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ABSTRACT

The purpose of this research study was to discern, analyze, describe, and disseminate information about exemplary programs and the critical variables or strategies within program design that lead to reducing recidivism, increasing post-release employment, and increasing in-program success in vocational education programs located in adult-level state prisons. The document contains in-depth descriptions of 10 exemplary or successful programs currently operating throughout the country, as well as less detailed descriptions of a number of other exemplary programs. In addition, it contains a discussion of the program variables that seemed to account for the success of the program. The document is organized in four main sections: (1) introductory information which includes a description of the purposes of the project, how the programs were selected, and how the information is organized; (2) descriptions of exemplary programs which contain write-ups of each of the programs selected for in-depth study; (3) notes on additional successful programs--brief, three-to-four-page descriptions of other programs that were seriously considered for inclusion in the in-depth study of programs, but were not selected for various reasons; and (4) discussion of program variables that contributed to program success.

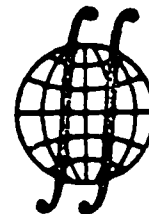
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Final Report
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ASSESSMENT OF QUALITY VOCATIONAL EDUCATION
IN STATE PRISONS

Successful Programs
And The Components
That Permit Them To Succeed

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TABLE OF CONTENTS

	<u>Page</u>
Statement of Need	1
Purpose	2
How to Use This Document	2
Definition of Successful/Exemplary Programs	3
Program Selection	3
Specifications	3
Criteria	4
Process	4
Data Collection and Analysis	6
Organization of Information	6
Descriptions of Exemplary Programs	6
Notes on Additional Successful Programs	8
Discussion of Program Variables	9
Descriptions of Exemplary Programs	9
Sandstone Vocational School/Willow River Camp Program (SWRP)	10
Vienna Correctional Center	28
Memphis Correctional Center	49
J. F. Ingram State Technical Institute	65
Maryland Apprenticeship Program	86
California Correctional Center	103
Lexington Inmate Training Center	120
Anamosa Men's Reformatory	136
Oregon State Penitentiary	152
Somers Correctional Institution	171
Descriptions of Other Successful Programs	187
Program Variables That Accounted for Success	211

LIST OF FIGURES

<u>Number</u>		<u>Page</u>
1	Selected Programs	5
2	Items for Consideration in Study	7

INTRODUCTORY INFORMATION

STATEMENT OF NEED

Corrections in the United States is in a dilemma. Faced with increasing inflation, budget cuts, rising crime rates, competing philosophies and public indifference and misunderstanding, the purposes and goals of corrections have become increasingly difficult to discern and act upon. One cannot be certain if corrections exists for the purpose of retention, rehabilitation, retribution, reintegration, deterrence or protection.

To the degree that the purposes are rehabilitation and reintegration, education and particularly vocational preparation activities have become increasingly important because one key to success in life outside institutions is education. This is not to imply that education can solve all human problems; however, marketable skills coupled with the ability to read and write greatly enhance the probability that an individual released from a correctional institution will become a contributing member of society.

The populations housed in correctional institutions have been neglected too often as a foci for research activity, particularly in the area of vocational education. This situation exists in spite of the thousands of persons who are released from Federal and state prisons each year, relatively few of whom have received the kind of training while in prison that would enable them to compete successfully for jobs. Further, this training gap continues in spite of the belief that the greatest aid to rehabilitation and the reduction of recidivism is education, particularly vocational education.

This situation does not imply a total absence of successful, effective or innovative vocational education programs in correctional institutions. Rather, it simply points up a condition that can be characterized as one of (a) too few programs and opportunities; (b) too little systematic attention toward identifying, describing and analyzing the variables that combine to create successful, effective and/or innovative vocational programs; and (3) too little shared information about effective vocational education programs among practitioners.

PURPOSE

The overall purpose of this research study was to discern, analyze, describe and disseminate information about exemplary programs and the critical variables or strategies within program design that lead to reducing recidivism, increasing post-release employment and increasing in-program success in vocational education programs located in adult-level state prisons. This document is a compendium of descriptions of a limited number of exemplary or successful programs currently operating throughout the country. In addition, it contains a discussion of the program variables that seemed to account for the success of the program. The number and types of programs described were established through contractual specifications as described in the section on sampling.

HOW TO USE THIS DOCUMENT

Preparation of this document was based upon two assumptions: (1) that effective and successful vocational education and training programs do exist in state, adult correctional institutions; and (2) that information about successful programs could be useful to other educational and corrections officials as they plan new or revamp existing programs. This document is organized in four main sections; (1) introductory information; (2) descriptions of exemplary programs; (3) notes on additional successful programs; and (4) discussion of program variables that contributed to program success. The introductory information section includes a description of the purposes of the project, how the programs were selected and how the information is organized. The section on descriptions of exemplary programs contains write-ups of each of the programs selected for in-depth study. The section on notes about additional successful programs contains brief, three-to-four page descriptions of other programs that were seriously considered for inclusion in the in-depth study of programs, but which were not selected due to minor difficulties in the data or geographic or security considerations. The section on program variables is a brief discussion of the variables which consistently accounted for the success of the selected program.

DEFINITION OF SUCCESSFUL/EXEMPLARY PROGRAMS

Three measures of success were used to gauge program effectiveness: post-release employment, recidivism and in-program success. Stringent minimum success rates were assigned to each measure, based upon recommendations in the literature and the suggestions of the Technical Advisory Group (TAG). The rates served as required minimum rates in selecting among programs. The specified rates were:

Post-release Employment: Rates had to exceed 60% for all program participants

Recidivism: Rates had to be less than 30% for all program participants based upon the local definition of recidivism

In-program Success: Rates had to equal or exceed 70% of all program participants doing average or better work

Only those programs with data that demonstrated success within the prescribed ranges of success on the specified measures were eligible for inclusion in the in-depth study. As a result, some potentially successful programs may not have been included in the in-depth study because data on the specified measures of success were not available.

PROGRAM SELECTION

Requirements for selecting the sample of programs for study were set forth by the funding agency and through consultation with the Technical Advisory Group, the expert group assembled to provide advice to the project. The following specifications and criteria were established to guide the selection process.

Specifications

1. No more than nine programs were to be selected for in-depth study;
2. A "program" was defined to mean the entire vocational offering of an institution, including any non-vocational required components of instruction or treatment if they were included in the training program;
3. No new survey data were to be collected to select programs or to address the issue of critical components within selected programs; and

4. Quantitative data on at least two of the three specified measures of success were to be available to document the level of effectiveness for each selected program.

Criteria

5. The data on measures of success for selected programs were to equal or exceed certain prescribed levels;
6. Selected programs, to the extent possible, were to include a mix of programs across security levels--maximum, medium, and minimum;
7. Selected programs, to the extent possible, were to represent a broad national geographic distribution pattern; and
8. Selected programs, to the extent possible, were to represent a variety of delivery systems.

Process

With these criteria in mind, project staff set about the task of identifying and selecting nine exemplary programs for study. The task was accomplished in four phases: (1) identification, (2) winnowing nominations, (3) verification visits and (4) application of remaining criteria in order to select the final nine programs.

Program identification involved screening the literature and contacting each State Department of Corrections and Department of Education to announce the project and to locate programs that were believed (1) to be successful and (2) to have data documenting levels of success. Ninety-four programs, thought to be successful, were nominated for additional consideration through this process.

Winnowing the nominations focused on contacting each suggested successful program to obtain existing information about the program, to document the existence of data on levels of success, and to determine the rates of success achieved as well as the security grade and type of delivery system. This process narrowed the nominated programs to approximately 40 programs that reported having data of the type required.

Verification visits were arranged to each of these programs in order to inspect the data on measures of success, to inquire about the delivery system, and to learn more about the operation of the program. This process narrowed the list of possible sites to approximately 20 programs due primarily to data deficiencies.

Application of criteria for selection of the final nine programs involved ranking each program according to its level of effectiveness on each of the three success measures--post-release employment, recidivism and in-program success. If programs equalled or exceeded minimum cut-off scores on two of three measures, they were placed in a pool of programs to which the secondary criteria were applied. Secondary criteria required maximizing variance among geographic regions, security grade and type of delivery system. Ultimately, nine programs for in-depth study and one pilot site were chosen using secondary criteria. Selected programs had program characteristics as depicted in Fig. 1, Selected Programs.

<u>Number</u>	<u>Success Measures</u>	<u>Location</u>	<u>Security</u>	<u>Delivery System</u>
1	Post-release employment In-program success	West	Maximum	Corrections
2	Post-release employment In-program success	West	Medium	Community College
3	Post-release employment In-program success Recidivism	South	All	Community College
4	Post-release employment In-program success Recidivism	South	All	Special/Community College
5	Post-release employment In-program success	South	Medium	Corrections/Education
6	Post-release employment Recidivism In-program success	Central	Minimum	Community College
7	Post-release employment Recidivism In-program success	Central	Minimum	Special
8	Post-release employment In-program success	Central	Maximum	Corrections
9	Post-release employment In-program success	East	Medium	Special
Pilot	Post-release employment In-program success	East	Maximum	Corrections

Fig. 1. Selected Programs

DATA COLLECTION AND ANALYSIS

Data on the success rates had to exist at the institution and were not the subject of continued study beyond documenting program success. Instead, attention was focused on how and why programs were successful in terms of program variables or components--the structures, characteristics and activities that when taken together, comprised the program.

A quasi-case study approach was used to note the existence, function and relative importance of components in each selected program. In addition, interview data were collected within each selected program from administrators, instructors, support staff and inmates regarding their perceptions of the program's strengths and limitations, as well as how and why the program worked. Data also were collected from state level officials in all agencies involved with the program concerning how and why the program worked. Some of the issues addressed during the in-depth visits are depicted in Fig. 2, Items for Consideration in Study. The list presented is intended to demonstrate the range of topics addressed rather than to note all topics discussed.

Data within programs were analyzed for consistencies using triangulation. When inconsistencies were noted, additional information was collected and analyzed in order to eliminate the discrepancy. Information for all nine programs was analyzed for consistencies across program components in terms of existence, function, structure, and importance.

ORGANIZATION OF INFORMATION

Descriptions of Exemplary Programs

The information on exemplary programs has been organized so that the write-ups of different programs conform to the same general format. This type of formatting facilitates comparison of different variables across programs as well as decreases the amount of administrative time required to read the materials. The general format conforms to the following outline:

State Level Concerns

- o Policy for education and vocational education in Corrections
- o Relationship between Corrections and other agencies such as Education, Parole, Department of Labor, Human Resources, Vocational Rehabilitation, and so forth
- o Relationship between divisions within the Department of Corrections
- o Demographic data on state for Corrections and vocational education in Corrections
- o Planning procedures
- o Funding and accountability requirements
- o Law and regulations that may affect funding, delivery system structure, and measures of success

Institutional Level Concerns

- o Policy, practice, role and goals for vocational education
- o Number and types of offerings
- o Coordination and cooperation with other agencies, community, and other divisions within Corrections
- o Facilities, equipment and materials
- o Funding levels and sources of funds
- o Planning and evaluation procedures
- o Classification, selection and placement systems
- o Staff and administration characteristics and operations
- o Nature of educational or training programs in terms of skill training, pre-vocational offerings, academic ties, remedial instruction, social instruction, instructional methodology, support services
- o Environment factors such as unemployment, geography and so forth
- o Participant characteristics
- o Strengths and limitations of program as well as perceptions about how and why it worked

Fig. 2. Items for Consideration in Study

1. Abstract
2. Background
General Information--program titles, location and contact information; basic program description concerning training area taught, length of time in operation, number of trainees, type and size of facility, type of delivery system, and special features in brief
3. Measures of success
4. Role, policy and goals of vocational education
5. Staffing patterns and support services
6. Facilities, equipment and materials
7. Coordination and cooperation
8. Instructional techniques
9. Personnel characteristics
10. Selection criteria for participants
11. Community relations
12. Planning
13. Funding
14. Type of curriculum offered
15. Other program characteristics
16. Participant characteristics
17. Factors contributing to program success

Some reported programs offered little or no data on some variables. However, within units, the general outline was followed in describing each of the exemplary programs.

The write-ups of exemplary programs are presented according to the general security grade of the program. The first several descriptions are for programs housed in minimum security institutions; the last several write-ups are for programs housed in maximum security institutions. Descriptions for vocational programs housed in medium security or multiple security settings have been placed between write-ups of programs housed in minimum and maximum security settings.

Notes on Additional Successful Programs

In addition to the descriptions of nine programs selected for in-depth study, this document contains notes on several other successful programs that were not selected among the final nine due to data, geographic and security considerations. The information is included because it is useful in program planning and suggests additional options and resources available to correctional educators. The information on each of the seven additional programs has been organized in a general format that includes:

1. Program title
2. Background
3. Location
4. Special features
5. Job skills taught
6. Frequency of program offerings and number of trainees
7. Staffing and administrative arrangements
8. Costs and funding sources
9. Summary of how and why program works

The write-ups have not been arranged in any particular order.

Discussion of Program Variables

In addition to the descriptions of successful programs, this volume contains a brief discussion of the program variables that consistently were regarded as the reasons for the success of the selected programs. The discussion focuses on six or seven primary variables and is intended to provide some suggestions for program administrators who may be planning or revising correctional vocational programs.

DESCRIPTIONS OF EXEMPLARY PROGRAMS

The order in which the descriptions of exemplary programs have been presented is listed below. The order is based on security grade, beginning with minimum security. All described programs were excellent programs.

1. Sandstone Vocational School/Willow River Camp Program
 2. Vienna Correctional Center
 3. Memphis Correctional Center
 4. J. F. Ingram State Technical Institute
 5. Maryland Apprenticeship Program
 6. California Correctional Center
 7. Lexington Inmate Training Center
 8. Anamosa Men's Reformatory
 9. Oregon State Penitentiary
- Pilot Somers Correctional Institution

SANDSTONE VOCATIONAL SCHOOL/WILLOW RIVER CAMP PROGRAM (SWRP)
Sandstone, Minnesota

Abstract

The Sandstone/Willow River Program is charged with protecting the general public by assisting persons in the program to develop vocational, academic and social skills necessary for their successful return to society. Skill training is offered in five vocational areas--welding, truck mechanics, truck driving, truck trailer repair, and machine tool operation. Each student participates weekly in 20 hours in a skill training area, 10 hours in classroom study related to the skill, 10 hours in academic study and at least 6 hours in group meetings designed to assist the student to deal with his problems. The program features a job coordinator to assist in job placement and follow-up and a DVR counselor to assist in work adjustment. Most students develop a MAP* contract as part of their treatment plan. The program involves cooperation of the Bureau of Corrections, Department of Vocational Rehabilitation, community persons and Advisory Committee members, and the local school district. The group living and group functioning concept is primary to the program; the emphasis is upon acceptance of individual responsibility.

Background

Located in a rural setting midway between Minneapolis and Duluth, Minnesota, the Sandstone Willow River Program is a postsecondary vocational school operated by the Minnesota Department of Corrections and Minnesota Independent School District No. 576 in conjunction with the Minnesota Department of Vocational Rehabilitation. The program is housed in a minimum security unit and offers vocational training in the transportation cluster of occupations to inmates who transfer from either the Minnesota State Prison or the St. Cloud Reformatory. A maximum of 60 inmates have been served at any one time during the program's seven year history.

