential is much greater for contracted programs because of the advantages of program flexibility. Community study release, on the other hand, offers the student the widest choice of occupational education program offerings, many of which are related to occupations in modern technology. Also available are program offerings leading to two-year and four-year degrees.

To take full advantage of the community resource system, it is recommended that the FBP contract with personnel from education organizations rather than with private individuals. Although these individuals may be highly competent instructors, credits from the course they teach are usually not transferrable and completion certificates may reflect the institutional stigma.

Comparing the advantages of programs offered within the community to those offered within the institution, it is recommended that study release be pursued at every opportunity. In

addition to student benefits cited above, institutional costs for this program can often be wholly supported or defrayed by a number of funding mechanisms.

While the community approach has been recommended as the most advantageous delivery system overall, some occupational education programs delivered by civil service showed good organization and instruction. It is recognized that the civil service delivery system may be necessary where community educational resources are not available or institutional policies favor its existence. To ensure more relevancy and continuity between related trades instruction and shop instruction in civil service programs, it is recommended that the shop instructor be responsible for both teaching assignments.

It is further recommended that civil service delivered OJT programs be replaced with cooperative education programs, especially for long-term inmates. To be successful, these programs must have a coordinated training plan including instruction in skill related knowledges and the full range of manipulative tasks.

Strategies

The strategies for accomplishing these recommendations include:

- . A nationwide assessment of state laws and funding resources to identify potential relationships for community resource delivery systems. The current study indicated that most community educational institutions were willing to provide occupational

educational programs within correctional institutions. A major effort in the proposed assessment would be the development of a model system for establishing a community-based delivery system for occupational education programs within correctional institutions. Examination of the development of the program at FCI, Texarkana and other similar community funded systems could be the starting point in the assessment.

- . The selection of institutions within the FBP to be designated as "community study release centers." These minimum security institutions should allow students to participate in programs on campuses of community education institutions. A strategy should be developed for identifying and transferring students from FBP institutions to the study release centers.
- . A determination on an institution by institution basis of the type and number of occupational programs that can be effectively delivered across the FBP system. Important considerations include type, size, and location of institution; characteristics of inmate population including occupational needs; current program offerings, and existing state laws and funding resources for potential community relationships.

Future Actions

The following adjunctive recommendations are offered for future action by the FBP:

- . Strengthening of the employment services provided to offenders. This effort might focus on regional employment opportunities and the information made available to education staff and parole personnel.
- . Development of a system to follow up paroled offenders. This effort would involve cooperative relationships between the FBP and paroling authorities. The information obtained would be valuable in assessing occupational program quality and relevance.
- . Strengthening the communication system within the FBP to share information on occupational education programs. Such information might include new curriculum materials, strategies for developing community relationships, and innovative teaching techniques.
- . Development of cooperative occupational educational programs to replace OJT. This development should be systematically approached including phases for model design, field test, evaluation, and supervised installation.

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APPENDIX A
RESEARCH APPROACH

RESEARCH APPROACH

The research involved the collection of relevant information about various delivery systems from a study of selected correctional institutions within the FBP. Major tasks in the implementation of the study were:

- . select institutions for study
- . develop data collection instruments
- . form advisory committee
- . conduct pilot tests
- . select site visit team
- . conduct site visits
- . analyze data

The following sections of this chapter will address the procedures and basis issues involved in the implementation of each of these tasks.

Selection of Institutions

The research approach involved site visitations to six federal institutions for the purpose of conducting structured personal interviews with key institutional staff and inmate students. The institutions selected for visitation by the FBP were:

- . Petersburg Reformatory, Petersburg, Virginia
- . Federal Correctional Institution, Texarkana, Texas
- . United States Penitentiary, Terre Haute, Indiana
- . United States Penitentiary, Atlanta, Georgia
- . Federal Youth Center, Pleasanton, California
- . Federal Correctional Institution, Terminal Island, California

The institutions at Petersburg and Texarkana were selected as pilot sites; the remaining institutions were scheduled as primary data collection sites.

The rationale employed by the FBP for the selection of institutions focused on the type(s) of delivery systems in operation at each institution. At the Petersburg institution all vocational education programs except barbering are delivered by civil service personnel. The Federal Correctional Institution (FCI) at Texarkana has contractual arrangements with Texarkana Community College to deliver its vocational education programs. The penitentiaries at Atlanta and Terre Haute have both community and civil service approaches; the Federal Youth Center (FYC) at Pleasanton utilizes the Amador Valley School District; Terminal Island employs a mix of civil service and community resources. Thus, although the sample of institutions for study was small, it provided a range of delivery approaches for assessment.

Development of Instruments

Because of the breadth of information to be collected, multiple questionnaires were developed for various staff and inmates within an institution. Questionnaires were designed to provide information on delivery systems for occupational education in terms of (1) cost effectiveness, (2) teacher performance, (3) student satisfaction, (4) scope and variety of program offerings, and (5) program flexibility.

Specific information needs were identified and lists of questions prepared. The questions were grouped to form questionnaires for the warden, supervisor of education, coordinator of community programs, vocational education instructor, director of prison industry, chief of maintenance services, and students. Each questionnaire addressed the job responsibilities and/or experiences of a respondent's role in occupational education programming. For example, the warden was asked to describe the mission of his institution and the position occupational education occupied among his institutional priorities. Questions asked of the supervisor of education focused on the characteristics and operation of the total occupational education program, including selection and classification of inmates, supportive services, and community interaction. Questions for instructors probed specific aspects of their program such as eligibility requirements, curriculum, tools and equipment, and teaching qualifications.

The instruments were designed so that the interviewing could be completed in approximately 45 minutes. Some questions were closed-ended requiring selection of the appropriate response category. Where appropriate, open-ended questions and probing techniques were utilized to explore complex issues or provide more substantive detail.

The instruments were reviewed by the sponsor prior to their administration at the pilot sites. A final revision was accomplished before primary site visitations.

Formation of Advisory Committee

An advisory committee was formed to provide guidance to the CVE research staff. An initial meeting with the committee was convened to review the research approach and discuss various issues related to the conduct of the study.

Committee members were:

- . Dr. Donald Deppe, Education Administrator, FBP
- . Ms. Sylvia McCollum, Education Research Specialist, FBP
- . Mr. Howard Kitchener, Director of Research, FBP
- . Mr. Michael Keenan, Assistant Chief of Probation,
Administrative Office of the United States Courts
- . Mr. Dudley Blevins, Regional Education Supervisor, FBP
- . Mr. Irving Young, Baltimore Commission in Community
Relations.

Conduct of Pilot Tests

The effectiveness of the data collection instruments and procedures was explored by means of site visitations to two pilot institutions--the Federal Reformatory in Petersburg, Virginia, and the Federal Correctional Institution in Texarkana, Texas. More specifically, the purposes of these data collection activities were (1) to determine if desired information was available, (2) to assess the clarity of the questions and response alternatives, and (3) to determine the amount of time required to complete various data collection activities. Abbreviated interview

schedules were designed to provide a basis for refining data collection instruments and procedures. Formal analysis of the comparative effectiveness of delivery systems was not planned for the pilot sites.

Selection of Site Visit Team

The Center for Vocational Education has a number of staff members with background and expertise in occupational education, corrections, and evaluation research. Individuals with skills and interests in these areas were assigned to the site visitation team to focus expertise on particular areas of the data collection. Individuals selected were experienced researchers and had participated as interviewers in previous studies in occupational education in correctional institutions.

A training session was held with team members to discuss data collection strategy and review interview protocols. Team members were briefed on the contents of interview instruments and guidelines for recording responses.

Conduct of Site Visits

In order to facilitate entrée into the institutions, contacts were made by the office of the FBP education administrator with regional administrators and with wardens of the institutions to be visited. Subsequent contacts were made by CVE with wardens and supervisors of education to discuss data collection plans and interview schedules.

The strategy for data collection specified that an orientation meeting be held with the warden and his staff to discuss the purpose of the study, review interview schedules, and answer any questions the institution's staff had concerning data collection activities. Following the orientation meeting a brief interview was conducted with the warden to explore the climate, policies, and mission of the institution and the priorities accorded to occupational education. The supervisor of education and occupational education staff were interviewed to obtain information on programs and delivery systems. Twenty occupational education students were interviewed about their satisfaction with programs and their plans for jobs upon release. Where community resources were being utilized, the community-based program coordinator was also interviewed to explore the interrelationship between the institution and the local educational community. Finally, representatives from prison industries, maintenance, and classification were interviewed to obtain descriptions of their involvements in the total occupational education programming.

Analysis of Data

Data collected by repetitive interviewing (i.e., instructors and the sample of 20 students) at each institution were tabulated and descriptive statistics computed to describe interviewees' responses.

Three measures of cost effectiveness were examined for use in the current study. Two of these, cost per enrollment and

cost per completion, were derived from the education statistical report submitted annually by each institution to the FBP. Education supervisors were requested to break down the total occupational education costs for salaries, operating expenses, and equipment into individual program costs.

Because most programs are open-entry/open-exit and vary in duration, cost effectiveness measures based on numbers of students involved in the program (i.e., enrollments or completions) do not accurately reflect comparative cost differences among programs. Therefore, a third measure, cost per student contact hour, was considered as an appropriate "common denominator" for comparing delivery systems.

Determining which items should be included under salaries, equipment costs, and operating expenditures also presented a problem in defining a valid and reliable cost effectiveness measure. Equipment costs during FY'75 varied considerably across institutions as well as within institutions. Operating expenditures also showed considerably variation and, like equipment costs, are particularly high during the set up phase of a program. Further, discussions with institutional administrators revealed that definitions used to categorize items as "equipment" or "operational expense" varied among the institutions sampled. Because of these variations in defining equipment costs and operating expenditures, the basis for computing cost effectiveness was limited to instructional and administrative salaries.

Because the method of reporting educational data in the FBP and the nature of the data itself does not facilitate comparison of educational delivery systems at a single common denomination, some question arises as to the reliability of the data as it is presented in this report. Certainly, a more thorough analysis based upon a concentrated effort to retrieve accurate data, would provide a more useful interpretation and comparison.

It should be pointed out that the present study is not an intensive, in-depth assessment of delivery systems within the FBP. As mentioned above, considerations of time and costs precluded a more detailed analysis of program costs and the collection of follow-up information. The latter would have had application for interpreting and defining student satisfaction, teacher performance, and cost effectiveness. Rather, the research might be viewed as an exploratory study of delivery systems in six institutions. Further study in other FBP institutions utilizing the results of the current study as a starting point is recommended.

STAFF DEVELOPMENT NEEDS

Staff development needs of vocational teachers were assessed primarily through the "Vocational Teacher Competency Questionnaire" (VTCQ) although this instrument was supplemented by informal observation. The primary purpose for using the instrument was to assess the perceived needs of vocational teachers for in-service staff development. The VTCQ was based largely upon the Vocational Teacher Competency Profile developed by The Center for Vocational Education with certain deletions and additions to make it relevant to vocational teachers in correctional institutions. The instrument was administered to 23 teachers in the Federal Bureau of Prisons' institutions at Atlanta, Pleasanton, Terminal Island, and Terre Haute. Summary data from this survey is displayed in Table A.

The instruments consists of 75 items related to the following nine categories:

- . Program Planning, Development, and Evaluation
- . Instructional Planning
- . Instructional Execution
- . Instructional Evaluation
- . Instructional Management
- . Guidance
- . Community Relations
- . Professional Role and Development
- . Correctional Environment

B-1

Table A
TABULATION OF RESPONSES OF FDP INSTRUCTORS
TO TEACHER COMPETENCY QUESTIONNAIRE

| Competency Statement | Importance of Task to a First Year Teacher | | | | | Importance of Task to an Experienced Teacher | | | | | Level of Peer Skills in this Task | | | |
|---|--|----|---|---|---------------|--|----|---|---|---------------|-----------------------------------|----|---|---|
| | Very Important | | | | Not Important | Very Important | | | | Not Important | Very Important | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| 1. Determine needs and interests of students. | 10 | 9 | 2 | 1 | 1 | 15 | 7 | | | 1 | 2 | 11 | 9 | |
| 2. Write student performance objective. | 10 | 11 | | 2 | | 15 | 8 | | | | 5 | 8 | 8 | 2 |
| 3. Plan a unit of instruction. | 13 | 9 | 1 | | | 13 | 7 | 3 | | | 7 | 5 | 5 | 3 |
| 4. Write a lesson plan. | 15 | 4 | 2 | 2 | | 11 | 8 | 3 | 1 | | 4 | 8 | 7 | 4 |
| 5. Select and obtain student instructional materials. | 10 | 10 | 2 | | 1 | 12 | 10 | 1 | | | 8 | 9 | 4 | 2 |
| 6. Prepare teacher-made instructional materials. | 7 | 7 | 7 | 1 | 1 | 10 | 6 | 4 | 2 | | 4 | 8 | 7 | 3 |
| 7. Use labor market data. | 6 | 9 | 6 | | 1 | 5 | 13 | 2 | 2 | | 3 | 10 | 4 | 4 |
| 8. Organize or reorganize an occupational advisory committee. | 5 | 2 | 9 | 4 | 2 | 6 | 5 | 6 | 3 | 1 | 4 | 7 | 6 | 3 |
| 9. Conduct an occupational analysis. | | 9 | 7 | 5 | 1 | 8 | 6 | 5 | 2 | 1 | 3 | 7 | 5 | 4 |
| 10. Develop a course of study. | 13 | 4 | 6 | | | 12 | 5 | 6 | | | 6 | 7 | 7 | 2 |
| 11. Develop long-range plans for a vocational program. | 5 | 8 | 7 | 2 | 1 | 11 | 9 | 2 | | 1 | 3 | 13 | 3 | 3 |
| 12. Evaluate your vocational program. | 9 | 6 | 7 | 1 | | 16 | 5 | 2 | | | 5 | 9 | 5 | 2 |
| 13. Conduct individual and group field trips. | 4 | 10 | 4 | 1 | 2 | 6 | 7 | 4 | 2 | 2 | 2 | 6 | 5 | 3 |
| 14. Conduct group discussions, plan discussions, and symposiums. | 4 | 8 | 6 | 1 | 4 | 6 | 8 | 5 | 1 | 3 | 2 | 8 | 6 | 2 |
| 15. Stimulate learning through brainstorming, buzz groups, and question box techniques. | 3 | 8 | 6 | 3 | 3 | 6 | 6 | 5 | 3 | 3 | 3 | 4 | 8 | 5 |
| 16. Direct students in instructing other students. | 4 | 10 | 5 | 4 | | 8 | 11 | 3 | 1 | | 5 | 9 | 5 | 4 |
| 17. Employ the techniques of role playing and simulation. | 3 | 4 | 4 | 4 | 6 | 3 | 4 | 7 | 2 | 7 | 2 | 6 | 2 | 6 |
| 18. Direct student study. | 10 | 9 | 4 | | | 9 | 8 | 5 | 1 | | 6 | 9 | 5 | 3 |
| 19. Direct student laboratory experience. | 11 | 6 | 1 | 1 | 1 | 12 | 5 | 1 | 1 | 1 | 7 | 5 | 6 | 1 |