The primary function of the facility is to provide education. The average length of stay in the Sandstone Willow River Program is six to eight months. During that time the goal of the program is to provide each student with entry level vocational skills in the selected occupational area and to effect positive behavioral change that results in individual students accepting increasing responsibility for their own behavior and

* MAP - Mutual Assistance Program

actions. The total instructional program includes skill training, academic education, related education, and positive peer vocational interaction. In addition, group living and recreational activities are used to reinforce other program components.

Measures of Success

The Sandstone Willow River Program has demonstrated program effectiveness in each of the three specified areas of success. Seven years of placement and recidivism data have been collected through the program's follow-up function; within-program success has been gauged through performance-based competency measures as well as based on the successful completion of the open-entry, open-exit program.

The program's follow-up system collects/receives data on each parolee from the program at intervals of three months, six months and twelve months after program completion. Information on each student is gathered by parole agents and includes data on the former student's place of employment, wages, residence, general adjustment to work and parole and type of job obtained.

Figure 1, Relative Success Rates at SWRP, displays the number of students served and the overall effectiveness rates for the program. As noted in the figure, SWRP substantially exceeded the required rates of success for each of the three suggested measures of program effectiveness. The placement rate was in excess of 85%; the recidivism rate was less than 15%; and the in-program success rate was approximately 80%.

Philosophy, Role, Policy and Goals

The primary function of the Sandstone Willow River Program is education. The mission of the program is to protect the general public by assisting persons incarcerated at SWRP to develop the vocational, academic and social skills necessary for successful return to society. The program is focused on assisting students to develop a job-entry level skill in a chosen vocational area so that upon completion of the program the students' ability will be competitive with persons in the free world and will permit the students to progress upwardly once having secured a job.

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Concern	Time Period	
	November 1974-June 1976	July 1976-January 1978
Students terminated (released and returned)	N = 130	N = 147
Successfully completed program	N = 103 80% of terminators	N = 105 71% of terminators
Successful completers placed	N = 96 93% of completers	N = 91* 87% of completers
Placements in skill training areas and related jobs	N = 87 91% of placements	N = 77 85% of placements
Follow-up (8 months to 1 year)		
Still employed	N = 69 67% of completers	N = 61 58% of completers
Unemployed	N = 16 16% of completers	N = 26 25% of completers
Absconded	N = 4 4% of completers	N/A
Paroled to treatment	N/A	N = 6 11% of completers
Recidivism	N = 14 14% of completers	N = 12 11% of completers

* Seven additional students entered treatment program and were not placed.

Fig. 1. Relative Success Rates at SWRP

17

At the same time, the program has been designed to develop the social and emotional stability which will enable the student to become an independent and stable citizen in society. Within this overall goal the program operates on a philosophy that calls for merging the three learning domains into a concentrated effort of total student development. Within a typical day, the three domains are addressed as follows:

- o Psychomotor Domain--Each day students are involved in skill or workshop experiences that require students to learn and to practice the manipulative skills necessary to secure and hold a job in their selected trade area.
- o Cognitive Domain--Each day students are involved in academic and related instruction. Subjects addressed are those needed by the student in order to function as an adult performing successfully on the job in a selected trade area. Instruction can include communications skills, math skills, reading skills or any number of other topic areas.
- o Affective Domain--Students are involved in specialized group therapy sessions each day. The group sessions are conducted in the students' living quarters and involve all 12 men assigned to each of the five skill training areas. Among the topics for consideration are personal and social behavior, personal problems, money matters, family responsibilities and planning for life on the street once parole is achieved.

Program objectives have been stated as follows:

- 1) To establish an agreement and understanding with the student concerning program requirements which must be met for release from the program.
- 2) To provide technical training that will enable the student to develop a job entry level skill.
- 3) To provide basic, remedial, GED and academic educational opportunities for the students.
- 4) To develop the student socially so that he will become a stable and independent member in society.
- 5) To facilitate a gradual transition from the correctional institution back into society.
- 6) To coordinate and support the continuation of the student's vocational education in area vocational-technical schools if the student has such a desire for continued education.
- 7) To expand the program to include services to the area public schools as these needs develop.

- 8) To initiate and maintain a follow-up study of the student's progress after release.
- 9) To evaluate the effectiveness of training and alter the program as the follow-up study may indicate.

Staffing Patterns and Support Services

All the services at the Sandstone Willow River Program are highly integrated in a functional sense. The education administrator works closely with representatives from the Department of Corrections, the Department of Education and the Division of Vocational Rehabilitation as well as his own staff and the advisory committee. Five full-time vocational education positions are provided, one in each training area. In addition, a job developer/coordinator is employed; this individual's responsibility is to help the inmates secure jobs in the geographic area chosen by the inmate to be his home upon release from the institution. Services include arranging interviews, coaching the student, assisting in the interview and helping to secure housing. The job developer also performs a portion of the follow-up function, working with counselors and the parole board to collect information from former students at three, six and twelve month intervals after release. The job developer also participates in the instructional program through offering short courses for students in interviewing, applying for jobs and writing resumes.

Counselors work with each of the five living groups at the Sandstone Willow River Program. These counselors work with the men on a daily basis in group and individual settings to resolve personal problems, to make vocational choices and to learn functional adult skills such as communication, money management, locating housing, and so forth.

Another of the support personnel is the vocational counselor/case worker from the Department of Vocational Rehabilitation. DVR provides not only vocational counseling through the case worker but also work evaluation measures and psychological testing of applicants before admission to Sandstone Willow River. DVR also provides counseling services and tools which are supplied to DVR clients upon release from the institution. These services from DVR are provided behind the walls and as transitional services to men as they are paroled.

Another critical support service is academic and related instruction provided in the classroom setting by the educational staff. These services are provided to all students on the premise that in order for a former inmate to succeed outside prison, the inmate must possess more than vocational performance skills; he also must be a functional adult. He must be able to read, write and perform arithmetic; further, he must be able to function--both vocationally and socially--on the job, on par with other workers. Both academic and related education are designed to meet these needs.

Facilities, Equipment and Materials

The Sandstone Willow River Program is a minimum security facility operated by the Department of Corrections. Initially opened in the early 1950's, the facility was a Federal camp for transients. Many of the original buildings have been replaced by more modern functional concrete block buildings. In addition, several buildings in nearby towns have been rented and renovated for use by the vocational program.

Each shop has its own independent work and training area. In addition, there are (a) an administration school building in which academic and related instruction is provided; (b) an activities building for leisure time recreation; (c) a kitchen and dining hall; (d) a garage and maintenance building in which some vocational courses are taught; and (e) other assorted buildings on the Willow River site. Plans currently are underway to renovate an old dairy in the area in order to house other vocational programs. In addition to the buildings mentioned above, there also is a barrack. In this building each of the five living groups has a separate area that belongs only to them. Within the five separate areas, each man in a living group has a space that belongs to him; in this area, the student can keep personal articles such as fishing rods, money, books and so forth.

Equipment used in the program is modern and up-to-date. Much of it has been donated by private industry through the aggressive campaigning of instructors and the program director. The materials and supplies are often those provided in doing live work or hands-on work for other state or community agencies as well as whatever instructors or the program director

can salvage from industry or agencies in the area. As a result, the program is well equipped and well supplied but not without considerable effort.

Coordination and Cooperation

The Sandstone Willow River Program is intricately interrelated with several agencies including the Minnesota Department of Education, the Minnesota Department of Corrections and the Minnesota Department of Vocational Rehabilitation. Formal contractual agreements between these agencies were drawn several years ago and continue to function both through formal agreement and through informal understanding of the traditional roles that have developed among these agencies over the last seven years of project activity. There is a clear understanding among the agencies pertaining to which agencies are responsible for what functions within the Sandstone Willow River Program. Funding and provision of services is clearly delineated, both in contract and in practice. This relationship exists both at the State and local levels.

Instructional Program, Methods and Techniques

The instructional program is one of the keys to the Sandstone Willow River Program. It is a highly structured program that begins at 7:30 in the morning and concludes at 7:00 o'clock at night. Students are involved in this 11-1/2 hour commitment to instruction five days a week. The program is not intended to be easy; rather, it is intended to develop responsibility, positive attitudes, self esteem, pride and a feeling of accomplishment. The instructional program utilizes the key concept of the Sandstone Willow River Program, that is, the group living program, to its fullest advantage. The instructional program is divided into four segments. The first is the vocational education skills training segment. Each of the five vocational courses of study is designed to last at least six months. Course of study are open-entry, open-exit courses in which students can progress at their own speed, using the competency-based materials written for individualized instruction. Specific instructional expectations are

outlined for most students in an individually prepared MAP or contract for parole. The MAP is revised every two weeks at which time students can establish incremental goals to finish certain packets or pieces of competency materials by a certain time. Each student spends four hours each day in the vocational skill training area, two hours in classes concerned with a theory related to the skill and two hours in basic and remedial education. This schedule for instruction is based on an eight-hour industrial workday. The skill training portions of the curriculum are based on industrial needs for skills and utilize up-to-date equipment from the industry. The basic idea is to provide "live work" experiences for students through providing services to public and community agencies and organizations.

Part of the total instructional program at SWRP includes four hours a day for supportive education; two hours are for related instruction and two hours are for basic or academic class time. The purpose of the academic class is to give students time to strengthen basic education areas or to provide time to work in areas of special interest. The teacher works both to help the student identify an academic need and to provide materials and instruction in the area of knowledge or skill development.

The related instruction period provides students with an understanding of the design, construction and operations involved in various training fields. It supplements the vocational skill instructor's efforts with comprehensive coverage of technical information that may not be addressed in the skill training portion of the program. The idea is to relieve the vocational skill instructor from spending considerable shop time on theory, principles and concepts other than what is immediately necessary to function in the shop on the job. The related instruction period also is used as a time that can be devoted to exploring job possibilities and learning jobmanship skills.

The fourth piece of instruction each day is the positive peer interaction session that functions to meet individual personal needs as well as vocational needs and to deal with issues and concerns the students might have as they enter new phases of their life. This portion of the program focuses specifically on causing behavioral change. The content deals with inmate problems and centers on creating an atmosphere in which the inmate

increasingly makes decisions, solves problems and accepts responsibility for his own behavior. The Positive Peer Interaction program ties the educational program to inmate plans and expectations upon release as well as sharpening social skills.

In addition to these four components there are also opportunities for arts and crafts and leisure time activities ranging from building projects to swimming and canoeing. Any of these leisure time activities are undertaken as group projects or in conjunction with a staff member of the vocational school or can be done in many instances on an individual basis.

An integral piece of the instructional program is the MAP contract. It is a contractual agreement between the inmate and the Department of Corrections concerning the time at which the inmate will be paroled and the behavior and accomplishments that the inmate will achieve before that parole date while within the Sandstone Willow River Program. It serves as a progress report that can be reviewed by the inmate and school committee at biweekly meetings. While the MAP is optional at Sandstone Willow River, over 90% of the students participate.

Three additional details of the instructional program are worthy of note. First, the program is structured in terms of student time. The schedule is quite intentional; portions of the instructional day cannot be rearranged by individual students for any reason. For example, students are excused neither from vocational skill training nor from positive peer interaction. Visiting hours, medical excuses, and other interruptions may occur only within a prescribed period of time which is established secondary to the time requirements for the educational program. Instructors can count on guaranteed contract time with students. Second, students are paid. Each student receives \$2 a day, half of which goes into a savings account. School is considered a work detail for which the students receive this compensation. Third, there are no grades. Students of all levels of ability participate in the Sandstone Willow River Program; the idea is to perform vocational competencies, not receive a grade. However, instructors do have sanctions available if a student does not perform in a skill area. The instructor has the option to "fire" the student. This could ultimately result in the student being returned to the institution from which he

transferred to Sandstone Willow River. It also could result in the living group taking action against the student or in a loss of privileges. The student does have the opportunity to earn his way back into the program. There have been relatively few instances of such firing.

Personnel Characteristics

Commitment and cooperation seem to permeate the SWRP program. Corrections and education officials are committed to the total education/rehabilitation program. Even though students occasionally escape from the program, the emphasis on student personal responsibility functions as a type of security and enhances the focus on education rather than confinement.

The superintendent and director of education were characterized as flexible, open and aggressive leaders. The management style emphasized decentralized decision-making among the staff and support for staff decisions. This style contributed to the overall emphasis of acceptance of responsibility for one's own actions as well as responsibility for one's group. Staff activity pursued community projects that strengthened the vocational program and the image of the institution.

All educational staff are certified equal to their counterparts in other Minnesota educational institutions. Educational administrators are professional educators at both local and state levels.

Selection Criteria for Residents

The Sandstone Willow River Program has a procedure for selecting inmates though it is not as formal as that used in many programs throughout the country. Inmates have to undertake certain obligations on their own in order to be transferred from either the State Penitentiary at Stillwater or from the Red Cloud Reformatory to Sandstone Willow River. Specifically, the man has to have less than one year to serve based on a matrix parole date in order to be eligible for consideration for transfer to Sandstone Willow River facility. Further, the man has to apply through a recruiter and a vocational counselor at one of the institutions that serve as feeders

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for Sandstone Willow River. Once that application has been completed and submitted, the applicant is interviewed by a case worker at the feeder institution. During this interview the case worker explains the program at Sandstone Willow River in more detail, answers any questions the applicant might have, and emphasizes the expectations that the man will have to adhere to if transferred to Sandstone Willow River. More specifically, the case worker indicates that if the man is transferred to Sandstone Willow River he must participate in the entire program that includes skill training, academic education, related instruction and group therapy. There are no exceptions and there are no excuses. If the man agrees to such participation, he becomes eligible for transfer.

Few applicants are turned away from the Sandstone Willow River Program. In fact, the program has a tendency to receive inmates who cannot function in the other prisons in capacities such as regular vocational education, prison industry or prison maintenance or services. In addition, many of the participants at Sandstone Willow River qualify as vocational rehabilitation clients with emotional disorders or other types of disability. The percentage is so high, in fact, that vocational rehabilitation performs work evaluations, limited vocational/psychological testing and educational histories for most applicants before their arrival at Sandstone Willow River to see what particular educational strengths and limitations the applicant possesses. While this is not a requirement, it can be used to an advantage within the program, particularly within the counseling portion of the program at SWRP.

Students of all levels of ability are accepted at SWRP. The only requirement is a willingness to participate.

Community Relations

A four part community relations program receives considerable emphasis within the Sandstone Willow River Program. First, Sandstone Willow River utilizes an advisory council for the program as well as craft advisory councils for each of the curricular areas within the overall program. These advisory councils meet regularly periodically to review program operations, to review equipment used in training, to review the curriculum used in

providing instruction, and to review placement data and future employment labor demands. The advisory councils are made up of members from the local community as well as major urban areas within the State of Minnesota. The advisory council has been particularly useful in securing equipment and curriculum as well as suggesting revisions in the curriculum required due to improved methods within the industry or alternate ways to teach certain activities. The advisory council also has been instrumental in acquiring rental property for use by the program.

The second component of the community relations effort for the Sandstone Willow River Program involves the local high school. The SWRP has developed an excellent reputation throughout the State of Minnesota for having graduates with exceptional job entry and work skills. As a result, high school students within the community may participate in the skill training courses along with the inmates. This particular effort has been well received. Not only have the high school students received excellent skill training resulting in their being more employable once the training course is completed, but also this facet of the program assists inmates in learning to live and interact with people on the outside.

The third aspect of the community relations program of Sandstone Willow River has to do with its location. The institution is located in a small town in rural Minnesota. There is another Federal institution in the area. As a result, the towns of Sandstone and Willow River are, in a sense, institutional towns. A large percentage of the income earned by inhabitants in those particular areas is derived from services provided to the institutions or from actually working in the institutions. This daily contact of the population and the institution has served to foster better community-institutional relations.

The fourth aspect of the community relations endeavors of the Sandstone Willow River Program has to do with the work and services provided by the institution for the community. More specifically, the vocational programs within the Sandstone Willow River institution do work for state agencies, they do work for local hospitals, they do work for local service agencies such as the volunteer fire program and the police program. Each of these activities has served to strengthen the relationship between the community and the institution.

Planning

Courses of study have been developed and discontinued at SWRP through a planning procedure that involves the advisory committee and the placement officer. Employment demand and wage scale in offered courses of study are monitored at three month intervals. Advisory committee members regularly offer their suggestions about courses of study, curriculum, or equipment revisions. As the relative advantages of various courses of study within the transportation cluster are weighted, SWRP administration can decide to revise or select a new course of study in place of an existing program. During the history of the program, several new occupational areas within the transportation cluster have been added while two or three other courses of study have been dropped.

Funding

Total operating funds for educational purposes at SWRP are approximately \$350,000. The majority of these funds are expended on salaries through the local school district for the entire instructional staff. The approximate breakout of funds by major category of expenditure for the last fiscal year was:

Educational Programming	
Salaries	\$253,956
Supplies (including subscriptions and contract supplies)	35,700
Fuel (diesel and gasoline) and tax	16,000
Garages	10,000
Repairs	5,000
Other Expenses	8,300
Repairs and Replacements	3,075
Plant Operation (electricity, heating, linen, etc.)	16,300
General Support (travel, postage, telephone, advertising, etc.)	<u>7,700</u> \$355,031

Type of Vocational Education Programs Offered

The SWRP program offers vocational skill training in five occupations within the transportation cluster of occupations. The five courses of study are:

- o welding
- o machine tool operation
- o truck driving
- o mechanics and engine repair
- o truck trailer mechanics

A maximum of 12 students per course of study can be enrolled at any one time.

Participant Characteristics

SWRP does not collect systematically data on participant characteristics due to several factors including:

- o program emphasis on present and future rather than past behavior,
- o lack of selection criteria based on such information,
- o the fact that all participants transfer from other institutions, and
- o practice within feeder institutions that usually results in "unwanted" inmates being those inmates who are eligible to transfer to SWRP.

The best evidence available about the characteristics of clientele served at SWRP is available through the work of DVR and the Department of Corrections at the feeder institutions. For example, at the St. Cloud Reformatory among the inmate population at time of incarceration; 74% had not completed high school, 70% were unskilled and 75% had been unemployed at the time of admission. Most students at SWRP have/had all these problems.

Other Program Characteristics

There are only two major rules at SWRP: a student cannot leave the camp or school areas without permission, and the student cannot engaged in behavior which will cause injury to himself or others. Students can go to bed and get up when they wish. However, the student is expected to be at

class at 7:30 a.m. every day. Procedures and rules are kept at a minimum. Students have the opportunity to use their own judgment and of making honest mistakes. The end result is not punishment, but working out acceptable solutions when a student uses poor judgment.

All students participate in limited work details. Each student is expected to take care of his personal gear and area in the barracks, plus his share of the necessary detail work in the barracks. In addition, each group is assigned an area of responsibility outside of their own barracks. These responsibilities are assigned for a four-week period and are generally on a rotating basis.

The areas of responsibility are: kitchen-dining room, T.V. lounge and visiting area, administration building and school rooms and day room. Lawn care and sidewalk maintenance are on a non-rotating basis, but most often handled by staff.

These "housekeeping" chores are a part of the daily living program and are necessary for the well being of all the students. Some of the responsibilities must be handled on a daily basis, and others only on a weekly clean-up time. None of the responsibilities interfere with a student's educational commitments. Contrary to most institution practices, there is no maintenance function by students other than daily living necessities.

All students at SWRP participate in the group program. Every student is a member of a group which is composed of the other members of his vocational program. Thus, for example, all students in the welding program are in the same group. From 5:30 to 7:30 p.m. each welding student will be involved in a group therapy session which is entitled, "Positive Peer Culture" (PPC). During this period, each student is required to participate in and discuss with his group areas which have caused him problems leading up to his incarceration as well as other problems the student may experience. The program is based on the premise that students can influence and help each other constructively.

The 24-hour program at SWRP is oriented around the group. A group lives together in the same dormitory, attends the same classes and works out their problems together. With this close association, group members get

to know each other; they cannot "con" each other. By understanding each other, they are in a position to give mutual help. These meetings are the focal point of the day in which group members discuss and work out problems that affect individual member's adjustment. It is difficult to be honest and open if a person feels he will be hurt as a result of it. To alleviate this fear, what is said in group is confidential to the group and is a privileged form of communication.

A student cannot gain a parole without approval and justification by this group. From his group, a recommendation goes to the Staff Committee for approval, and then to the Minnesota Corrections Board (MCB). The student has the prerogative of being in the committee meeting when his recommendation is being reviewed.

Another program characteristic is the Staff Committee. The Staff Committee is the functional paroling or discharging agent of SWRP. The Committee meets weekly and reviews all students every two weeks, while advising the staff as to what is needed, desired and demanded--both of the student and of the staff, in dealing with each individual student.

The Committee is student specific. It is comprised of the skill instructor, who deals directly with that student, the academic teacher(s) and the related instructor, group leader, the employment coordinator and corrections counselors from Willow River Camp who observe this man during his hours away from the school.

The responsibility of the Committee is to make recommendations to the Minnesota Corrections Board regarding release, furlough, parole, and/or discharge of the student. The Committee must also act as an authority figure when the behavior of the student is less than appropriate. Also, the Committee makes recommendations to administration regarding policy.

Factors Contributing to Success at SWRP

The program at Sandstone Willow River works for a number of reasons, the most important of which is the group program concept. As mentioned earlier, an inmate is accepted into a living group. The living group is

the basic functional unit of the program. Not only are the members of a living group quartered together, but also the living group participates in vocational skill training, related instruction, academic instruction and positive peer interaction (group therapy) as a group. Each man is responsible not only for himself but also for the maintenance of the group. This responsibility, coupled with the freedom to exercise some personal decisions related to money management and leisure time, has functioned to make inmates become more responsible for their own behavior. Through the positive peer interaction and counseling portion of the group living concept, peers handle the majority of student behavior problems within the institutional setting. No subject is forbidden, no problem is too large or too small, and no one is permitted to miss this portion of the training program.

A second factor contributing to the success of the Sandstone Willow River Program is program coordination at several levels. Agency coordination exists between the Department of Corrections, the Department of Education and the Division for Vocational Rehabilitation as well as other agencies such as the Bureau of Indian Affairs. As a result, roles and responsibilities have been formally designated in writing and in practice. As a result, a series of expectations about program operation has emerged through which the program functions on a daily basis. These expectations are the practical aspects of role, philosophy and policy.

A third factor contributing to the success of the Sandstone Willow River Program is leadership. Constructive leadership has been exercised within the Department of Corrections at the state level, within the Department of Education at the state level and at the educational and correctional administration at the Sandstone Willow River Program. In each instance there has been an individual who has been devoted to the program and who has facilitated its continued existence and smooth function. A portion of this leadership expertise has been directed to cultivating community relations in terms of working with advisory committees, working with local school personnel and working with other public service agencies within the region.

A fourth reason for the success of the Sandstone Willow River Program is the instructional design. The design intentionally combines skill training, related instruction, academic instruction and personal and group therapy on the premise that skill training alone is not sufficient to prepare a former inmate for life outside the walls. An important element in the instructional design is the nondeferrable time period for each of the major instructional activities every day, beginning early in the morning and concluding after dinner at night. Instructors and counselors can count on the inmates being present and participating in all aspects of the instructional program each day; inmates are simply not excused from participation as a matter of routine. Further enhancing the instructional program is the use of competency-based materials through which vocational instruction is offered. Further, these materials relate to jobs that provide a good wage upon release from prison.

The fifth factor that contributes to the overall success of the Sandstone Willow River Program is the support services portion of the program. The Division of Vocational Rehabilitation takes an active role as do instructors in guiding and monitoring the activities of inmates. A variety of vocationally related counseling services are provided. In addition, a staff committee reviews the MAP of each inmate every two weeks to see what kind of progress he is making and to set or revise incremental goals, if necessary. Further, a job developer works with the staff to help the inmates secure jobs in their chosen vocational area before release from the institution. Further, the job developer works with the parole commission to follow up inmates at the three-month intervals after release from the institution to determine if the vocational program was adequate to inmate needs.

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VIENNA CORRECTIONAL CENTER
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Abstract

The vocational program of Vienna Correctional Center is an open-entry, open-exit, competency-based program that includes vocational counseling and academic instruction in addition to vocational skills training. The program is characterized by a series of interagency agreements and cooperative arrangements. For example, the program was established through a State law that created a school district within the Department of Corrections; offerings are made available through cooperation with the Southeastern Illinois College, a nearby community college; and funding is generated from a variety of corrections, educational and private sources. Within the institution, the vocational program has parity with other institutional functions such as security. Instruction is offered in an education center in over a dozen vocational curricula including industrial electronics and fire service. Support services include counseling, recreational services, and occupational exploration.

Background

Corrections education in the State of Illinois is conducted by Department of Corrections (DOC) School District No. 428, established through legislative action in 1972. It has authority to establish primary, secondary, vocational, adult, special and advanced educational schools as provided in the State's school code. The Board of Education for DOC District No. 428 is composed of the director of the Department of Corrections (who is president of the Board), the assistant directors of the adult and juvenile divisions of the Department, two other individuals appointed by the Director of Corrections, and four members appointed by the Superintendent of the Illinois Office of Education. The school district's Juvenile Division is responsible for educational programs at 11 youth centers throughout the State and the adult division provides a similar service for the 10 adult correctional institutions. In addition, and subsequent to the Congressional enactment of Public Law 94-142, there was created the Lincoln Land Special Education District which has as its sole purpose the provision of special education services for Department of Corrections wards.

The Vienna Correctional Center (VCC) is a minimum security facility located on a 3400 acre trace of land near Vienna in southern Illinois. It was developed in two phases, the first being a two-building complex that opened in 1965. The second phase was completed in 1971 and provided 16 additional buildings comprising one-man one-room housing units, a library, an education building, an administration complex, a chapel, the vocational education building, a dining room and a physical plant building which includes a garage, warehouse and fire station.

DOC School District No. 428 contracts with Southeastern Illinois College in nearby Harrisburg for the bulk of the vocational education curriculums offered at Vienna Correctional Center. The curriculums include job preparation for emergency medical technician, cosmetology, welding, automotive body repair, automobile mechanics, food service, electronics, surveying assistant, ornamental horticulture technology, machinist, office machine repair, drafting and water/waste water treatment. The college also offers occupational orientation activities and general education development classes to the residents of the Vienna Center. In addition, vocational preparation opportunities for barbering and masonry are offered by the Center itself.

Of the 658 residents at Vienna on September 27, 1979, 454 were enrolled in education curriculums. Of these, 299 were participants in vocational education curriculums offered by Southeastern Illinois College, and 24 residents were in vocational education curriculums offered directly through DOC School District No. 428. Thus, 71% of the residents enrolled in education activities were participating in vocational education. The remainder were enrolled in academic courses offered by Southeastern Illinois College, by Southern Illinois University, and by DOC School District No. 428 in GED and in Learning Laboratories.

During Fiscal Year 1979, DOC School District No. 428 had a State appropriation of about \$5.5 million for all of the 22 separate institutions. There also were grants totalling \$2.8 million from State and Federal sources bringing the total operating budget for all school district programs to approximately \$8.35 million. Fiscal control is the responsibility of the management services section of the District. The responsibility

includes negotiation of approximately 40 contracts per year with community colleges, universities and private consultants, including the contract between Southeastern Illinois College and Vienna Correctional Center. At VCC approximately \$800,000 is allocated for all education-related activities operated through the cooperative program with Southeastern Illinois College.

Measures of Success

The Vienna program placement, recidivism and in-program success are measures of the success of the program. In terms of post-release employment, a recent study of 194 former residents who had completed their vocational training programs at VCC produced data on about 124 individuals; the status of 70 of the former residents was unknown. Of the 120 for whom information was available, four were continuing their education at a higher level, 43 were employed full-time in a field related to their instruction and 41 were employed full-time in jobs not relating to their training. The rate of placement, therefore, was 73% for those inmates for whom data were available.

Recidivism rates were reported in an August 1979 report, "A Study of Academic and Vocational Programs in the Vienna Correctional Institution," by Dr. Dennis B. Andersen. Andersen, when examining all releasees from VCC, reported that parolees who had received vocational education at Vienna had significantly fewer arrests while on parole and were returned less often for parole violations than were VCC former inmates who were not involved in vocational education.

Parolee Arrests

Received Vocational Training	N=122	25% arrests
Received No Vocational Training	N=116	43% arrests

Parole Violations

Received vocational training certificate	N=98	20.4% violators
Received no vocational training or lower levels of training	N=140	36.4% violators

In-program success has been gauged by analyzing first grades for a sample period of all educational programming, including vocational education, through Southeastern Illinois College at the Vienna Center. The results are as follows:

<u>Grade Achieved</u>	<u>Residents</u>	<u>Private Citizens</u>	<u>Combined</u>
A	20.0%	35.9%	27.0%
B	24.0%	22.6%	23.8%
C	15.6%	15.1%	15.6%
D	4.4%	3.8%	4.3%
E	16.7%	5.7%	15.6%
W(Withdrew)	13.1%	16.9%	13.5%
I(Incomplete)	0.2%	0.0%	0.2%
	100.0%	100.0%	100.0%

The grade point averages (G.P.A.) for the above groups for the same quarter were:

Residents:	3.98 (A=5.00)
Private Citizens:	3.96 (A=5.00)

The data indicate that at least 60% of the enrolled resident group is performing at an average or better level and that VCC residents performed well, even when compared to private citizens enrolled in identical or the same classes.

Philosophy, Role, Policy and Goals

The corrections school district was created by Illinois Public Act 77-1799 which became effective July 1, 1972. The law established Sections 13-40 through 13-45 of the School Code of Illinois. In 1973 the district was officially designated by the Illinois College of Education as Public School District No. 428, County 105 Service Region.

The stated purpose of this public school district is to enhance the quality and scope of education for inmates and wards of the Department of Corrections so that they will be better motivated and better equipped to restore themselves to constructive and law abiding lives in the community. The Board of Education for School District No. 428 is charged with establishing educational programs with present and future appropriations, Federal and State school funds, vocational education appropriations and all other funds, gifts and grants available.

The school district is an administrative part of the Department of Corrections. Administration Regulation No. 500 of the Adult Division states that it is the policy of the department "to provide residents with academic and vocational opportunities through the Department of Corrections school district so that their return to the free society will be enhanced and their prospects for employment increased." Administration Regulation No. 501 states, further, that the policy of the department is "to provide academic educational opportunities to residents in order that they may better equip themselves for productive lives in the free society."

As in most states and most correctional institutions, some philosophical differences exist between security and rehabilitation personnel and programs. However, education was noted to be the priority rehabilitation program. The operating philosophy expressed by key State level DOC School District No. 428 staff members is that vocational education is the core of all inmate rehabilitation efforts. Through involvement of inmates in meaningful learning experiences designed to prepare them for employment, changes of a psychological and attitudinal nature have been affected and at an efficient pace.