| Competency Statement | Importance of Task to a First Year Teacher | | | | Importance of Task to an Experienced Teacher | | | | Level of Peer Skills in this Task | | | |
|---|--|----|---------------|-----|--|----|---------------|-----|-----------------------------------|----|---------------|-----|
| | Very Important | | Not Important | | Very Important | | Not Important | | Very Important | | Not Important | |
| 20. Direct students in applying problem-solving techniques. | 11 | 10 | 1 | | 13 | 8 | 1 | | 8 | 9 | 4 | 1 |
| 21. Direct the project method. | 4 | 1 | 5 | 1 | 6 | 10 | 4 | 1 | 3 | 7 | 8 | 3 |
| 22. Introduce a lesson. | 12 | 6 | 4 | 1 | 9 | 9 | 4 | 1 | 4 | 8 | 9 | 1 |
| 23. Summarize a lesson. | 14 | 7 | 2 | | 10 | 9 | 4 | | 5 | 10 | 5 | 2 |
| 24. Employ oral questioning techniques. | 11 | 9 | 3 | | 8 | 9 | 5 | 1 | 5 | 6 | 7 | 4 |
| 25. Employ reinforcement techniques. | 9 | 9 | 2 | | 8 | 11 | 1 | 1 | 2 | 9 | 8 | 2 |
| 26. Provide instruction for slower and more capable students. | 12 | 7 | 4 | | 14 | 8 | 1 | | 5 | 9 | 9 | |
| 27. Present information through an illustrated talk. | 9 | 9 | 2 | 1 1 | 12 | 6 | 2 | 1 1 | 6 | 8 | 4 | 3 1 |
| 28. Demonstrate a manipulative skill. | 13 | 9 | | | 13 | 8 | 1 | | 9 | 9 | 2 | 2 |
| 29. Demonstrate a concept or principle. | 13 | 10 | | | 14 | 8 | 1 | | 8 | 12 | 1 | 2 |
| 30. Direct individualized instruction. | 19 | 3 | 1 | | 19 | 3 | | 1 | 11 | 8 | 3 | 1 |
| 31. Conduct team teaching. | 3 | 11 | 6 | 1 1 | 2 | 12 | 6 | 1 1 | 2 | 9 | 5 | 4 1 |
| 32. Present information using subject matter expert. | 6 | 14 | 1 | 1 | 9 | 10 | 1 | 2 | 1 | 13 | 6 | 1 1 |
| 33. Illustrate with bulletin boards and exhibits. | 9 | 7 | 5 | 1 | 7 | 10 | 3 | 1 | 4 | 8 | 7 | 1 1 |
| 34. Illustrate with models, real objects, and flannel boards. | 6 | 12 | 4 | | 6 | 14 | 1 | 1 | 7 | | 8 | 1 |
| 35. Present information with overhead and opaque materials. | 7 | 13 | 2 | | 8 | 10 | 3 | 1 | 8 | 7 | 4 | 1 1 |
| 36. Present information with filmstrips and slides. | 13 | 8 | 2 | | 14 | 7 | 2 | | 11 | 10 | 1 | 1 |
| 37. Present information with films. | 10 | 11 | 1 | | 11 | 8 | 2 | 1 | 10 | 9 | 2 | 1 |
| 38. Present information with audio recordings. | 9 | 9 | 3 | 1 | 10 | 6 | 4 | 1 1 | 7 | 7 | 5 | 1 2 |
| 39. Present information with televised and video-taped materials. | 8 | 10 | 2 | 1 | 11 | 9 | 2 | 1 | 9 | 6 | 3 | 2 2 |
| 40. Direct programmed instruction. | 10 | 10 | 1 | 1 | 9 | 9 | 3 | | 8 | 5 | 5 | 3 |
| 41. Present information with chalkboard and flip chart. | 9 | 6 | 4 | 4 | 8 | 6 | 4 | 4 1 | 7 | 6 | 5 | 3 |

| Competency Statement | Importance of Task to a First Year Teacher | | | | Importance of Task to an Experienced Teacher | | | | Level of Peer Skills in this Task | | | | |
|--|--|----|---------------|---|--|----|---------------|---|-----------------------------------|----|---------------|---|---|
| | Very Important | | Not Important | | Very Important | | Not Important | | Very Important | | Not Important | | |
| 42. Establish criteria for student performance in a vocational program. | 7 | 13 | 2 | 1 | 12 | 10 | 1 | | 6 | 9 | 6 | 2 | |
| 43. Assess student cognitive performance. | 4 | 8 | 6 | 2 | 4 | 8 | 5 | 3 | 2 | 7 | 6 | 5 | |
| 44. Assess student affective performance. | 5 | 13 | 3 | | 6 | 12 | 2 | | 1 | 14 | 5 | | |
| 45. Determine student grades in a vocational program. | 12 | 8 | 2 | 1 | 13 | 8 | 1 | 1 | 4 | 13 | 5 | 1 | |
| 46. Evaluate instructional effectiveness. | 9 | 9 | 5 | | 14 | 6 | 3 | | 6 | 10 | 6 | | |
| 47. Project instructional resource needs. | 5 | 10 | 7 | | 9 | 11 | 2 | | 3 | 11 | 6 | 2 | |
| 48. Prepare vocational budgets and reports. | 2 | 6 | 6 | 8 | 6 | 7 | 6 | 2 | 1 | 3 | 7 | 7 | 5 |
| 49. Arrange for expanding facilities and purchasing supplies. | 2 | 9 | 5 | 5 | 2 | 4 | 14 | 3 | 1 | 2 | 12 | 5 | 3 |
| 50. Maintain a filing system. | 8 | 10 | 2 | | 13 | 8 | 1 | | 6 | 10 | 4 | 2 | |
| 51. Provide for the safety needs of vocational students. | 15 | 5 | 1 | | 17 | 3 | 1 | | 10 | 6 | 3 | 1 | |
| 52. Provide for the first aid needs of vocational students. | 12 | 4 | 2 | 3 | 13 | 3 | 2 | 3 | 6 | 5 | 4 | 4 | |
| 53. Assist students in developing self discipline. | 11 | 8 | 4 | | 14 | 6 | 3 | | 7 | 10 | 5 | 1 | |
| 54. Manage equipment and supplies in a vocational laboratory. | 12 | 8 | 2 | | 14 | 6 | 2 | | 8 | 8 | 3 | 2 | |
| 55. Organize and maintain the vocational laboratory. | 6 | 9 | 7 | | 12 | 8 | 2 | | 7 | 7 | 6 | | |
| 56. Select and use appropriate student data, collection sources and techniques. | 6 | 8 | 6 | 1 | 9 | 6 | 6 | | 3 | 8 | 7 | 3 | |
| 57. Gather student data through personal contacts. | 7 | 8 | 6 | | 9 | 5 | 7 | | 4 | 8 | 6 | 3 | |
| 58. Use conferences to help students meet personal, educational, and vocational needs. | 9 | 6 | 5 | 2 | 7 | 12 | 2 | 1 | 4 | 9 | 5 | 2 | |
| 59. Plan and conduct classroom and related activities on educational career opportunities. | 8 | 7 | 5 | 2 | 8 | 9 | 5 | | 4 | 8 | 8 | 1 | |
| 60. Assist students in the development of coping skills in the world of work. | 10 | 7 | 5 | | 13 | 6 | 3 | | 8 | 7 | 4 | 1 | |