This priority on education is integral to the Vienna "concept," the central and most important matter. The "concept" is exemplified by flexibility, openness and the expectation that residents exercise responsibility for their own behavior and accomplishments.

The Vienna institution is committed to educational programs equally with security. The emphasis has been placed upon the rehabilitation aspects of the program with the result that the programs actually reduce the need for extensive security. This fact does not reduce the awareness of administrative or instructional personnel that there is a need for security; rather, good educational programs have become recognized as one facet of the security of the institution. This common understanding has functioned to produce a high level of cooperation and coordination among all staff. Such cooperation permits the institution to operate a network of open communications and to exist with a noticeable lack of regimentation. The open communication includes not only programming and administrative

arrangements, but also interactions with inmates. Ready explanations and rationalizations for all steps taken in the interest of the inmates is provided to them before any plans or action is taken in behalf of them (the inmates). Administrators at the institution expressed strong feelings that this operating philosophy tends to contribute a great deal to the mental outlook and a readiness to learn on the part of the inmates, as they proceed with their respective programs of training, education and rehabilitation.

Staffing Patterns and Support Services

All of the services including education at Vienna Correctional Center are highly integrated in a functional sense, and the staffing pattern at the institution represents this organizational structure. The educational administrator, Mr. Hartzel Black, works closely on an administrative basis with the assistant warden for programs, and maintains a smoothly functioning staff relationship with the administration and faculty at Southeast Illinois College. Of the 40 full-time educational positions at VCC, 31 are provided in cooperation with Southeastern Illinois College.

A variety of support services is offered in conjunction with the vocational program of VCC. These services include counseling services, recreational activities, occupational exploration, orientation exercises, testing, and development of an individual prescription of a training program. Of particular importance is the work of the systemwide research and classification unit. Personnel of this unit provide an initial orientation to the prison system and to the programs available, provide diagnosis and testing work, and engage in individual counseling and referrals to achieve a match between individual interest and aptitude and the rehabilitation programs offered within the prison system. Personnel of the research and classification unit are largely responsible for steering inmates to the program at VCC.

Another critical support service includes the extensive recreational program at VCC, aimed at providing additional opportunities for students to accept responsibility and to demonstrate proficiency.

Of equal importance is the counseling program of the institution. Not only does the program provide for general and personal student counseling, but also the program provides for an orientation program and occupational exploration. In addition, the counseling program provides career counseling for each student.

Facilities, Equipment and Materials

A building designated as the vocational school houses the vocational offices, classrooms and work areas for the majority of vocational programs. A separate small building houses the barber school; the food service school is included in a third building.

Facilities used for vocational education were designed for that purpose rather than having been modified or rebuilt from older structures. The design of the departments and the placement of equipment facilitates effective instruction. Theory rooms especially designed to draw students off the floor of the shop and laboratories have been provided; these classrooms are equipped with tablet armchairs and with equipment for utilizing audio and video materials.

A variety of instructional materials was in evidence, both in student notebooks and in the supply cabinets of the instructors. Every instructor was engaged in some form of curriculum production, mostly of the type that could be judged supplementary to the commercially produced materials that forms the basis for the instructional program. Vienna Correctional Center is involved in a five-county consortium which is helping in the production of competency-based materials and in the testing of materials for instructional purposes.

Coordination/Cooperation

Corrections education in Illinois is intricately interrelated with other agencies, institutions and groups. One of the principal interrelationships is between DOC School District No. 428 and the Illinois Office of Education (IOE). In addition to appointment of four members to the school district's Board of Education, the IOE also conducts various reviews and evaluations necessary under the School Code of Illinois and under specifically funded programs such as ESEA Title 1, special education funds, vocational

education funds, special project funds, equipment purchase and equipment transfers. With respect to vocational education in particular, there is a close working relationship with the IOE'S Department of Adult, Vocational and Technical Education (DAVTE). Of special note is the three-phase system for statewide evaluation of occupational education programs. This system includes local planning and preparation of a one-year and five-year plan for occupational education, an annual assessment of the plan by the staff of DAVTE and periodic on-site evaluation by IOE. In addition, the education department has provided workshops in the preparation of materials and the conduct of competency-based instruction for the staff at Vienna.

Another major working relationship is that with the Illinois Community College Board (ICCB). Most existing vocational education programs at correctional institutions are conducted through area community colleges and vocational schools such as is done by Southeastern Illinois College for Vienna Correctional Center. The offerings at Vienna are a significant part of the overall Southeastern effort and the resulting increased enrollment has enabled the college to expand its capabilities in ways that might not have otherwise been possible. Officials at ICCB reported that they hold vocational education as a high priority item and are impressed with the results of the programs at Vienna. ICCB standards and criteria are applied to the programs at Vienna since they are a part of the Southeastern Illinois College program. Site visits are made every six years for program evaluation purposes and a financial audit is made every three years.

Although not directly applicable to vocational education, involvement of VCC in upper division, postsecondary programs involves VCC with the Illinois Board of Higher Education as well. Additionally, School District No. 428 is involved at times with the Governor's Office of Manpower and Human Development, local CETA prime sponsors, local special education cooperatives, the Division of Vocational Rehabilitation and other agencies.

The educational program at Vienna, because it is a part of the total Southeastern Illinois College effort, is accredited by the North Central Association of Colleges and Schools.

There is close coordination of effort between vocational education and the other institutional functions within Vienna Correctional Center. Participation in education is considered important. The resident guidebook for VCC testifies to this positive attitude through the emphasis that is given in that publication to the responsibilities, both of the resident and the institution in supporting and in becoming profitably involved in the educational program. It is the major emphasis of the institution.

Instructional Program, Methods and Techniques

The stated goal of vocational education at Vienna Correctional Center is to provide each trainee with the necessary knowledge and skills that will enable the graduate to enter the world of work and become a productive taxpayer and citizen.

All vocational curriculums operate on an open entry, open-exit concept with entry dates occurring at two-week intervals. Generally, each course is 24 weeks in length, although that time can be extended as needed. The curriculums can be completed at different levels of competency; certificates are awarded to students indicating which level has been achieved. The program utilizes a core curriculum design to provide at least partial training in a vocational field for those students who are limited either in time or in capability. There is an attempt to integrate student effort and instruction toward the overall goal of VCC. For example, preparation for the GED is taught in the context of occupational mathematics courses in order to combine basic education, occupational education, basic inmate adult literacy needs and the goals of the program.

There is concerted effort toward development and use of competency-based curriculums; instructors have received considerable assistance with the task of building competency-based instructional materials for their respective occupational instruction areas. It was reported that in the initial stages of changing over from traditional instruction to competency-based instruction there was some feeling among vocational education instructors that excessive paperwork would be involved. Some opposition was voiced and was continued until such time as all members of the instructional staff were involved in a workshop concerning the concept.

The actual involvement in the production of competency-based materials muted the faculty opposition and made supporters of them instead. Developed materials are being shared throughout the educational consortium to which VCC belongs, as well as the rest of the prison system.

The individual prescription of a learning program is another important part of the overall instructional program. Through the Research and Classification Unit as well as the counseling program at VCC, an individual plan is prepared for each student. Student progress is assessed periodically in order to monitor progress, encourage the student, and make any required changes in the program.

Students interviewed about the instructional process expressed respect for the demonstrated competencies of their instructors and the quality of instruction. Most students volunteered that they received all the personal attention needed, and whenever help was required the instructor or counselor was available and happy to give information or demonstrate the skills that the student needed to know. Students were positive about monthly counseling sessions at which time they are provided with opportunities to review progress and share concerns about their respective instructional programs.

Personnel Characteristics

Because Vienna Correctional Center was established with resident educational programs as the priority, there is a high level of coordination between those responsible for the institution's overall operation and those responsible for the educational efforts. The corrections administrators at Vienna appear to have established a framework and an atmosphere that enables and encourages the educational administrators from VCC and from Southeastern Illinois College to provide a progressive and well-conceived vocational education program. It appeared that the rehabilitation concept exemplified by flexibility, openness, and the expectation that residents exercise responsibility for their own action is applicable also for the instructional staff. This is not to suggest that the management style could be characterized as laissez-faire; on the contrary, expectations of staff performance were high and well defined.

The education director was described by State level and local personnel as being the single individual most responsible for the success of the vocational education effort. It was indicated that he was both a strong leader and a promoter. With respect to the latter, he has served as a major fund raiser. Out of an approximately \$1 million budget he has been extremely successful in pooling resources to secure all funding in excess of the \$150,000 Department of Corrections allocation.

When Vienna Correctional Center began operations the educational program employed staff members from private industry only. Subsequently, Southeastern Illinois University provided vocational education courses and curriculums at the Center, and faculty members have enrolled in programs leading to the award of vocational education certificates by the State Board of Education.

New faculty employees are given a one-week orientation; further, on a regular basis teachers spend time within all facets of the institution. This includes becoming familiar with instructional curricula in areas other than their own. The warden, the education director and the president of Southeastern Illinois College plan the overall staff development program for each year. Individual instructors make their own personal staff development plans, and participation in professional organizations is encouraged. One common activity is a staff retreat which is built into the yearly education schedule. Of particular concern in the staff development program have been stress, tension and boredom among staff members.

The personnel administering the educational program at VCC are all professional educators. State level and institutional level administrators indicated that direction by professional educators was critical to program success. As one senior administrator put it, "if corrections by itself was to attempt to handle such a program, it would foul up. With the present system, which exemplifies how a community college can operate within a correctional institution, many of the problems are being solved satisfactorily by traditional school people."

Selection Criteria for Residents

There are two levels of resident selection. One concerns the transfer of residents to Vienna Correctional Center from other correctional

institutions; the second level concerns assignment of residents to particular curriculums while at Vienna.

In order to qualify for transfer to Vienna Correction Center inmates at other institutions have to achieve minimum security status, and must stay in that category for six months. Parenthetically, it should be pointed out that although it was acknowledged that Vienna does get better inmates, they are not just "the cream of the crop" from other institutions. It was emphatically remarked that "no warden in his right mind would send to Vienna all of the top inmates at his institution; he needs some in the institution as a stabilizing force." Therefore, there is a wide range of behavioral characteristics among the residents at Vienna.

During the orientation period upon arrival at Vienna a resident will identify four choices of interest from among the curriculums that are offered. There follows a "hands on" experience of one-half day in each of the four curriculums so that the student may learn more about them. Instructors assign the potential student tasks to perform in order that the student can see if he likes the occupational area and in order for the instructor to judge aptitude for the vocation. Approval of the instructor is required for admission to any particular curriculum.

Community Relations

Many free world community persons in the area take courses and enroll in curriculums along with the residents at Vienna Correctional Center. In addition, VCC provides several services for the community, including the Emergency Medical Services program and active involvement in community projects. Such community participation coupled with an institutional staff that is stable and long identified with the southern Illinois area results in a positive and healthy community attitude.

There is a General Advisory Committee for the total vocational education program as well as a Union Advisory Committee and a Curriculum Advisory Committee for each curriculum. Some of the committees were described as being very worthwhile while others were said to be "not so good." There is an attempt to have three meetings per year for each committee plus one

joint meeting of all committees annually. The committees are local in orientation because a previous attempt to secure statewide representation did not work out. Some job placement takes place through the committees; of equal importance, members often keep the institution up-to-date on the state-of-the-art in equipment and production in a particular occupational field.

Generally speaking, the vocational program at Vienna is well received by employers in the local community and state. Some employers call for graduates of some curriculums, welding for example, because they consider the program to be good preparatory curriculums.

The residents at Vienna come from all parts of Illinois and tend to return to their home areas. It was noted also that another factor in the receptivity to the vocational education program in the community surrounding VCC is the relative absence of labor unions in that area.

Planning

Although extensive records are maintained about students' performance while at the institution, program planning is limited by the lack of a comprehensive follow-up system that provides the necessary information for program planning and development; it was suggested that the Illinois parole information system needed revamping. The follow-up system is slated for attention in the near future.

There is a broad array of offerings in vocational education at Vienna, but a systematic program of subsequent development and possible phaseout of curriculums appears to be lacking. Persons responsible for these activities in School District No. 428 at the State level explained that there is an attempt to work closely with the Employment Security Division to obtain information that will allow all vocational education curriculums to be kept current. Input is sought from agencies throughout the State with regard to curriculums which should be further expanded, and those that should be considered for curtailment. The feeling was expressed that there was no dependable procedure to tell what the new and emerging occupations will be, and how they can be accommodated within the corrections

program. Historical performance was reported as the only basis available to determine which programs should be conducted; "what vocational education has been a success in the past should be continued in the future," is the basis for the organization and current successes at VCC.

Funding

Total operating funds for educational purposes are approximately \$1 million annually at Vienna Correctional Center. Of this, \$150,000 comes from the Department of Corrections through School District No. 428; these monies provide for nine of the education positions at VCC. A significant source of funding support is reimbursement provided Southeastern Illinois College for student credit hours earned by enrollment in courses provided at Vienna. It was reported, for example, that in the school year 1977-1978, 20,000 credit hours were generated in instruction programs conducted at Vienna. This resulted in 31 full-time staff positions and was 40% of all the community college credit earned in the entire corrections program for the State of Illinois.

Vocational programs also generate credit resulting in reimbursement from the Department of Adult, Vocational and Technical Education. Other sources of funds include CETA charges made to groups of local high school students who sometimes are enrolled in courses using the Vienna facilities. Private citizens attending the community college instruction offered at Vienna generate additional dollars. Other sources of financial support are Federal Basic Education Opportunity Grants (for tuition, fees, and books), State scholarships and State military scholarships.

Type of Vocational Education Programs Offered

A broad range of offerings constitutes the program of vocational education at Vienna Correctional Center. Courses are offered in more than a dozen vocational education curriculums by Southeastern Illinois College; in addition, there are vocational orientation activities coupled with general education development. Vocational programs are offered in each of the following areas:

- o autobody and fender
- o auto mechanics
- o barbering
- o cosmetology

- o drafting
- o emergency medical treatment assistant
- o fire science
- o food service
- o horticulture
- o industrial electronics
- o industrial machinist
- o masonry
- o office machine repair
- o surveyor assistant
- o water and waste water technology
- o welding

As indicated earlier, there is an attempt to keep the curriculums current through the working relationships established by the administration of School District No. 428 and the Illinois Employment Security Division. A recent study conducted for the Illinois Office of Education's Vocational Education Division has identified six new and emerging occupations that will soon receive attention by the corrections program.

Other Program Characteristics

As noted earlier, in order to be assigned to the Vienna Center a resident must have achieved minimum security classification and maintained it for at least six months at his previous institution. Upon arriving at Vienna, each resident goes through a two-week (eight working days) orientation. The first half of the orientation is taken up with institutional matters-- medical/health, staff orientation, and security orientation. Residents are provided organized information about education and other programs. The second half of the orientation period is spent in career planning, with considerable assistance provided by the counseling staff.

Little testing is done except for the Test of Adult Basic Education (TABE) along with some interest surveys which are used in conjunction with counseling. Many materials are available to assist in the preparation of a career plan.

Each student identifies four choices of interest from among the curriculums that are offered. Next, each student is engaged in "hands on" experiences of one-half day each in the four curriculums in order that the student learn more about the specifics of the curriculums. Instructors

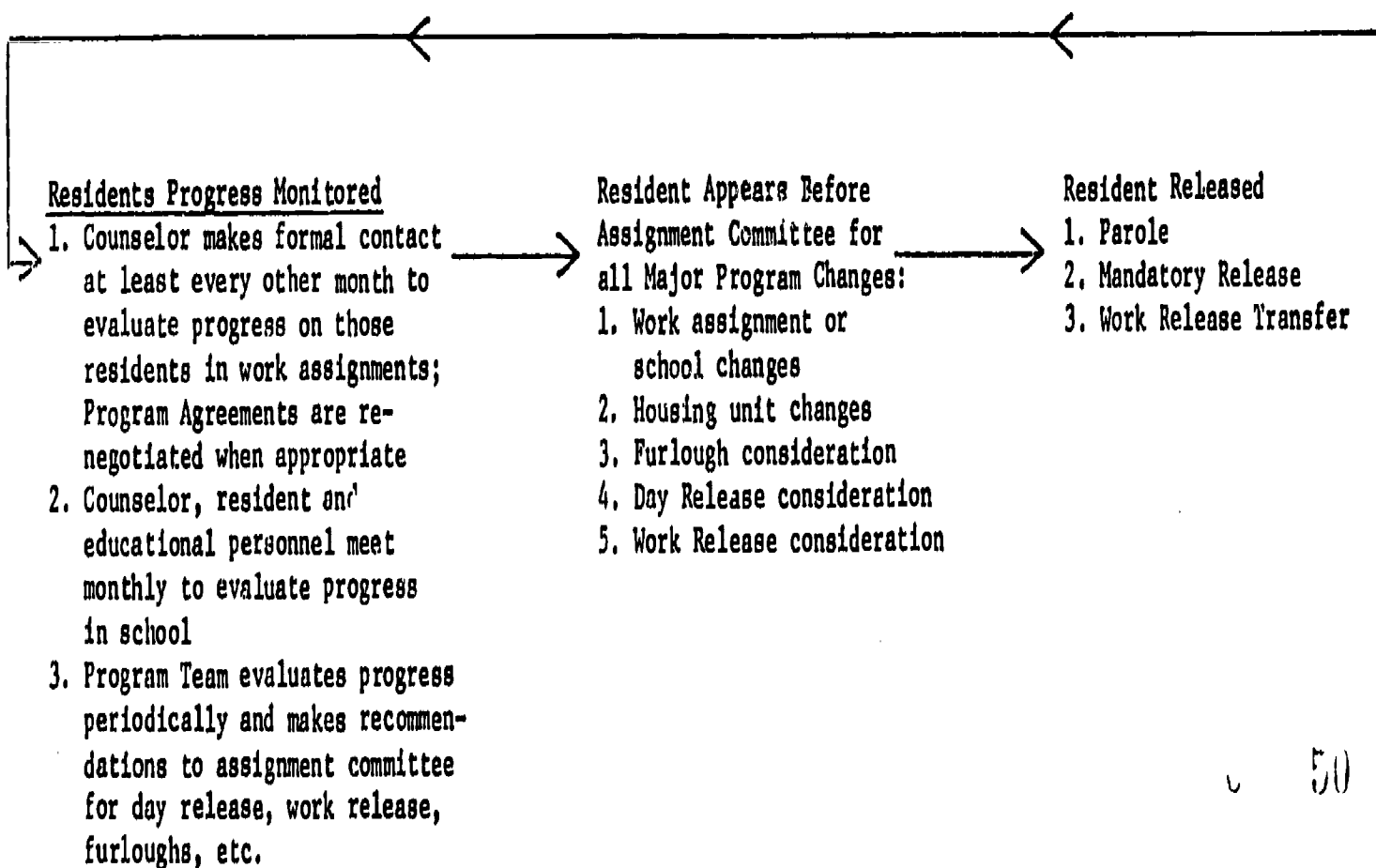
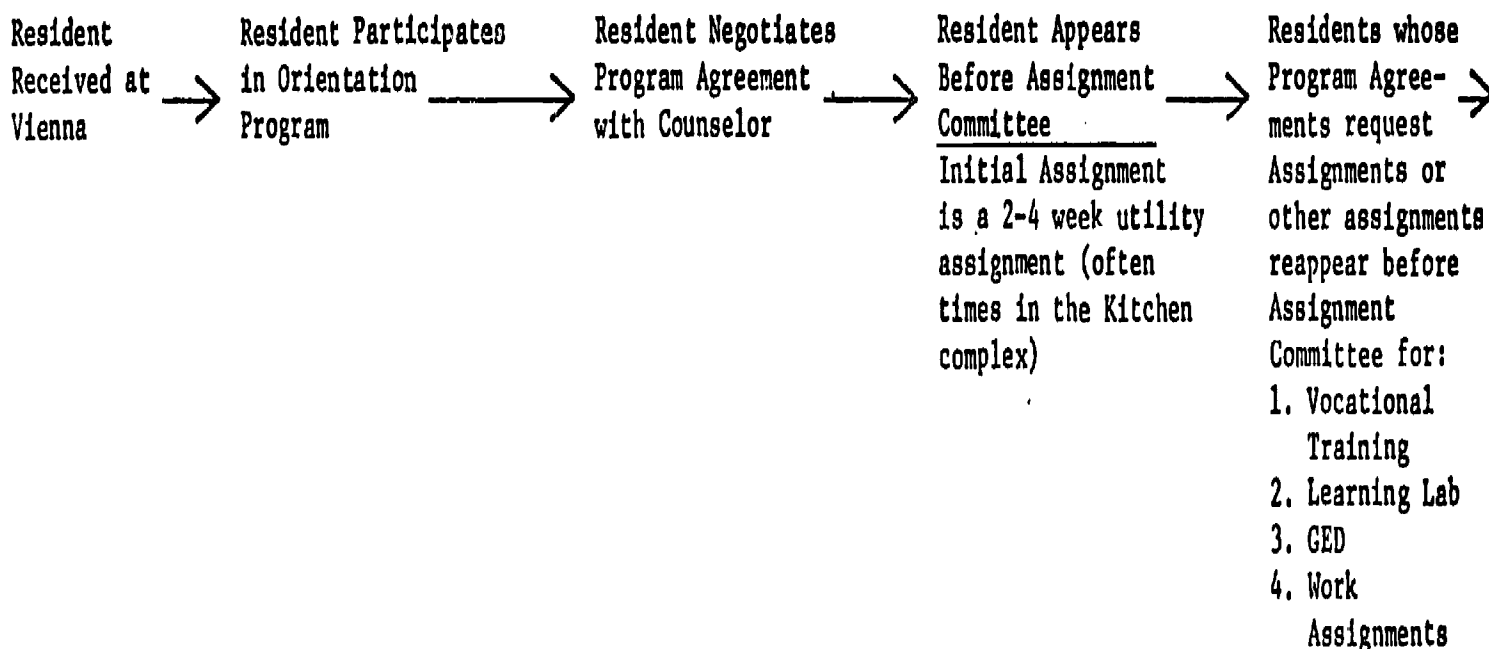
assign the potential student tasks to do both so that the student can see if he likes the work and the instructor can judge his potential for it.

Later, an institutional representative of the various curriculums and support services assists in the development of a mutual agreement between the student and the institution which outlines what the resident will do at Vienna, as well as lists the names of the people he will be in contact with while at the institution. Although institutional representatives do tend to become specific and directive with their suggestions, they are not permitted to require or force the resident into a curriculum or plan against his wishes. Approval of the instructor is required for admission to any particular course or curriculum. Figure 1 illustrates the process that is followed by a resident from the time he is assigned to Vienna until the day he is released.

Program evaluation is carried out both by the Department of Adult, Vocational and Technical Education of the Illinois Office of Education and by the Illinois Community College Board. The DAVTE has established a three phase system for statewide evaluation of occupational education programs. The ICCB standards and criteria which are applied to all community college programs apply also to those offered at Vienna; visits are made every six years for program evaluation purposes. As noted earlier, the program is accredited by the North Central Association of Colleges and Schools.

In addition to the overall vocational education program and the general education development (GED) preparation VCC operates a Learning Laboratory through which students can pursue independent study of speed reading and mathematics. These courses are programmed and made available to the students throughout the day. There is also the academic program which provides residents collegiate education in the arts and sciences leading to an associate degree. Courses are offered so that most students can complete a degree program in two calendar years or less. The Associate of Arts Degree, the Associate of Science Degree and the Associate of Applied Science Degree are offered in conjunction with the vocational education program.

PROGRAM FLOW



49 * Specific program descriptions and procedures will be explained in the individual Departmental Manuals.

Fig. 1. Resident Activity in VCC

Participant Characteristics

About two-thirds of the State's 112 counties are represented among the residents at Vienna Correctional Center. Upon release the largest concentration, about 26%, return to the Chicago area while about 17% stay in southern Illinois. The age ranges of inmates have been:

Under 21	5%
21-30	55%
31-50	35%
Over 50	5%

The ethnic classification as reported by residents on the admission form for the Southeastern Illinois College in late September 1979 were as follows:

Asian American	1.74%
American Indian	1.47%
White American	46.32%
Black American	48.33%
Hispanic American	1.47%
Refused to indicate	.67%

From 1976 until January 1979, the Wide Range Achievement Test (WRAT) and the Quick Word Test (QWT) were used to determine the grade levels of entering residents. The grade levels of the WRAT range from 2.8 to 16.3 and the QWT ranges from level 0 to 11.5.

Average grade levels determined by the WRAT and QWT for incoming residents at VCC were as follows:

	<u>1976</u>	<u>1977</u>	<u>1978</u>
WRAT	7th	8.6	7.6
QWT	5th	6.2	6.0

The Test of Adult Basic Education was instituted at Vienna on January 3, 1979. It is administered to all incoming residents during their orientation experiences. Average TABE scores when given in grade equivalents for residents have been:

Mechanics and Experience	8.1
Spelling	8.7
Reading	9.0
Math	8.1

Factors Contributing to Program Success at Vienna Correctional Center

To a measurable degree recidivism rates, as defined by parolee arrests and parole violations in Illinois, have been lower for those at Vienna Correctional Center who received vocational training than for those who did not. Although no direct cause and effect relationship should be drawn, it can be concluded that these data when combined with information about student achievement and post-release placement rates indicated that vocational education at VCC is successful.

Several major factors contribute to the program's success. One factor is the context in which correctional education as a whole operates in the State of Illinois. Although somewhat complex administratively, the establishment of the Department of Corrections School District is a factor indicating the importance that the State has attached through its policy-making mechanisms to rehabilitation programs for the corrections system. Another factor, the interrelationships between DOC School District No. 428, the Illinois Office of Education and the Illinois Community College Board, has resulted in placing the responsibility for operating all educational programs, including vocational education, with those who are professionally prepared to do so. Several persons interviewed, including both educators and corrections personnel, noted that the successes achieved in the overall education program have been due to its operation by educators. One fact which is specific with regard to educational provisions at Vienna Correctional Center is the contractual relationship existing between that institution and Southeastern Illinois College which provide the basis for positive working relationships in which both groups have profited.

At Vienna, the institution itself was created with the idea that the educational program will share an equal priority with security. In fact, the emphasis on the rehabilitative aspects of the program were said to

actually reduce the need for extensive security. This concept is the central and most important matter. It is exemplified by flexibility and openness. At the inmate level, it has resulted in the expectation that residents will exercise responsibility for their own behavior and accomplishments. Administrators expressed the feeling that this operating philosophy contributes a great deal to the mental outlook and readiness to learn on the part of the inmates.

All of the services, including education, at Vienna Correctional Center are highly integrated in a functional sense. Common understandings by educators and corrections personnel produce a high level of cooperation and coordination. It was stated that a complete network of open communications is present and that explanations for all steps taken in the interest of the inmates is provided to them before any action is taken. The educational administrator is a staff member of Southeastern Illinois College, and works very closely on an administrative basis with the assistant warden for programs at Vienna.

The education director himself is a major contributor to program success at Vienna. He was described as being the single individual most responsible for the success of the vocational education effort and that he was both a strong leader and a promoter.

Community relations has been a key ingredient for program success. Not only does VICC provide jobs and services with the community, but the vocational programs also are available to citizens. Program graduates have improved community relations through demonstrating skill proficiency upon release. Relations with Southeastern Illinois College have been excellent and have improved relations as well as provided an effective atmosphere in which good vocational education teaching-learning activities could be conducted.

The students themselves contribute to the success at Vienna. Although there is a wide range of abilities and behavioral characteristics among residents, each has had to achieve minimum security status at another institution, and to stay in that category for six months before transferring to VCC.

The facilities are an important part of the program as well. Those being used for vocational education were designed for that purpose rather than having been modified or rebuilt from older structures. Instructional equipment and materials in sufficient quantity and quality also were in evidence.

Finally, the overall instructional program itself is a reflection of the institutional philosophy and the product of skilled personnel. All vocational education offerings operate on an open-entry, open-exit concept with entry dates occurring every two weeks. The program utilizes a core curriculum design to provide at least partial training in a vocational field for students who are limited either in time or in capability. Attempts are made to integrate various aspects of instruction. Concerted efforts were being made towards development and use of a competency-based curriculum. The success of the instructional program was attested to by students, both in terms of skills acquired and the quality of their instructors. The counseling program and the individual prescription learning program for each inmate have been other instructionally related factors that contributed to program success.

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MEMPHIS CORRECTIONAL CENTER
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Abstract

The Memphis Correctional Center and the State Technical Institute at Memphis conduct program CERCE. The program is an attempt to provide a systematic approach to rehabilitation services by establishing an atmosphere of intense behavioral and educational services which will serve as resources to the inmate as he moves into the free world. The program features skill training in seven major technologies, diagnostic and assessment services, program orientation, advisement and counseling services, behavioral programming, job counseling and placement services, and a full range of academic support services. Vocational training is offered in welding technology, food service technology, industrial maintenance technology, and business technology.

Background

The vocational education arrangement between the Memphis Correctional Center (MCC) and the State Technical Institute at Memphis (STIM) began July 1, 1976, with grant funding from the Tennessee Law Enforcement Planning Agency. This grant was awarded to the Tennessee Department of Correction, which, in turn, contracted with STIM for provision of the educational program. In 1979 this contractual arrangement was changed so that funding is provided by the State budget and is subject to annual review and renewal.

MCC and STIM are located on adjoining property. Providing services for inmates is made easier by the physical proximity of the two institutions and has stimulated such practices as campus placement, a procedure in which selected residents attend classes full-time at STIM. Proximity also allows residents to participate in clubs and other campus activities.

The vocational program provides for vocational skill training, related instruction, academic training and attitude adjustment/social rehabilitation.

Measures of Success

MCC utilizes recidivism rates, rates of post-release employment, and in-program success rates to assess the effectiveness of their educational program. From program initiation to March 1979 a total of 209 residents had been released from MCC. Of that number, 158 men or 75.6% had no law

violations; 17% had had major legal encounters. (Major legal encounters were identified here as ranging from "felon warrant issued; subject still not apprehended" to "convicted for felony(ies); sentenced to 20 years or more.") Almost 4% of the releasees had had minor legal encounters with the law and 3.3% had been convicted of a new felony.