| Competency Statement | Importance of Task to a First Year Teacher | | | | | Importance of Task to an Experienced Teacher | | | | Level of Peer Skills in this Task | | | | |
|---|--|----|---|---|---|--|----|---|---|-----------------------------------|----|---|---|---|
| | Very Important | | | | | Not Important | | | | Very Important | | | | |
| 61. Make presentations to community groups to develop relationships. | 2 | 6 | 7 | 5 | 1 | 3 | 11 | 1 | 6 | 3 | 6 | 6 | 3 | 2 |
| 62. Provide brochures to inform others about vocational programs. | 3 | 10 | 2 | 6 | | 4 | 9 | 3 | 4 | 1 | 9 | 6 | 2 | 1 |
| 63. Provide displays to inform others on vocational programs. | 1 | 12 | 3 | 4 | | 3 | 10 | 5 | 2 | 1 | 7 | 5 | 4 | 2 |
| 64. Conduct an open house. | 5 | 10 | 3 | 2 | 1 | 6 | 8 | 4 | 2 | 1 | 4 | 9 | 4 | 2 |
| 65. Cooperate with state and local educators. | 10 | 10 | 2 | | | 12 | 8 | 2 | | 10 | 5 | 3 | 2 | 1 |
| 66. Provide learning experiences for students through contests. | 3 | 6 | 5 | 4 | 2 | 3 | 8 | 3 | 4 | 2 | 2 | 3 | 9 | 4 |
| 67. Keep up-to-date in your profession and in your occupational specialty. | 18 | 5 | | | | 20 | 3 | | | 13 | 4 | 5 | 1 | |
| 68. Serve the profession. | 12 | 9 | 1 | | | 14 | 7 | 1 | | 8 | 8 | 5 | | 1 |
| 69. Establish and maintain a personal professional philosophy and ethical standards. | 19 | 3 | 1 | | | 18 | 3 | 2 | | 12 | 6 | 3 | 1 | 1 |
| 70. Serve the prison and community. | 12 | 8 | 3 | | | 14 | 7 | 2 | | 9 | 9 | 5 | | |
| 71. Select, obtain, and maintain a job in keeping with your professional qualifications. | 9 | 8 | 2 | | | 12 | 6 | 1 | | 8 | 7 | 4 | | |
| 72. Become knowledgeable about behavioral disorders of criminal offenders. | 7 | 8 | 5 | 2 | | 8 | 10 | 4 | 1 | 5 | 13 | 3 | 1 | |
| 73. Become knowledgeable about the inmate subculture. | 3 | 12 | 4 | 3 | 1 | 7 | 8 | 5 | 3 | 2 | 8 | 7 | 4 | 1 |
| 74. Become knowledgeable about the goals and objectives of vocational education in the Federal Bureau of Prisons. | 15 | 6 | 1 | 1 | | 15 | 6 | 2 | | 6 | 14 | 1 | 1 | |
| 75. Become knowledgeable about security requirements of FBP institutions. | 18 | 3 | | 1 | | 18 | 3 | | 1 | 12 | 6 | 2 | 1 | |

Program Planning, Development, and Evaluation

Questions seven through twelve relate to program planning and development. According to the respondents, evaluation (Q 12), development of the course of study (Q 10), and long range planning of vocational programs (Q 11) are the most important tasks for vocational teachers whether they are experienced or inexperienced. According to the respondents, the greatest discrepancy between perceived importance and current skills exists in the area of evaluation. They also perceived that the use of labor market data (Q 7), the second highest discrepancy, and conducting an occupational analysis (Q 9) were much more important for experienced teachers than for inexperienced teachers. The use of advisory committees for occupational programs (Q 8) was considered the least important and least needed of the tasks in this group.

Instructional Planning

Judging from the responses to questions one through six, instructional planning is extremely important and requires considerable upgrading. In fact, the instructional planning questions received the second highest ratings in importance and the largest discrepancies between perceived importance and existing skills. According to the respondents, writing performance objectives (Q 2), determining the needs and interests of students (Q 1), and selecting and obtaining student instructional materials (Q 5) are considered most important. They also perceive that writing per-

formance objectives (Q 2), planning a unit of instruction (Q 3), and determining student needs and interests (Q 1) are the areas of greatest discrepancy between perceived needs and current skills. It is also evident that the teachers believe they should continually improve in all areas of instructional planning as they teach.

Instructional Execution

Instructional execution, questions 13 through 41 plus question 66, is the largest category of tasks on the questionnaire. The respondents judged the most important tasks to be demonstrating a concept or principle (Q 29), directing individualized instruction (Q 30), demonstrating manipulative skills (Q 28), applying problem-solving techniques (Q 20), using filmstrips and slides (Q 36), using films (Q 37), summarizing a lesson (Q 23), and providing instruction for slower and more capable students (Q 26). Although about one-third of the items in this area are worthy of consideration for in-service development, the greatest discrepancies between perceived importance and current skills levels are in illustrating with models, real objects, and flannel boards (Q 34), providing instruction for slower and more capable students (Q 26), employing oral questioning techniques (Q 24), employing reinforcement techniques (Q 25), and directing programmed instruction (Q 40). It is worth noting that some of the tasks that received high scores in perceived importance also received high scores in perceived skill levels. For instance, demonstrating a concept, principle, or manipulative skill and individualizing instruction are in this category as well as the use of films,

filmstrips and slides.

Instructional Evaluation

Questions 42 through 46 dealt with instructional evaluation. Establishing criteria for student performance (Q 42), determining student grades (Q 45), and evaluating instructional effectiveness (Q 46) were considered the most important tasks. The greatest discrepancy between importance and current skills levels is also perceived to be in the area of establishing criteria for student performance. It is interesting to note that the teachers perceive the assessment of students' affective performance is more important than assessing cognitive performance.

Instructional Management

Questions 47 through 55 dealt with the area of instructional management. The respondents considered providing for the safety needs of vocational students (Q 51), managing equipment and supplies (Q 54), and assisting students in developing self discipline (Q 53) the most important tasks. However, the greatest discrepancies between the importance and the current skill levels existed in projecting instructional resource needs (Q 47) and organizing and maintaining the vocational laboratory (Q 55). There were relatively low discrepancies in the tasks judged most important.

Guidance

The area of guidance, addressed in questions 56 through 60, was of relatively less importance to the respondents. The question of greatest importance was the development of student coping skills for the world of work (Q 60).

Community Relations

The area of community relations, addressed in questions 61 through 65, was even less important to the respondents except for cooperation with state and local educators (Q 65).

Professional Role and Development

The highest ratings of importance in the questionnaire were assigned to the area of professional role and development, questions 67 through 71. The teachers are evidently highly motivated in keeping up-to-date in their profession and in their occupational specialty (Q 67), establishing and maintaining a personal professional philosophy and ethical standards (Q 69), serving the profession (Q 68), and serving the prison and the community (Q 70). The largest discrepancy between the importance of a task and the current skill is in keeping up-to-date in their profession and in their occupational specialty.

Correctional Environment

Questions 72 through 75 dealt with the correctional environment.

Becoming knowledgeable about the goals and objectives of vocational education in the Federal Bureau of Prisons (Q 74) and becoming knowledgeable about security requirements of the institutions (Q 75) were considered very important to the respondents. On the other hand, they evidently feel that these are well known to them. They are less certain that they are knowledgeable about the inmate subculture (Q 73).

Summary Interpretations

The primary purpose for administering the Vocational Teacher Competency Questionnaire was to assess the perceived needs of vocational teachers for in-service staff development. While this is only one approach to determining a staff development program, it is very useful. The following are some general interpretations from this survey.

1. The teachers who responded to the questionnaire appear to be highly motivated toward professional development, their profession, and their role in correctional education. One of their greatest concerns is keeping up-to-date in their profession and their occupational specialty.
2. They appear to have a keen interest in instructional planning. Furthermore, they perceive that they need professional development in this area. Writing performance objectives, planning instructional units, and determining the needs and interests of students are some of their major perceived needs.

3. The area of instructional execution appears to have the greatest range of potential staff development possibilities. Approximately one-third of the items in this area are worthy of consideration for in-service development. This large area also suggests that master teacher demonstrations and "hands on" experience with instructional technology would be useful for in-service development.
4. Instructional evaluation, as well as program evaluation, are areas worthy of consideration for staff development.
5. The teachers perceive that they have instructional management problems fairly well resolved.
6. Both guidance and community relations are given relatively less importance than other areas and teachers do not perceive that they have significant needs for their professional development in these areas.
7. The teachers apparently feel that knowledge about the correctional environment is important, but with the exception of the inmate subculture, believe themselves to be knowledgeable in this area.

As professional observers of vocational education in correctional institutions and the free world, we have the strong feeling that the prevailing characteristics of vocational education in correctional institutions significantly influence the perceived

needs. In addition, the relative isolation of the vocational educators within corrections from other vocational educators and vocational programs in the free world tends to perpetuate established practices. Therefore, the perceptions of vocational educators within the Federal Bureau of Prisons should not be the only basis upon which in-service programs should be prescribed.