Information gathered by the Psychological Services Department from work release and parole counselors, a job placement coordinator and interviews with some releasees using the Maladaptive Behavior Scale and the Environmental Deprivation Scale, two instruments developed by the Experimental Manpower Laboratory for Corrections to "identify the environmental and behavioral events which set the stage for criminal action and serve as predictors of recidivism," revealed that employment was an important variable in reducing recidivism. Significantly, staff found that a larger percentage of non-violators were working at the time of follow-up than minor violators; a larger percentage of minor violators were working than major violators. In addition, fewer major violators were working in their area of training than non-violators or minor violators. In addition, findings revealed that non-violators and minor violators were employed longer than major violators. Whether a releasee was a non-violator, minor violator or a major violator did not seem to be related to the area of training of the individual while in the program.

Specific data from June 1978 revealed that of 104 students released to that time, 74 or 71% of the men were employed. Of the 74 employed, exactly half were employed in an occupational area directly related to the training program in which the person was enrolled while at MCC; the other 37 men were not employed in a related technology. Among men employed in a related technology, the majority were employed in warehousing and welding.

Within program success has been assessed through analysis of gain scores of students in the developmental-related (academic) educational areas even though the program emphasis is on vocational instruction. Data suggest that individuals who have remained in the program for a two-year period have achieved significant improvements in education and personality adjustment patterns. Specifically, in terms of total achievement, clients increased from a 7.3 grade level to a 9.1 grade level with the greatest increases in mathematics.

Philosophy, Role, Policy and Goals

Tennessee policy is one that expresses commitment to the concept of regional correction centers such as the Memphis Correctional Center. Regional centers have been dispersed geographically so that residents are incarcerated closer to their families and other home community contacts. Such institutions also are limited to an enrollment of approximately 400 residents in order to facilitate staff efforts to become more familiar with each inmate's behavior, needs and goals.

Both reasons fit appropriately into the CERCE program because CERCE is designed to provide an intense behavioral and educational experience to clients--the kind of experience that will alter attitudes, skills and patterns of action. The formal goals are to provide students with an opportunity to acquire the requisite vocational and adult literacy skills as well as the appropriate attitudes for behaving as responsible citizens. Emphasis is placed on comprehensive programming and upon activities that increase opportunities for accepting additional responsibilities. Both institutions (MCC and STIM) are established to provide training and have adopted the CERCE emphasis.

Staffing Patterns and Support Services

Memphis Correctional Center offers support services in several important areas including: (1) Developmental/Related Studies, (2) Psychological Services, (3) Orientation Services and (4) Job Placement Services.

Developmental/Related Studies--Even the more effective programs such as this one receive students who cannot function vocationally because of academic deficiencies. Due to these academic deficiencies, students at MCC are required to take mathematics and communications courses in addition to the technology curriculum. The primary function of these courses is to teach communication and computation skills which will aid the student in his vocational course of study. The institution considers these courses essential to successful participation in and, therefore, completion of the technology courses. Moreover, these courses, unlike several others taught within the institution, are individualized, self-paced and open-ended. When a student enters a course his/her skills are assessed to determine

his/her placement in the course. Once an individual's placement is determined, the individualized self-paced approach begins.

Instructional techniques in the related studies program involve a variety of teaching materials. Programmed texts, teacher-generated worksheets and packets and handouts from a variety of sources are utilized.

Developmental/related instructors go directly into technology classes to teach mathematical and communication concepts to the technology students. Also, technology instructors come into the developmental classes to demonstrate the practical application of the subject matter which is being taught. According to institutional administrators, combining developmental/related studies with technological education is a way to provide students with a well-rounded, practical education.

Psychological Services--A department head, a psychological examiner and two clerical workers comprise the staff of the Psychological Services Department. In addition, a clinical psychologist, a behavioral psychologist, a psychiatrist, and a social worker serve as part-time staff members and provide services on a full-time basis.

The department's role regarding vocational education is, according to the department head, evaluation--to provide information that will help the vocational staff prepare to deal with inmates on both an educational and personal level. Specifically, a standardized test, a Short Occupational Knowledge Test, is given to the residents in certain educational courses at the beginning and end of each quarter. A T-Test is used on test results to determine if a significant difference existed between the pre-tests and the post-tests. In addition, the department utilizes 10 psychological and educational tests for screening the MCC population. These tests determine inmate psychological adjustment, educational ability, intellectual ability, organic impairment, personality variables, ability to adjust to an institutional environment and security risk. Moreover, the department conducts individual psychological and psychiatric treatment interviews. These interviews provide information to assist in decisions regarding release, assist in treatment planning for the individual resident, and provide psychotherapeutic assistance to the individual.

53

The Psychological Services Department also provides special assessments of individuals eligible for campus placement status. This service is provided to aid in determining their suitability to function in a relatively independent educational milieu.

Finally, this department has repeatedly assessed the efficacy of the overall treatment program and of subprograms at MCC through ongoing data acquisition and analyses.

Orientation Services--Residents of other facilities learn about the MCC program in several ways: (1) memorandums with information about the program are sent to all institutions, (2) counselors at other institutions are aware of the MCC program and inform residents of its content, (3) personnel from MCC visit institutions and talk to students about the program, and (4) a television station in Memphis carries information about the program. All of these means help to create the population base for the MCC program.

Job Placement Services--Placement for students who graduate from State Tech with an A.A. degree is handled through that institution's placement service. For the majority of MCC students who do not enter the degree program, placement is handled through MCC's placement office.

For most ex-offenders, obtaining a job is an important factor in remaining out of prison. For this reason, the Placement Office at MCC attempts to assist the resident in making the transition to civilian life by continually studying the changes in the job market, placing residents in employment areas related to the resident's technological area, assuring that the technical courses in the MCC program meet the demands of employer apprenticeship requirements, assisting the residents in securing employment where transportation can be made available and ensuring the community a high degree of community security and protection.

The MCC Placement Office has established contacts with various businesses, organizations and employment agencies in the technical areas that are taught at the institution. Information is posted in the placement office and is available to all residents. At various times, company personnel offices and representatives report job openings directly to the

placement office. These also are posted on the bulletin board, along with interview dates and times. Some sources through which job information is consistently made available are the Tennessee Department of Employment Security, which provides the placement office daily, by microfilm, with all job openings in the West Tennessee area; the Shelby County Government Personnel Department which provides all county job openings ranging from very low level to highly technical positions; and the City of Memphis Community Relations Department which provides all city job openings.

Finally, placement office personnel have developed a procedure for maintaining liaison between the clients and employers. This was established to compile data on the clients already employed and to seek new opportunities for other releasees. A compilation of the Job Placement After-Care data is continually being made through periodic contacts with release counselors (parole and probation officers), the employers and the clients.

Facilities, Equipment and Materials

Due to the proximity of the two institutions, classes are held on the campus of STIM as well as on the grounds of MCC. There is a trend toward fewer classes being held at STIM since a new vocational/technical building is opening on the MCC grounds.

Equipment and materials were modern and in ample supply to service the training program. Students in the program had the advantage of training on the same equipment they would use in free world jobs.

Coordination/Cooperation

The primary coordination and cooperation requirements exist between MCC and STIM. Cooperation between the two institutions is long-standing. Informally, the relationship between Warden Mark Luttrell of Memphis Correctional Center and President Charles Whitehead of State Technical Institute has facilitated coordination of the educational programs of the two institutions. This close personal relationship has existed for over a decade because, at least in part, of compatible philosophies and policies regarding correction vocational education.

Administrators at both institutions agree that this support, coordination and communication from the top two officials of both institutions is helpful, in fact, critical to the success of the program.

A contract between the correctional center and the state technical institute specifies the formal coordination. Certain minimum criteria for inmate entry into the technical institute program have been established by the contract. These include: (1) inmates must have no more than two prior felony convictions; (2) inmates must have no more than five or less than one year to serve; (3) inmates must have achieved certain specified academic achievements including an overall California Achievement Test score of 7.0 and an I.Q. level of 85 or above; and (4) inmates must not have been convicted of rape, crimes against nature, murder in the first or second degree, and/or have a history of escapes.

The contract also specifies other obligations of both parties including specific services to be provided by the State Technical Institute and the compensation arrangements by which the technical institute was paid originally by the Department of Corrections and currently is paid by the State.

Instructional Program, Methods and Techniques

Related studies/courses offered by the institution are individualized, open-ended and self-paced. Individual instruction features a variety of materials geared to the different educational levels within the classroom. Programmed textbooks and teacher-generated handouts are used to strengthen skills and to facilitate individualization. This type of material and the absence of the traditional lecture method of instruction frees the instructor to work with students on an individual basis.

Self-paced instruction is closely related to the individualized approach to learning. Students may move as fast as they are capable of working; those who need more time are allowed to move at a rate that is comfortable for them. Students are encouraged to complete all courses within a quarter but experience has shown the MCC staff that some need more time.

A student can enter these classes at any point. Since the instruction is individualized and self-paced, this open-entry policy does not cause the student to start out behind the class. Each individual starts at the beginning and paces himself from that point. As soon as a student completes one related class, he can move immediately into the next sequential course.

Of the technology course, only welding and warehousing are individualized, self-paced and open-ended. According to institution staff, these courses operate in this manner because the instructors have developed their own materials. The warehousing instructor informed project staff that he developed individualized, self-paced, open-ended materials to enable students to achieve "immediate reinforcement" to enhance the students' feeling of "self-worth."

The warehousing course operates as a series of modules with tests after each module. The modules encompass book and laboratory exercises and are completely individualized and self-paced. The materials themselves include a text workbook, a laboratory workbook, slides and tapes that are incorporated into the instructional module.

A certificate is offered if a resident completes a technology program. Students may pursue an A.A. degree on STIM's campus if they become part of the Campus Placement Program.

The instructional program also includes a job survival skills curriculum. These efforts are directed toward individuals who have become eligible for parole, work release, or extended furlough. As a part of this process, the client's work skills and abilities are assessed and analyzed. Assistance through personal counseling and video-tape cassettes is then given, as needed, in job-hunting techniques, passing written and verbal interview tests, developing proper work attitudes, practicing good work habits, and presenting oneself in the most favorable light to a prospective employer. In addition, mock interviews are conducted and recorded on tape so that clients can improve their verbal skills.

CERCE is a comprehensive program that involves a variety of instructional and support services. Figure 1, Service Delivery Flowchart, outlines the overall program design as well as describes a student's movement through the program.

TRANSFERS

INDUCTION UNIT

SERVICES

1. May occur when a client ceases to participate or requests to leave MCC.
2. May occur at any level of the program when the client is eligible for pre-release or parole.

1. Remain from 7-30 days
2. Program orientation
3. Diagnostic testing
4. Educational advisement

1. Psychiatric services
2. Psychological services
3. Medical services (Available at all program levels).

REORIENTATION UNIT

1. Slower-paced programming
2. Internal class attendance
3. Individual guidance and counseling provided

GENERAL UNITS

1. School registration
2. Internal class attendance
3. Behavioral programming

UNIT AIDES

ADVANCED UNIT

CAMPUS PLACEMENT UNITS

1. Institutional maintenance functions
2. Internal class attendance
3. Behavioral programming

1. Internal class attendance
2. Intense behavioral programming
3. Increased privileges

1. External class attendance
2. Full-time classes
3. Modified behavior programming

WORK RELEASE

EXTENDED FURLOUGH

PAROLE

1. Job counseling, placement
2. Daily work schedule

1. Job counseling, placement
2. Daily work or school

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2. Daily work or school

Fig. 1. Service Delivery Flowchart

Personnel Characteristics

Although several of the administrative staff at MCC entered the program from corrections, all staff appear to have essentially an educational background. As one top administrator noted, despite the different environment, this common background has created similar attitudes to those that exist in other educational institutions; specifically, that literacy, employability and a concern for individuals as people are focal points for the entire staff.

Staff undertook an extensive four-month training period before the first students arrived. They visited innovative educational and manpower programs to gather information on setting up such programs. In addition, administrators read progressive education texts such as Reality Therapy and Schools with Failures and studied ways to apply the ideas to the MCC setting.

Staff training continues as an in-service program. The staff conducts seminars on departmental problems; seminars are held with STIM personnel to discuss the strengths and weaknesses of the entire vocational education curriculum. The staff also participates in Correctional Education Association and Vocational Education Association activities.

The STIM staff as well as staff at MCC are certified instructors in all instances. Vocational/technology instructors are skilled and experienced craftsmen as well as certified instructors.

Selection Criteria for Residents

All residents at MCC have entered the program voluntarily at the institution. None have been received directly from the courts; rather, they have transferred either from another institution or the classification center. It is possible for an individual to voluntarily transfer out of the program as well as transfer in. The administration discourages this, but if no other solution can be found, the transfer is generally carried out.

All residents participate in the education program except those on support staff; the process of selection and participation in the educational program has remained the same since 1976 and includes the following items.

The California Achievement Test is administered immediately after the student enters the institution. Test scores and other pertinent information are collected in an advisement folder. After the student becomes accustomed to the routine of institutional life, the student is then scheduled for an advisement session. At this session the student meets with faculty who serve as educational advisors. Technology and related instructors discuss their respective courses so that the student is aware of what programs are available and the standards that comprise the institution's academic requirements. Orientation includes a slide show for each course offered at the institution. Next the student fills out the necessary forms: a State Technical Institute application form, a form showing choice of major (first, second and third choices) and a form soliciting vital information on the student and the student's educational background. Occasionally, a student will list preferences based on available courses. At other times, students will sign up for courses in a technology in which they have been employed. This technology advisor reviews the folder and places the student in the course within the technology the instructor believes is the most appropriate place for the student to learn.

Registration is held several times a quarter or as often as is needed. The educational program accepts students any time during the quarter but staff recommend that they not enter the program too close to the end of the quarter. They feel that at this point not enough time remains for the student to accomplish anything significant in the course.

Community Relations

Community relations include not only the mutual arrangements between MCC and STIM, but also an intentional publicity campaign of CERCE. News releases, reports of program activities and so forth are regularly covered by the media. Equally important, the placement program has cultivated the reputation of the program through the placement and work performance of program graduates.

Planning

One of the advantages of a regional prison is that employment opportunities within a small geographical area can be catalogued and updated more easily. This is particularly true at MCC where the metropolitan area of Memphis with its extensive employment opportunities is nearby. Moreover, a vast majority of the residents at MCC are from the Memphis/Shelby County areas and, therefore, do not have to move to take advantage of an employment opportunity in a skill area in which they were trained. In addition, in part because of location near Memphis, an active advisory committee operating as part of STIM participates in the MCC program. This committee has assisted with problem solving, provided community contacts and assisted with job placement.

The staff at MCC does extensive follow-up work on institutional releasees. From the information they have gathered on these releasees they have concluded that employment and the amount of money earned on the job are important factors in preventing recidivism. For this reason, MCC staff consider job placement and follow-up an important component of the treatment process. Training areas have been planned around employment demand as established by the State Employment Security Commission. Where both demand and the prospect of a reasonable wage exist, a possible vocational/technical program can be considered.

Funding

The institution receives \$590,000 a year from its contract with the State. The bulk of that money, \$450,000, is allotted for personnel salaries. Another \$13,000 is budgeted for maintenance and repair while \$19,000 is allotted for materials and supplies.

The original grant in 1976 provided the institution's equipment; hence, most of the equipment is relatively new. Faulty or outmoded equipment is replaced by annual requests.

Type of Vocational Programs Offered

Courses currently offered through the STIM-MCC arrangement include the following:

- o building construction
- o accounting
- o industrial equipment
- o data processing
- o warehousing
- o welding

This mix of courses represents the growth industries in the growing metropolitan area of Memphis. Efforts have been made to provide for a variety of training areas rather than simply concentrating on the building trades occupations.

Other Program Characteristics

The Campus Placement Program began in February 1977 with the specific purpose of giving exceptional residents the chance for further education. Students are selected for campus placement by a board consisting of five members. The board has access to classification records, psycho-diagnosis and all educational background information. Residents also must qualify for minimum security and must be able to complete at least one academic quarter or have three months before his projected parole, work release or probation date.

The campus placement manager has the responsibility of keeping up with each campus placement resident. To assist him, an accurate schedule of each individual is maintained. The schedule tells when the resident leaves the institution, where his classes are located, what time he works or has library privileges, and also when the resident is to return to the institution. There is no break or free time for any campus placement resident. If a two-hour interval between classes exists, the individual is required to report directly to the MCC center.

In some respects residents assigned to the Campus Placement Program have done well. These individuals have maintained a quarterly grade point average of 3.07. On the other hand, problems have surfaced also. Forty-four

percent of all campus placement personnel were removed from the program for various disciplinary infractions. Specific reasons for removal included possession of drugs, intoxication, escape, poor grades, poor institutional behavior and unexcused absences.

A summary of the participants in the Campus Placement Program reflects the mixed results of the program. One hundred and fifty-two individuals have participated since the program began. Sixty-eight residents have been removed for disciplinary reasons while 42 have been terminated because of various release problems. Six were released for various other reasons. There were 36 participants in the program when this survey was conducted.

A second "other program characteristic" is the behavioral/environmental system. CERCE uses group living and group counseling situations to alter student behavior and to teach responsibility. Living units are based on where a student is in terms of completion of the program. Activities include recreation, meals, and group counseling. Any problems, and particularly person problems, are legitimate topics of concern. The behavioral system is designed to provide positive responses to residents who act responsibly; i.e., socially functional behavior. Techniques include outstanding performance rewards, field days, individual unit outings, paid "peer" members of the staff and negative sanctions. The idea is to shape behavior into socially acceptable and productive patterns.

Participant Characteristics

Demographic data for MCC students reflect the overall institutional population. Of the 372 individuals enrolled at the institution in 1978, approximately 75% were black. Twenty-five female students had participated in the program since its inception in 1976, but none were enrolled in 1978. The average student was 24 years old. The age range was from 17 years to 48 year. of age. Sixty-six percent of the clients were single.

The average intelligence quotient (I.Q.) was 92. The lowest I.Q. represented was 61 and the highest was 131. Staff pointed out that this range contributed heavily to the decision to maintain different treatment groups within the program. Educationally, the clients averaged 10.4 years in primary and secondary education and were able to perform on the average

of an advanced 7th grade student. This range included clients who performed at the 2nd grade level and those who performed at a college freshman level.

The students entered the MCC program with an average sentence of 10.7 years. The maximum length of sentence was 25 years. Robbery was by far the most prevalent violation. Forty-eight percent of the residents were incarcerated for armed robbery while another 16% were incarcerated for simple robbery.

Factors Contributing to Program Success at CERCE

Several factors are responsible for the program success of CERCE. These factors include: coordination, support services, the instructional design and comprehensive programming. In terms of coordination, the significant coordination occurs between MCC and STIM. The program depends on this coordination; further, the close physical proximity of the two institutions has permitted the development of a variety of sharing programs ranging from facility space and equipment to the campus placement program.

Support services are an integral portion of the program. They include developmental and related studies, psychological services, orientation services and job placement services. Each is critical to program success. Placement services and developmental/related studies have been particularly important. Developmental studies have provided for adult functional literacy and placement services have demonstrated the positive link between employment and staying out of jail.

The instructional design also is important to the success of CERCE. Most materials are open-ended, self-paced individualized materials. Vocational instruction is concentrated in "hands-on" experiences and is competency or skill based. In addition, attention has been given to providing students with job survival skills as well as an understanding of job performance expectations.

The fourth major factor contributing to program success is the comprehensive program design. Each support service, the instructional design and the living group activity components have been merged into an intense program for students. Students are "forced" and reinforced to accept increasing

responsibility for their behavior. Students learn to live as individuals and as group members and learn societal expectations for their behavior in each role.

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J. F. INGRAM STATE TECHNICAL INSTITUTE
Deatsville, Alabama

Abstract

The J. F. Ingram Technical School is part of the Alabama State Technical Institute system, yet is an institution that serves the prison system. The program provides training for all grades of security and has offerings in auto body, auto mechanics, barbering, cosmetology, general clerical, cabinetmaking, food services, heavy equipment operations, horticulture, brick masonry, meat cutting, radio and TV repair, commercial sewing, upholstery, welding, and floral design. Instruction places a premium on "hands-on" and "live-work" experiences, is modularized, and culminates in certification of tasks that can be performed. The program features extensive diagnostic and counseling services as well as basic education related to each trade area. Job placement is a specific responsibility of the instructional staff. The program is characterized by good coordination/cooperation, aggressive community relations and an active Advisory Committee.

Background

Legislation authorizing establishment of J. F. Ingram State Technical Institute was passed by the Alabama legislature as Special Session 1965, Act 110. The institution is under control of the State Board of Education with the institute director being responsible to the State Superintendent of Education. The Institute is authorized to offer occupational training programs on the postsecondary level to persons incarcerated in the prison institutions located in central Alabama. The prison system has been under a Federal court order for several years. Part of the order mandates that prisoners must be given meaningful work assignment or given the privilege of participating in a meaningful educational program.

A multiple security operation serving minimum and medium security inmates, Ingram State Technical Institute is located in Deatsville, Alabama, and is a member institution of the State Technical College System of Alabama. It is named for Mr. J. Fred Ingram, a past director of the Division of Vocational Education in the State of Alabama. The Institute serves students from the entire State who are residents at Draper Correctional Center, Staton Correction Center, Kilby Correctional Facility, Red Eagle Honor Farm, Julia Tutwiler Prison, and the Frank Lee Youth Center. Dr. Murray C. Gregg has been the Institute director since February of 1976.

J. F. Ingram State Technical Institute is accredited by the Southern Association of Colleges and Schools, the only such institution serving a total inmate population so accredited in the region.

Measures of Success

Enrollment varies from time to time but data obtained from a pre-publication draft of an internal evaluation of Ingram Tech indicated that in the Summer of 1979 the total enrollment was 568 with 228 attending class on the main campus.

Recidivism rates and follow-up studies of Ingram graduates provide two most significant measures of program success. Reports on recidivism are compiled in March of each year; the 1979 report provides the following information:

RECIDIVISM OF INGRAM STATE GRADUATES

<u>Year</u>	<u>Number</u>	<u>In Prison as of 3/2/79</u>	<u>Recidivism Rate</u>
1975	144	24	16%
1976	149	18	12%
1977	143	24	16%
Total	436	66	15%

Follow-up studies of graduates are conducted annually during the month of October. The following data is a summary of employment outcomes for the period 1975 to 1978.

EMPLOYMENT OF INGRAM GRADUATES 1975-1978

<u>Number of Graduates</u>	<u>Employed in Related Field</u>	<u>Employed in Non-Related Field</u>	<u>Unknown</u>
790	279	234	250

Of the 540 known graduates, 51.7% were employed in a related field and 43.3% were employed in a non-related field for a total of 95% employed of those graduates for whom information was available. Even if all of those inmates for whom data were not available were unemployed, the overall employment rate would be 65% of program completers.



Philosophy, Role, Policy and Goals

J. F. Ingram State Technical Institute was conceived, designed and located specifically for the purpose of providing suitable vocational education opportunities for persons incarcerated in central Alabama state penal institutions. As noted before, the Institute was created by legislative action, is a functioning member of the Alabama State Technical College System and operates under the direction of the State Board of Education. As a result, there are few policies that address students at J. F. Ingram differently from students who attend other vocational or technical institutes in the State.

The formal purpose of the institution is to provide training to incarcerated individuals for employment in trade or technical occupations and other career fields. The goal is to help incarcerated individuals develop manipulative skills, technical knowledge and related information that will enable those who need it, want it and can profit by it, to enter into and make progress in an occupation. In keeping with this purpose and goal, all personnel of the Ingram State Technical Institute are to assist each trainee in developing proper work attitudes, habits and practices.

This orientation was shared by all employees at Ingram, whether they were corrections or educational personnel. While the realities of day-to-day operation were noted in the feelings expressed by corrections officials about the necessity of security and by the education officials about the necessity for quality educational programs, a strong commitment to vocational education was expressed and opinions were offered that the more education a person has, the less likely he is to get into trouble.

At the State level, there is a legislative oversight committee for prisons which, in addition to developing overall corrections policy, is likely to have an impact upon future appropriations levels for vocational education in the correctional institutions. Parenthetically, it may be noted that three members of the general advisory committee attached to Ingram Technical Institute are legislators and these individuals work closely with the legislative oversight committee for prisons.

Staffing Patterns and Support Services

Fifty persons make up the staff at J. F. Ingram Technical Institute. They may be divided into three categories: administrative staff, instructional staff and administrative support staff. The administrative staff consists of the director, business manager, dean of instruction, coordinator of special services, coordinator of student services, supervisor and director's secretary. There are 35 members of the instructional staff. The administrative support staff includes two accountants, a bookkeeper-stenographer, two clerk-stenographers, and one person each assigned to maintenance and transportation. A vocational rehabilitation counselor (not a member of the Ingram staff) housed at Draper Correctional Center provides services to students at that institution.

In addition to administrative and instructional staffs, there are two types of advisory committees which provide assistance to the Institute. The first is the general advisory council made up of several ex-officio members and 13 members appointed by the Governor upon recommendation of the State Superintendent of Education. Ex-officio members include the Governor, the State Superintendent of Education, a member of the State Board of Education, and the wardens of the correctional institutions served by the J. F. Ingram Technical Institute.

Occupational/craft advisory committees are appointed by the Director of Ingram Tech, upon recommendation of shop or laboratory instructors. These advisory committees consist of three to five members who are external to the school and who are employed currently in the occupations for which instruction is offered. The lab or shop instructors usually serve as the secretaries of the committees.

The social service division of the Alabama correctional department is charged by Federal court order with primary responsibility for inmate classification and assignment. By contrast, at Ingram Tech the coordinator of students, a counselor, handles in-house problems, provides counseling and coordinates the routine inmate requests such as requests for particular courses of study or for transfer with the appropriate prison social services personnel.

In addition, the counseling staff provides personal guidance and counseling. Interest inventories, ability, achievement and aptitude tests as well as psychological batteries are used as indicators for vocational education counseling. There are no arbitrary limits for minimum achievement scores for entry into either adult basic education or vocational education programs, although the Institute counselor does make some judgments concerning the need for a particular level of ability in an academic skill required for successful completion of certain curriculum offerings.

Information from all the psychological tests administered by State correctional classification personnel are not readily available to Ingram Tech staff for both logistical and ethical reasons. The Institute's counselor has access to results from testing administered at Ingram and some selected institutional records are available to Institute administrators. The California Achievement Test is the only test to which instructors have access; instructors are expected to use the results as a diagnostic tool in formulating individualized programs of study for students. Although they do not have direct access to psychological records, instructors may be advised by the Institute counselor of special or unusual situations, characteristics or personal problem areas of individual students.

The coordinator of student services views his role as that of being a vocational counselor. He attempts to be open with the students and to help them work out personal problems, but makes referrals to corrections personnel for psychological counseling when that seems appropriate.

Three major support services are offered within the program--orientation, counseling and the learning resources center. The orientation program is designed to acquaint the trainee with the school's policies, procedures, rules, regulations and acquaint them with the instructor, and with the physical structure of the school. The orientation program includes the following:

- a) Review of student handbook--philosophy and policies.
- b) Introduction of Director and instructor.
- c) Explanation of what the school will provide the trainee.
- d) What will be expected of the trainee.

Trainees are required to attend classes as scheduled and to interact on a moral level which is acceptable to society. Study techniques are developed individually. Assistance in developing effective study habits is given by the counselor whenever it is necessary.

The counseling program at Ingram Tech is geared primarily to the career development of the trainee. In helping to assure that a student is placed in a program in which the student has reasonable expectation to succeed, the counselor sees that the student:

- a) Is counseled concerning vocation choice.
- b) Is given an opportunity to visit the class or shop of interest and meet the instructor.
- c) Is required to visit with the instructor when the counselor feels it advisable to do so.
- d) Is encouraged to keep the counselor informed of any problem which arises and of how the students evaluate their own progress.

The instructor is contacted by the counselor frequently until it is ascertained that the trainee can and probably will succeed in pursuing the training program chosen. Should the trainee and/or the instructor reach the conclusion that the trainee will not likely succeed in the program chosen, the trainee is encouraged to try some other available program. Students are given the privilege of visiting other programs and, if necessary, are given an opportunity to "try out" in other programs. The counselor does not stop until trainees find a program in which they are likely to succeed or have been released back to the prison authorities.

The J. F. Ingram State Technical Institute provides and maintains two kinds of learning resource centers. Within each laboratory area or adjacent thereto are kept materials containing technical and other kinds of information which trainees must have and use frequently in performing work assigned for training purposes. These materials include such publications relating to the occupations as technical manuals, repair and maintenance manuals, instructional and supplemental equipment manuals, safety manuals, manufacturers' manuals, textbooks and other publications relating to hand tools, sizes, kinds, uses, care and maintenance. These materials are organized and stored for easy and ready availability to trainees. The instructor assigns trainees to

use such materials when needed for the performance of work assigned. When it is feasible to do so, the instructor will teach the entire class certain topics or subjects as are, or will be, in constant use by all trainees. In instances where two or more trainees are assigned to work requiring information contained in the Learning Resource Center, they may be assigned to work together in looking up and recording information needed. Trainees are tested on mastery of the needed related technical information to the work performed. In addition, trainees are required to take written tests wherever appropriate.

The second kind of learning resource center houses most instructional aids and equipment for the entire school. These materials include such aids as movie projectors, slide projectors, film projectors and audio-visual aids. However, each occupational instructor keeps stored in the laboratory Learning Resource Center the specific movies, slides, films, audio-visual aids and materials applicable exclusively to the occupational training program in that laboratory.

Facilities, Equipment and Materials

Classes were started in makeshift facilities in February of 1966; construction of the original buildings on the J. F. Ingram Tech campus was completed in 1970. The facility was designed to be a technical institute. The several buildings on the main campus are attractive and well maintained; laboratory and shop space is adequate for the curriculums offered. Current plans call for construction of a new satellite facility adjacent to Draper and Staton Correctional Institutions and conversion of an existing building adjacent to Tutwiler for purposes of upgrading the facilities used to house educational offerings taught on-site at these correctional institutions. All instruction conducted in the facilities will be under the direct supervision of J. F. Ingram Tech.

Materials and equipment appeared to be appropriate and available in sufficient quantity to meet the instructional needs on the campus. Equipment and materials needs expressed by instructors were accommodated as completely as possible. Revenues from vocationally related work performed in conjunction with training activities for agencies and individuals have provided a significant source of funds for replacement of materials.