APPENDIX C
INSTRUMENTS

INTERVIEW WITH WARDEN

1. How would you define the goals of this institution?

2. What are some of the obstacles to achieving those goals?

3. Where does occupational education fit within the goals and purposes of this institution?

4. Are there any changes you would like to see made in the occupational education program?

a. no

b. yes (explain)

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SUPERVISOR OF EDUCATION

Institution: _____

State: _____

Interviewee: _____

Title or Position: _____

Interviewer: _____

Date: _____

SUPERVISOR OF EDUCATION

PROGRAM FLEXIBILITY

1. Do you have a written contractual agreement with any community colleges or schools? (Obtain copy of agreement) _____
- a. no
- b. yes (specify details of agreement)

2. Is this institution planning to add any new occupational education programs over the next few years? _____

- a. yes
- b. no

If yes, what are these programs?

- a. _____
- b. _____
- c. _____
- d. _____

3. Have you added any new programs within the last two years? _____
- a. yes
- b. no

If no to #2 and #3

→ Go to #7

4. What are the most important factors that stimulate the development of a new occupational education program in your institution?

- a. _____
- b. _____
- c. _____
- d. _____

5. In selecting new programs, what methods are used to determine the opportunities for jobs in that occupation for students?

- a. statistics on local job opportunities _____
- b. statistics on state job opportunities _____
- c. statistics on national trends and opportunities . _____
- d. advisory committee recommendations. _____
- e. other (specify) _____

6. In selecting new program areas for occupational education, were the characteristics of the inmates considered? _____

- a. yes (specify characteristics) _____

- b. no

7. Have you had to terminate any programs within the last two years? _____

a. yes

b. no

Go to #9

(Question #7 continues on following page)

If yes, what are these programs?

- a. _____
- b. _____
- c. _____

8. (If yes to #7) What are the most important factors that influence your decision to terminate an occupational education program?

- a. _____
- b. _____
- c. _____
- d. _____

9. Do you feel you are currently offering occupational education programs that represent areas of demand in today's labor market? _____

- a. yes
- b. no

If no, what are the most important factors that prevent you from keeping pace?

- a. _____
- b. _____
- c. _____

PROGRAM OPERATION

1. In your opinion, what is the most important goal for occupational education programs?

2. What problems do you have in operating occupational education programs within a correctional institution?

3. What do you think could be done to solve these problems?

4. How often does the warden visit the occupational program area?

_____ times per _____

5. How often do you meet with the warden to discuss issues or problems related to your occupational education programs?

_____ times per _____

6. What kind of support do you get from

a. the warden _____

(Question #6 continues on following page)

b. the deputy wardens _____

c. correctional officers _____

7. Does your program provide any occupational counseling or guidance services to students? _____

a. yes (specify)

| <u>Type of Service</u> | <u>Provided by</u> |
|------------------------|--------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

b. no

8. Does your program provide any job placement services to students? (Probe for linkages) _____

a. yes (specify)

| <u>Type of Service</u> | <u>Provided by</u> |
|------------------------|--------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

b. no

9. Are special occupational education programs offered to students with special needs such as the handicapped and those over 40? (Check all that apply)

- a. mentally retarded (educable and trainable) _____
- b. auditorially handicapped. _____
- c. visually handicapped. _____
- d. orthopedically handicapped. _____
- e. other health impairments (cardiac problems, diabetes, etc.) _____
- f. inmates over 40 years old _____
- g. other (specify) _____

- h. none. _____

10. What provisions are made for training special language or cultural groups? (Check all that apply)

- a. bilingual training materials _____
- b. bilingual instructors. _____
- c. special English instruction. _____
- d. training in minority problems for instructional staff. _____
- e. other (specify). _____

11. What are the eligibility requirements for entry into occupational education programs at this institution?

| | Yes | No |
|---|-------|-------|
| a. must be within a given age range. (specify age range) _____ | _____ | _____ |
| b. never incarcerated for certain specific offenses. (specify offenses) _____ _____ | _____ | _____ |
| c. must have minimum custody or security level _____ _____ | _____ | _____ |
| d. must have minimum amount of time remaining (specify minimum time) _____ | _____ | _____ |
| e. must pass a test(s) (specify tests) _____ _____ | _____ | _____ |
| f. minimum level of formal schooling (specify levels) _____ _____ | _____ | _____ |
| g. must demonstrate minimum level on educational achievement test. | _____ | _____ |
| h. none used | _____ | _____ |
| i. other (specify) _____ _____ | _____ | _____ |

12. Who makes the final decision about which students will be placed in occupational education programs?
- a. classification committee _____
 - b. administrator of occupational education. _____
 - c. other (specify). _____
- _____

13. Which individuals make up the classification team and what is their background?
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

14. How does the classification committee reach a decision regarding the assignment of an inmate to a prison activity?
- _____
- _____
- _____
- _____

15. On what basis is this decision reached?
- a. unanimous agreement. _____
 - b. majority agreement _____
- (Question #15 continues on following page)

c. approval of a specific individual (specify). . . _____

d. other (specify). _____

16. Does an inmate's preference play an active role in the
decision?. _____

a. yes (explain) _____

b. no

17. How often does the committee meet?

a. at least weekly. _____
b. at least monthly. _____
c. at least bi-monthly. _____
d. at least once every six months _____
e. at least once a year _____
f. other (specify). _____

18. How often are inmates formally reviewed for reassignment
(in the institution)?

a. at least monthly _____
b. at least semi-annually _____

(Question #18 continues on following page)

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- c. at least annually. _____
 - d. never. _____
 - e. other (specify). _____
-

19. In your opinion, what percent of the inmates who enter this institution are unable to participate in occupational education programs due to:

- a. inability to meet minimum academic requirements . _____ %
 - b. lack of program openings. _____ %
 - c. institutional security rules or previous offenses _____ %
 - d. length of stay too short. _____ %
 - e. other priority assignments in the institution
(maintenance, industry) _____ %
 - f. lack of aptitude or interest. _____ %
 - g. other (specify) _____ %
-
-

20. Is there a person in this institution (apart from the supervisor of education) whose major job responsibility includes coordination of:

- | | Yes | No |
|---|-------|-------|
| a. occupational guidance and counseling service _____ | _____ | _____ |
| b. job placement services _____ | _____ | _____ |

21. Is there an organized program, which is regularly carried out for following-up released or paroled inmates who have had occupational education while in the institution to find out whether or not this education was useful to the inmate in getting and keeping a job? _____

a. yes, for all programs

b. yes, for some programs

c. no

Go to #24

22. Who conducts the follow-up?

a. institution staff (specify). _____

b. parole personnel _____

c. Federal agency (specify) _____

d. agencies which provide services to inmates
(BVR, etc.). _____

e. other (specify). _____

23. Based on the results of the most recent follow-up(s), approximately what percent of inmates who were followed-up obtained a job related to the occupational education received while in this institution? _____ %

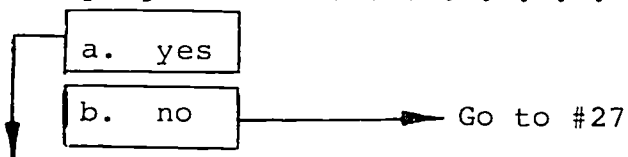
24. When is occupational education usually given?

a. started as soon as possible after inmate enters institution regardless of parole date eligibility _____

b. scheduled so that training will be completed shortly before parole date eligibility _____

c. other (specify). _____

25. Is there a formal graduation for the occupational education program? _____



26. Does the warden attend the graduation program? _____

a. yes

b. no

27. How do you insure that your instructors keep current in the technical areas in which they are teaching?

28. On the average, how long will a student remain in this institution after training?

a. less than 3 months _____

b. 3 to less than 6 months. _____

(Question #28 continues on following page)

- c. 6 to less than 12 months _____
- d. 12 months or more. _____
29. Can inmates with assignments in prison industries, maintenance or outside jobs take occupational education programs at the same time? _____
- a. yes
- b. no
30. Is there a citizen's occupational advisory committee for the institution's occupational education program? _____
- a. yes, for all programs
- b. yes, for most programs
- c. yes, for some programs
- d. no
31. Do outside business or industry personnel regularly tour the institution's occupational education facilities? _____
- a. yes
- b. no
32. Have you had to curtail any occupational education programs in the last year? (Check all that apply)
- a. no _____
- b. yes, insufficient funds. _____
- c. yes, equipment too expensive _____
- d. yes, poor potential job markets for offenders. . . . _____
- (Question #32 continues on following page)

- e. yes, poor business attitude to hiring offenders. _____
- f. yes, labor union restriction on apprenticeships. _____
- g. yes, competition from other prison activities
(such as prison industries). _____
- h. yes, no qualified staff available. _____
- i. yes, lack of inmate interest _____
- j. yes, other (specify) _____

33. What changes do you think need to be made in the occupational education offerings? (Check all that apply)

- a. greater variety in program offerings _____
 - b. more openings in existing programs _____
 - c. more opportunities for training outside the
institution. _____
 - d. new programs to take advantage of changing job
markets. _____
 - e. other (specify). _____
-
-
- f. none _____

34. What do you feel are the most pressing staff development needs for the occupational education program?

SUPERVISOR/COORDINATOR OF FBP PROGRAM

PROGRAM COSTS

1. What was the total institutional budget for the last fiscal year? Include all monies spent for all institutional functions such as administration, education, prison industries, etc., regardless of the source of these funds. Exclude capital expenditures. \$ _____

2. What were the total salaries, major equipment costs, and operating expenses in FY'75 for the occupational education program?

Total

Salaries _____

Operating Expenses _____

Major Equipment _____

3. If monies other than V.T. and S & E were spent for occupational education, what were the sources of these funds and the basic services provided?

Amount

Basic Services Provided

| | | |
|----------------------------------|----------|-------|
| 1. CETA | \$ _____ | _____ |
| 2. Rehabilitation Services Act | _____ | _____ |
| 3. State Department of Education | _____ | _____ |
| 4. Vocational Amendments of 1968 | _____ | _____ |
| 5. ESEA Title 1 | _____ | _____ |

(Question #3 continues on following page)

| | <u>Amount</u> | <u>Basic Services Provided</u> |
|---------------------------------|---------------|--------------------------------|
| f. LEAA | \$ _____ | _____ |
| g. Private Corporation | _____ | _____ |
| h. Community College/University | _____ | _____ |
| i. V.A. Benefits | _____ | _____ |
| j. other (specify) | _____ | _____ |
| _____ | | |
| k. no other monies used | | |

Please provide the following information for each course in your occupational education program.

Course Title: _____

1. Salaries* \$ _____
2. Operating Expenses* \$ _____
3. Major Equipment* \$ _____
4. Total Costs (add #1, 2, 3) \$ _____
5. Total Enrollment FY'75 _____
6. # completions _____
7. % of completions ($\#6 \div \#5$) _____
8. # of drops _____
9. # and % drops by reason: _____
 - a. student deficits # _____ %**
 - b. institutional/program constraints # _____ %***

* Indicate whether contracted (C) or non-contracted (NC) expenditures.

** Examples of student deficits might be lack of ability and lack of interest.

*** Examples of institutional/program constraints might be release, transfer, and program change procedures.

10. # still in program as of June 30, 1975 _____
11. Average enrollment cost per trainee \$ _____
(#4 ÷ #5)
12. Average completion cost per trainee \$ _____
(#4 ÷ #6)
13. Average SAT gain per student _____
14. Average hours of instruction per student _____
15. Average hours to raise one grade level _____
(#14 ÷ #13)

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COORDINATOR OF COMMUNITY-BASED PROGRAM

Institution:

State:

Interviewee:

Title or Position:

Interviewer:

Date:

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COORDINATOR OF COMMUNITY-BASED PROGRAM

1. Do you have a written contractual agreement with a correctional institution? (Obtain copy of agreement). _____

a. no

b. yes (specify details of agreement)

2. How many students do you work with annually? _____

3. What are the tuition requirements? _____

4. What funding sources are students using to pay fees?

5. What program offerings are available in occupational training and what is their duration? (May be in printed form)

| <u>Program</u> | <u>Duration (Mos.)</u> |
|----------------|------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

PROGRAM FLEXIBILITY

1. Is this institution planning to add any new occupational education programs over the next few years. _____

a. yes

b. no

If yes, what are these programs?

a. _____

b. _____

c. _____

d. _____

2. Have you added any new programs within the last two years? _____

a. yes

b. no

If no to #1 and #2 → Go to #5

3. What are the most important factors that stimulate the development of a new occupational education program?

a. _____

b. _____

c. _____

d. _____

4. In selecting new programs, what methods are used to determine the opportunities for jobs in that occupation for students?

a. statistics on local job opportunities _____

b. statistics on state job opportunities _____

(Question #4 continues on following page)

- c. statistics on national trends and opportunities . _____
- d. advisory committee recommendations. _____
- e. other (specify) _____

5. Have you had to terminate any programs within the last two years?. _____

a. no a. no → Go to #7

b. yes

If yes, what are these programs?

- a. _____
- b. _____
- c. _____

6. What are the most important factors that influence your decision to terminate an occupational education program?

- a. _____
- b. _____
- c. _____
- d. _____

7. Do you feel you are currently offering occupational education programs that represent areas of demand in today's labor market? _____

a. yes

b. no

If no, what are the most important factors that prevent you

from keeping pace?

- a. _____
- b. _____
- c. _____

PROGRAM OPERATION

1. In your opinion, what is the most important goal for occupational education programs?

2. Do you feel this goal should be modified for occupational education programs located within correctional institutions? _____

a. yes

b. no

If yes, in what way?

3. What are the major difficulties, if any, in interfacing with a correctional institution?

4. What advantages do you think your occupational education program has for inmate students compared to programs located within the institution?

- a. attitudes of inmates _____

- b. program offerings _____

- c. quality of training, facilities, and equipment _____

- d. staff _____

- e. other _____

5. Do you provide any occupational counseling or guidance services to students? _____

a. yes (specify)

| <u>Type of Service</u> | <u>Provided by</u> |
|------------------------|--------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

b. no

6. Do you provide any job placement services to students? _____

a. yes (specify)

| <u>Type of Service</u> | <u>Provided by</u> |
|------------------------|--------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

b. no

7. Are there special services offered by your institution that are targeted specifically for inmate students? _____

a. yes (specify) _____

b. no

8. Are there other considerations that pertain specifically to inmate students in your institution? (Mention security requirements as an example) _____

a. no

b. yes (specify) _____

9. Can you think of any other ways in which inmate students may be treated differently? _____

a. no

b. yes (specify) _____

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10. Do inmate students enroll for further education in your institution after they are released or paroled? _____

a. yes

b. no

11. What provisions are made for training special language or cultural groups? (Check all that apply)

a. bilingual training materials _____

b. bilingual instructors. _____

c. special English instruction. _____

d. training in minority problems for instructional staff. _____

e. other (specify). _____

12. What are the eligibility requirements for entry into occupational education programs at this institution?

yes no

a. must be within a given age range _____

(specify age range) _____

b. never incarcerated for certain specific offenses _____

(specify offenses) _____

c. must have minimum custody or security level. _____

(Question #12 continues on following page)

| | Yes | No |
|--|-------|-------|
| d. must have minimum amount of time remaining _____ (specify minimum time) _____ | _____ | _____ |
| e. must pass a test(s). _____ (specify tests) _____ _____ | _____ | _____ |
| f. minimum level of formal schooling. _____ (specify levels) _____ _____ | _____ | _____ |
| g. must demonstrate minimum level of educational achievement test _____ | _____ | _____ |
| h. none used. _____ | _____ | _____ |
| i. other (specify). _____ _____ _____ | _____ | _____ |

13. Who makes the final decision about which students will be placed in occupational education programs?

| | |
|---|-------|
| a. administrator of occupational education. | _____ |
| b. classification committee | _____ |
| c. other. | _____ |
| _____ | |

14. How do you insure that your instructors keep current in the technical areas in which they are teaching?

15. Is there a citizen's occupational advisory committee for your institution's occupational education program? _____
- a. yes, for all programs
 - b. yes, for most programs
 - c. yes, for some programs
 - d. no
16. Do outside business or industry personnel regularly tour your institution's occupational education facilities? _____
- a. yes
 - b. no
17. Have you had to curtail any occupational education programs in the last year? (Check all that apply)
- a. no _____
 - b. yes, insufficient funds. _____
 - c. yes, equipment too expensive _____
 - d. yes, poor potential job markets for offenders. _____
 - e. yes, poor business attitude to hiring offenders. _____
 - f. yes, labor union restriction on apprenticeships. _____
 - g. yes, competition from other prison activities (such as prison industries). _____
 - h. yes, no qualified staff available. _____
 - i. yes, lack of inmate interest _____
 - j. yes, other (specify) _____
- _____
- _____

18. What changes do you think need to be made in the occupational education offerings? (Check all that apply)

- a. greater variety in program offerings _____
- b. more openings in existing programs _____
- c. more opportunities for training outside the institution. _____
- d. new programs to take advantage of changing job markets. _____
- e. other (specify). _____

- f. none _____

INSTRUCTOR - CORRECTIONAL INSTITUTION

Institution:

State:

Interviewee:

Title or Position:

Interviewer:

Date:

INSTRUCTOR - CORRECTIONAL INSTITUTION

1. In your opinion, what is the most important goal for your occupational education program?

2. Is there a fixed amount of training time scheduled for your program?

- a. yes
b. no

3. If there is no fixed amount of training time scheduled, what determines how long a student remains in this program?

- a. student remains in program until he's released or paroled.
b. student remains in program until specific performance standards are met.
c. student remains in program as long as he's interested
d. other (explain)

4. Would you estimate the amount of training time usually provided to students in this program (whether fixed amount or not) for each of the following activities. Use "0" if the activity is not scheduled.

a. classroom or related instruction

_____ clock hours per day for _____ weeks

b. hands-on shop or laboratory instruction

_____ clock hours per day for _____ weeks

5. What are the requirements for a student to enter this program?

(Ask about unchecked alternatives)

Yes No

a. must be within a given age range _____

(specify age range) _____

b. never incarcerated for certain specific offenses _____

(specify offenses) _____

c. must have minimum custody or security level _____

d. must pass a test(s). _____

(specify tests) _____

e. must have a minimum amount of time remaining _____

(specify minimum time) _____

f. must demonstrate minimum level on educational achievement test _____

g. other (specify). _____

h. there are no requirements. _____

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6. In your opinion, what do the inmates generally see as the advantage of being in this program?

a. consideration for early parole. _____

b. pay for being in training program _____

c. preparation for post-release. _____

d. a change of work assignment in institution. _____

(explain) _____

e. desirable housing area (cell block, wing, etc.) . _____

f. opportunity for work or study release _____

g. increased freedom of movement in institution. . . _____

h. release from institutional environment. _____

i. other (specify) _____

7. How would you rate the skill of students to cope with your course requirements? 1 (Excellent), 2 (Good), 3 (Fair), 4 (Poor)

8. Does this program have. . . (Read each alternative)

Yes No

a. its own shop or laboratory area within the institution. _____

If no, what facilities are being used?

(Question #8 continues on following page)

| | Yes | No |
|--|-------|-------|
| b. adequate numbers of tools and equipment needed to teach this program. | _____ | _____ |
| If no, explain _____ | | |
| _____ | | |
| _____ | | |
| c. any major items or equipment that are not in operating condition. | _____ | _____ |
| If yes, how extensive? What is the reason? | | |
| _____ | | |
| _____ | | |
| _____ | | |
| d. tools and equipment that are relevant to the job market | _____ | _____ |
| If no, explain _____ | | |
| _____ | | |
| _____ | | |
| adequate supplies. | _____ | _____ |
| If no, explain _____ | | |
| _____ | | |
| _____ | | |
| e. any problem with existing facilities such as inadequate ventilation or space arrangements | _____ | _____ |
| If yes, explain _____ | | |
| _____ | | |
| _____ | | |

9. What percentage of students' shop time is spent in. . .
- a. simulated work. _____ %
 - b. live work _____ %
10. During their stay in this institution, what percentage of the students are assigned to a job that enables them to use or develop the unique occupational knowledge and skills taught in this program? This job assignment may occur either during the program or upon its completion . . _____
11. (If less than 50% to #10) Why aren't more students assigned these jobs?
- a. not enough jobs. _____
 - b. students have not developed satisfactory skills _____
 - c. institutional rules (explain). _____

 - d. insufficient time remaining for job assignments _____
 - e. other (specify). _____

12. Do you have a written statement of objectives for this program? _____
- a. yes (obtain copy, if possible)
 - b. no

13. Do you have a course outline for this program? . . . _____

a. yes (obtain copy, if possible) → Go to #15

b. no

14. How do you determine what to teach?

a. inmate interest. _____

b. text book. _____

c. individual need (individualized instruction) _____

d. personal experience (work or teaching) _____

e. other (specify). _____

15. Are there written lesson plans, job sheets, tests, job plans,
and other like material regularly used in this program? _____

a. yes

b. no

16. Are there adequate consumable materials available for
this program? _____

a. yes

b. no

17. Do you have adequate texts, reference books, and other
reference material available for use in this program? _____

a. yes

b. no

18. Do you have current service manuals available in the shop? _____
a. yes
b. no
19. Do you have adequate mock-ups, visuals, charts, and other
teaching aids available for use in this program? . . . _____
a. yes
b. no
20. Has this program been reviewed and approved (accredited) by
an outside agency? _____
a. yes
b. no
c. don't know
If yes, please specify the agency _____

21. Does this program offer approved apprenticeship training
which is state or federally registered? _____
a. yes
b. no
c. don't know
22. Can a student apply the hours he has completed in this pro-
gram to an apprenticeship program outside the institution? _____
a. yes
b. no
c. don't know
d. not applicable

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23. Can inmates be assigned to prison industry or maintenance assignments while enrolled in your program? _____
a. yes
b. no

24. What is the average absentee rate for your current class?
_____ students per _____

25. Do outside business or industry personnel tour this program's shops? _____
a. no
b. yes (specify which business or industry and how often)

26. What kinds of appraisal of student progress (i.e., grading system) are made?

27. Upon successful completion of the program by the student, what does the student receive? (Check all that apply)

- | | |
|---|-------|
| a. certificate, diploma, or license | _____ |
| b. certificate given by this institution. | _____ |
| c. apprenticeship credit or certificate | _____ |
| d. high school or GED credit. | _____ |
| e. credit toward post-high school degree. | _____ |

(Question #27 continues on following page).

Go to #30

f. opportunity to take test for license or certificate _____

g. other kinds of credit (specify). _____

28. (If "f" to #27) Can the students take the test before release? _____

a. yes

b. no

29. What percent take the test? _____ %

30. Is there a formal graduation program for occupational education students? _____

a. yes

b. no → Go to #32

31. Does the warden attend the graduation program? . . . _____

a. yes

b. no

32. How many teacher aides or helpers are there for this program? (Do not include students currently enrolled in this program) _____

33. How are you certified in the area in which you are teaching?

- a. not certified. _____
- b. by state board of education. _____
- c. by state licensing board _____
- d. by union _____
- e. other (specify). _____

34. How many years of prior experience do you have?

- a. teaching at this institution _____ years
- b. teaching at other correctional institutions. . . _____ years
- c. teaching at non-correctional institutions,
i.e. vocational or technical schools _____ years
- d. work experience in industry related to field of
instruction. (specify nature of experience) . . _____ years

35. How do you keep abreast of technical changes in your area?

36. What staff development needs do you have?

ADMINISTRATOR OF PRISON INDUSTRY

Institution: _____

State: _____

Interviewee: _____

Title or Position: _____

Interviewer: _____

Date: _____

ADMINISTRATOR OF PRISON INDUSTRY

1. What are the industries situated at this institution?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Can inmates participate in occupational education programs offered by other departments of this institution while assigned to prison industries?

a. yes

b. no

Go to #4

3. Does this create any problems as far as industries are concerned?

a. no

b. yes (explain) _____

4. In your opinion, which goals for prison industry are most important in actual practice at this institution?

- a. develop specific job skills for employment on release.
- b. provide income for inmate while in institution.
- c. develop inmate's work habits.

(Question #4 continues on following page)

- d. reduce cost of incarceration to state _____
- e. produce a quality product at a profit _____
- f. provide a means of evaluating inmate for parole . _____
- g. provide inmates with constructive activities. . . _____
- h. other (specify) _____

5. How many inmates are currently working in this industry? _____

6. How many new workers were assigned to this industry in the last year? _____

7. In your opinion, what do the inmates generally see as the advantage of being in this industry?

- a. consideration for early parole. _____
- b. pay for this assignment _____
- c. learning a job skill for post-release employment. _____
- d. desirable work assignment in institution (explain) _____

- e. desirable housing area (cell block, wing, etc.) . _____
- f. increased freedom of movement in institution. . . _____
- g. other (specify) _____

ADMINISTRATOR OF PRISON MAINTENANCE

Institution: _____

State: _____

Interviewee: _____

Title or Position: _____

Interviewer: _____

Date: _____

ADMINISTRATOR OF MAINTENANCE

1. What are the three activities under your supervision to which the most inmates are assigned at this institution?

- a. _____
- b. _____
- c. _____

2. Can inmates participate in occupational education programs offered by other departments of this institution while assigned to maintenance? _____

a. yes

b. no

Go to #4

3. Does this create any problems as far as maintenance is concerned? _____

- a. no
- b. yes (explain)

4. In your opinion, what goals for maintenance are most important in actual practice?

- a. develop specific job skills employment on release. _____
- b. provide income for inmate while in institution . . . _____
- c. develop inmate's work habits _____
- d. reduce cost in incarceration to state. _____
- e. maintain the institution _____

(Question #4 continues on following page)

- f. provide a means of evaluating inmate for parole . _____
- g. provide inmates with constructive activities. . . _____
- h. other (specify) _____

5. How many inmates are currently working in this activity? _____

6. How many new workers were assigned to this activity in the last year? _____

7. In your opinion, what do the inmates generally see as the advantage of being in this activity?

- a. consideration for early parole. _____
- b. pay for this assignment _____
- c. learning a job skill for post-release employment _____
- d. desirable work assignment in institution (explain) _____

- e. desirable housing area (cell block, wing, etc.) . _____
- f. increased freedom of movement in institution. . . _____
- g. other (specify) _____

STUDENT

Institution:

State:

Interviewee:

Age:

Sex:

Place of Residence:

Residence Upon Release:

Highest Education
Level Attained:

Nature of Offense:

Interviewer:

Date:

STUDENT INTERVIEW

1. How long have you been in this institution? ____/____
(mos.) (yrs.)
2. When do you expect to be released or paroled? ____/____/____
(mo.) (day) (year)
3. How much time will you have served on your current conviction? ____/____
(mos.) (yrs.)
4. What training have you received here? (Include current training)

| | <u>Name of Program</u> | <u>Mos. of Training</u> | <u>Completed?</u> | |
|----|------------------------|-------------------------|-------------------|----|
| | | | Yes | No |
| a. | _____ | _____ | | |
| b. | _____ | _____ | | |
| c. | _____ | _____ | | |
| d. | _____ | _____ | | |
| e. | _____ | _____ | | |

↓
Go to
#6

↓
Go to
#5

5. Why didn't you complete this training?
 - a. transferred before completion. _____
 - b. physical illness/injury. _____
 - c. disciplinary reasons _____
 - d. other (specify). _____

6. What was your first job assignment after you left the occupational education program? _____

7. How many job assignments have you had in this institution since you left the occupational education program? _____
What were they? _____

8. How many of these job assignments were related to your occupational education? _____
(no. related)
9. In your present job assignment, what skills are you learning which you feel you will be able to use in a free world job?

10. What job assignment would you prefer to have during the remainder of your time in this institution?

Why? _____
11. How long were you in this institution before you were placed in a training program? _____
12. Did you request occupational education or did a classification committee place you in occupational education?
a. self-referr _____
b. classification committee. _____

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13. What choice of program offerings were you given?

14. How would you rate each program you have been in?

Refer to #4

Use 1 (Excellent), 2 (Good), 3 (Fair), or 4 (Poor)

a. _____ Why do you feel that way? _____

b. _____ Why? _____

15. Is there any training available here which you wanted to get
but for some reason didn't?

a. yes (What) _____

b. no → Go to #17

↓

16. Why didn't you get this training?

17. Are there any other types of training not currently offered
which you would have liked to have?

a. yes (What) _____

b. no

18. What kind of work would you prefer and be qualified to do when you are released from this institution?

Why? _____

19. Do you have a job waiting for you when you get out? _____

a. yes

b. no

c. no, going back to school

→ Go to #24

20. What type of work will you be doing?

21. How did you get this job? (Obtain person's title/agency)

22. Is the job you have waiting for you similar to jobs you had on the outside? _____

a. yes

b. no

c. no previous outside jobs

23. Is this job one you may stick with? _____

a. yes

→ Go to #27

b. no

24. What type of job do you (eventually) expect to get?

25. How do you plan to get this type of job? (Obtain person's title/agency)

26. Is this type of job similar to jobs you had on the outside? _____

- a. yes
- b. no
- c. no previous outside jobs

27. Which individual(s) do you value as having had the most positive influence on you while at this institution?

- a. warden. _____
- b. chaplain. _____
- c. occupational education instructor _____
- d. correctional officer. _____
- e. academic instructor _____
- f. another inmate. _____
- g. other (please explain). _____

28. What was your reason for applying for occupational education at this institution?
- a. to better myself by learning a trade. _____
 - b. to get a transfer to another assignment _____
 - c. to help for early parole. _____
 - d. other (please explain). _____
- _____
- _____
29. Was the occupational education program set up in such a manner that it met your needs as a student? _____
- a. yes
 - b. no (explain) _____
- _____
30. Did you understand the qualifications that you had to have in order to get into the occupational education program? _____
- a. yes
 - b. no
31. How many of the students in your occupational education class do you feel really wanted to learn a vocational skill? _____
- a. most
 - b. few
 - c. very few

32. How did your instructor deal with the students who were only in your occupational education class only to "horse around"?

33. Do you believe that your occupational education instructor was fair and straightforward with you? _____

a. yes

b. no

34. Was your instructor organized in his lesson presentation? _____

a. yes

b. no

35. What type of classroom presentation did your instructor use most of the time?

a. lecture (with very little class participation) . _____

b. lecture (student discussion with high class participation) _____

c. question and answer. _____

d. other (please explain) _____

36. Did your occupational education instructor usually tie-in what you were studying in the classroom with what you were doing in the vocational shop?. _____

a. yes

b. no

37. Did your instructor use visual aids? (films, film strips, transparencies, etc.)

a. yes

b. no

If yes, were they helpful to you?

a. yes

b. no

Why? _____

38. Did your instructor use handout material for you to study in your spare time?

a. yes

b. no

If yes, was it helpful to you?

a. yes

b. no

Why? _____

39. In your opinion, did your occupational education instructor show a genuine interest in his job? _____

a. yes

b. no

40. Do you feel that the tools and equipment used in your occupational education course were good enough to prepare you for a job in that field after release? _____

a. yes

b. no

Why? _____

41. How would you rate the conditions of the shop area, such as lighting, ventilation, lack of noise, etc.? _____

a. excellent

b. good

c. fair

d. poor

42. What are some suggestions you have for the improvement of the occupational education program?