Coordination/Cooperation

The program at J. F. Ingram Tech requires cooperative efforts at several administrative levels to be successful. As a constituent institution in Alabama's technical education system, the Ingram Tech program is responsive to the State Department of Education and the various divisions within that department. Officials of the State Department of Education expressed pride at what was being done at the Institute; they also indicated their feeling that the quality of vocational education instruction results in large measure from the education department being in charge. However, since the student population is made up entirely of prison inmates, the Institute also is responsive to and cooperates with the Department of Corrections. The need for routine or day-to-day contact between the Department of Education and the Department of Corrections at the State level is minimal; therefore, opportunities to engage in cooperative ventures are infrequent. On the other hand, day-to-day contact between the correctional institutions and Ingram Technical Institute are total and there is a high degree of interdependence at the institutional level. J. F. Ingram Tech is dependent upon the correctional institutions for its student body and the correction institutions are dependent upon J. F. Ingram for the predominant amount of vocational education programming for a large number of their inmates.

While some degree of tension is bound to result from the necessary dichotomy between security and education, the professional approach of both corrections and educational personnel appears to have relegated tension to an insignificant level. Corrections personnel, especially the wardens of the institutions served by Ingram Tech, volunteered sincere expressions of appreciation to the J. F. Ingram Tech staff for their cooperation and excellence. Daily contact, the care taken to follow through on promises made and the quality program were cited as reasons contributing to the successful cooperation.

Instructional Program, Methods and Techniques

The heart of the Ingram program is instruction. Instruction is offered in a variety of vocational areas: automotive body repair, automobile mechanics, barbering, general clerical, cabinet making and finishing,

quantity food service, heavy equipment operation, horticulture, brickmasonry, meat cutting, radio and television, commercial sewing, upholstery, welding, cosmetology and floral design. Basic education classes are offered related to the specific trade area in which the student is enrolled.

Whether and when an inmate becomes a student is determined by the responsible personnel at the corrections institution. Usually, students engage in vocational education toward the end of their period of incarceration, and the average period of instruction at Ingram Tech is four to six months. The length of time that a student remains for training plus the availability upon release/parole of certain types of occupations have a great deal of influence on what can be offered in the vocational education programs. Educational administrators at Ingram Tech summarize their operating practices as "we get them when we can and do what we can for as long as we can."

The nature of the student flow at the Institute--new students arrive each week and remain for varying lengths of time--has dictated that instruction be modularized to accommodate the students. Instructional material is arranged so that upon completion of a module or several modules, a releasee can be presented with a certificate which indicates the extent of his/her training and the number of hours of instruction in which the trainee has been engaged. For those students who complete a full course of instruction, a diploma is awarded.

The general pattern of instruction is one hour each day for related studies conducted in classrooms with the remainder of the day spent in "hands-on" instruction in the shops and laboratories. In an attempt to provide the highest quality of instruction, "live work" projects are provided whenever possible. These projects are performed for state agencies, charitable agencies, state employees and other individuals; activities provide students with learning experiences identical to the "real world" work experiences they will face upon release. Although it is not a requirement, organizations and individuals who have work performed in one of the shops are encouraged to leave a gratuity to be given to the student inmate who has done the work. This adds a great deal to the sense of reality which

accompanies the instruction. In addition, constant contact, supervision and encouragement from instructors was reported as being most instrumental in raising the level of performance and confidence exhibited by students.

Conversations with a number of students indicated that they recognize the individualized nature of the instruction, are appreciative of it and feel that they will be equipped to perform adequately in the free world.

There was evidence that the program of instruction at Ingram Tech is in a constant state of updating and revision in order to bring the most current and modern techniques into the institutions. For example, a staff development program prepared by the Division of Vocational Education of the State Department of Education has been introduced to instructors. Through this activity, instructors have become acquainted with formal methods of developing performance-based instruction in vocational education. The staff development program itself is a criterion referenced, individualized program which each instructor pursues at his/her own rate. Integrated with the program is a revision of courses offered at Ingram to a standardized format of performance-based instruction.

Personnel Characteristics

Instructors and other staff at J. F. Ingram Tech meet the same employment criteria that employees at all other institutions in the state technical education system meet. Among the requirements for instructors is a demonstrated competence in the skills and technical knowledge of the craft that they have been employed to teach. State certification is held by eight staff members in adult basic education, by 40 instructors in the vocational education segment, by two persons in guidance, and by one instructor in special education.

A noteworthy characteristic of the staff personnel at Ingram Tech is employment stability. A comparison of staff rosters for 1976 and 1979 reveals that all staff employed in 1976 were still employed three years later. Further, many staff members at Ingram have been a part of the staff for two to eleven years. The only changes between 1976 and 1979 were the addition of personnel to fill six new positions.

Numerous individuals at both state and local levels attributed the success of the program at J. F. Ingram Tech to a leadership personality style which has had a positive impact upon both staff and students. One individual summed up this feeling when observing that the director has "humanized his bureaucracy" by showing a concern for staff, both as humans and as professionals. This in turn has been translated into concern for students both as individuals and as learners. For the most part, students seemed to recognize and appreciate the results of this concern. For example, an auto mechanics student who had been at Ingram for three months expressed the feeling that it was a good deal all around and that "people do for you here." He stated that personnel at the institution are fair and that anyone can learn if they want to. A barbering student in his tenth month and only about a month away from taking the state barbers examination said, "I've really got something now," and expressed confidence that he could make a good living on the outside.

Participation in staff development activities is not only encouraged but also is facilitated through providing educational offerings for the staff on-site at Ingram Tech. The active involvement of a large percentage of the instructional staff in formal continuing education is evidence both of interest and a sense of professional responsibility. Part of this staff development effort has been the degree program offered on the campus of Ingram Tech by Athens State College. Through this arrangement 18 instructors have received bachelors degrees; many are now working on a master of arts program offered through the Montgomery campus of Troy State University. Ingram Tech instructors enrolled in the bachelors degree program paid student tuition fees but the Institute assisted by purchasing books which, after course completion, went into the professional library at the Institute. For those enrolled in the masters degree program there is no tuition charge because the university has a Law Enforcement Planning Agency grant which covers such costs for persons who are employed in corrections-related occupations.

One incentive for completion of degree programs is the possible salary increase. With a bachelors degree, an instructor who is a craftsman can move from approximately \$15,000 per year for 12 months to as high as \$26,000.

All vocational education instructors were involved in the individualized in-service training program on performance-based instruction described earlier.

A weekly staff meeting is often devoted to professional matters, sometimes under the direction of outside specialists. Finally, staff members participate in workshops and business and industry sponsored seminars, maintain membership in professional and trade organizations and keep in close contact with their respective craft committees.

Selection Criteria for Residents

The admission policies are established by the State Board of Corrections officials in cooperation with the administrative staff of the J. F. Ingram State Technical Institute. The Institute's basic admission policy is to accept persons approved by the Board of Corrections officials who show an interest and desire to become prepared for employment in any occupation for which the Institute offers training. No maximum security classification inmates are admitted to Ingram Tech.

Students may enroll in any course at any time a vacancy exists. Because of widely varying educational achievement levels, aptitudes and abilities of persons enrolled, much of the instruction has been individualized. This enables the school to accept trainees any time and to permit trainees to complete their course or graduate from the school at any time. This in turn makes it essential that trainees enrolled in each class be limited to the number for which adequate and effective individualized instruction can be provided.

Admission Procedures

1. Classification by State diagnostic center and assignment to institution based on security grade, educational attainment, I.Q., and personality classification.
2. Interest in program by student or recommendation of student to program.
3. Review of student records.
4. If the coordinator, counselor, the administration and the applicant agree that the applicant can benefit from training at this school, the applicant will be notified to come for a further interview and to be tested if necessary to determine

the applicant's aptitude and interest in the chosen field. The counselor will help the person decide on the best field for training.

5. Applicants and the Board of Corrections officials will be notified if the applicant is accepted and when to come to register.
6. Applicants should register on the day assigned. At that time, they will complete an enrollment form including personal information to be kept in the Administrative office and in departmental office files.
7. Transfer students in good standing from the following type schools will receive hour for hour credit for training in the same occupational program:
 - a. State technical institutes
 - b. Similar schools affiliated with the Southern Association of Schools and Colleges
 - c. Area vocational high schools
 - d. Cosmetology schools licensed by the State Board of Cosmetology.

If differences exist in programs and hour for hour credit is not possible, a reasonable proration of credit is given toward the student's completion of the course. Records documenting all prior training must be presented when application for enrollment is made. Students are allowed to transfer to different programs within this school upon approval of the director, the counselor and the instructors involved.

Community Relations

The "community" served by J. F. Ingram State Technical Institute is the entire State of Alabama. Although it is difficult to serve all areas of the State effectively, the administration and staff recognize the need to keep the community informed of existing programs and to obtain from the community a determination of the need for trained manpower. Active efforts on the parts of administrators, instructors, staff and students are made to establish communication with business, industry, civic, educational institutions and other organizations. Community relations efforts are coordinated by the Director; staff members are encouraged to keep in mind that they are representing the Institute at all times.

As noted earlier, the school has a general advisory committee consisting of members from throughout the State. This committee advises the school administration on overall school operation and interprets the program as widely as possible to the public. Members are representative of leaders in government, education and industry.

The craft advisory committees for each area of instruction provide a direct two-way channel of information between the Institute and industry/business. They meet at regular intervals to keep the staff informed of community needs, to inform the instructors of current trends, and to offer suggestions for curriculum improvement. The craft advisory committees along with the general advisory committee help to keep the Institute in contact with business and industry and to keep programs current.

A large scrapbook is maintained in the reception area at J. F. Ingram and is evidence of the high level of coverage provided by the local press. The larger papers and television stations periodically run features on the school. A more specific audience is reached through brochures, pamphlets and schedules sent to counselors at the various correctional institutions in the State and State employment offices. Items produced by the students in the labs and shops are shown publicly to illustrate the skills that are developed at the school; additionally, speakers from the administration and faculty are furnished for civic and business groups. Representatives from any industry located in the area, or from any industry considering locating in the area, are invited and encouraged to tour the school and talk with school personnel and students.

Finally, and especially for the geographic area closest to J. F. Ingram Tech, staff members through their participation in civic activities help to establish good relationships between the Institute and the community.

Planning

Planning is requisite for the effective programs. While a formal comprehensive management information system integrated with the Department of Corrections does not exist at Ingram Tech at this time, there are some specific procedures in place regarding student follow-up, employment needs

information and program development/phase-out that contribute to proper planning. For example, it is a matter of policy at Ingram Tech that each instructor maintain records of students who have received certificates or diplomas for at least three years. Instructors also hold the primary responsibility for job placement. Success and placement data are used to revise courses, as needed.

The coordinator of student services reported that he has conducted several follow-up studies, and has one planned for the near future. Unfortunately, follow-up activities have been limited due to difficulty in obtaining data.

The Commissioner of Corrections described a new type of classification system which he hopes to be able to make operational. Incoming inmates will be screened, tested, interviewed, and a prescription will be written for each individual. The prescription will include appropriate vocational preparation. Initiation of this type of system will impact upon the planning requirements for J. F. Ingram Tech by helping to determine demand for services.

Funding

In general, operating funds are received from two primary sources: (1) the State Department of Education and (2) receipts from the performance of "live work" assignments.

For the fiscal year ending September 30, 1979, Ingram had an operating budget of slightly over \$1.3 million derived from the following sources;

Source	Amount (Approx.)
1. Beginning Balance	\$ 178,106
2. State Appropriation	1,168,523
3. U. S. Dept. of Labor (CETA)	147,110
4. U. S. Dept. of HEW	125,967
5. Sales, Services, Rentals	90,500
6. Miscellaneous Revenue	<u>17,335</u>
Total Operating Budget	\$1,727,541
7. Ending Balance	<u>80,985</u>
Total	\$1,808,526

Each year all institutions in the Alabama State Technical College system have input in the development of a budget to be presented by the State Superintendent of Education to the State Legislature. The input results from a continuous evaluation of all income potential, changing needs, increased costs, and other financial considerations related to the educational program. Funds for all institutions are appropriated by the legislature in a lump sum to the State Board of Education. The State Superintendent, acting for the state board, allots to each institution a lump sum based upon full-time and full-time equivalent attendance for the previous year and upon special needs identified through the continuous evaluation process. The institutions then develop an internal operating budget for the fiscal year. Although the legislative appropriation may designate funds for new or additional programs or for specified major capital outlay items, there appears to be ample flexibility in the budget to take care of more needs for budgetary changes during the fiscal year.

Federal funds for programs such as CETA and Adult Basic Education are allotted to institutions by the State Board of Education. These funds are restricted, of course, and can only be used for purposes designated for the particular program.

In addition to the regular sources of funds, the administration at J. F. Ingram Tech assumes as a major responsibility an ongoing, aggressive search for appropriate new funds. An example of this is the securing of \$250,000 from the Appalachian Regional Commission which, when matched with state funds, will provide for the establishment of satellite facilities on prison properties, but operated under the supervision of the Institute.

Types of Vocational Education Programs Offered

A broad range of offerings constitutes the program at J. F. Ingram Tech. Curriculums are offered in 16 vocational education areas plus Adult Basic Education; the areas offered are:

- o automotive body repair
- o automobile mechanics
- o barbering
- o general clerical
- o cabinet making and finishing

- o quantity food service
- o heavy equipment operation
- o horticulture
- o brickmasonry
- o meatcutting
- o radio and television repair
- o commercial sewing
- o upholstery
- o welding
- o cosmetology
- o floral design

Five additional vocational education areas have been approved for the future. Manpower need was determined through State and industry sources. All the areas of vocational preparation offer the potential for good salaries in Alabama. Students leaving Ingram Tech receive either a certificate indicating the level of achievement obtained or a diploma indicating program completion. These students can demonstrate job entry skills at or above the minimum level.

Other Program Characteristics

A variety of evaluation or assessment procedures are employed that relate to the overall program, to students and to faculty.

The overall program and individual elements are subject to review by the State Department of Education, the general advisory committee and craft advisory committees. As indicated earlier, J. F. Ingram Tech is accredited by the Southern Association of Colleges and Schools. The accreditation was achieved initially in 1977 and followed the standard extensive self-study and visitation team evaluation process employed by the association. A more recent, in-depth, internal evaluation was conducted by the administration and faculty in the Summer of 1979. The procedure for evaluation was adapted from an instrument developed in 1977 at Lehigh University as part of the National Correctional Education Evaluation Project.

A competency based, individualized evaluation is made of each student's progress. The instructor, the Dean of Instruction and the coordinator of student services jointly decide when a student has completed the requirements for a particular vocational education curriculum. Upon leaving the

Institute a student receives a certificate or diploma indicating the level of competence he/she has achieved. Follow-up studies conducted by instructors provide an indication of the longer term effects of instruction. Credits earned at J. F. Ingram Tech may be transferred to other technical institutes in the Alabama system.

Staff effectiveness is measured both by self-evaluation and administrator evaluation. Instructors use several quantifiable measures of student success as indicators of their own performance, such as the percentage passing the State barbering exam. Administrators use direct observation as the primary evaluation method. Annual reviews of staff performance are made by the director; results are transmitted through a personal conference between the director and the staff member. The Dean of Instruction also may be involved in the performance review of instructors. An open-door policy exists which is designed to provide ready access by the instructional staff to administration for clarifying misunderstandings or for seeking advice.

Participant Characteristics

Criteria for participation of inmates in the educational programs at J. F. Ingram are established by the Corrections Department. Before placement, each inmate must be recommended by a classification specialist of the Division of Social Services. This usually follows a review of institutional records, psychological data, work supervisors' reports, past employment experience and future goals as expressed by the inmate. Priority is given to those judged most disadvantaged by lack of skills. Once at Ingram Tech, the Institute's counselor reviews the appropriateness of the classification decision and, on occasion, will recommend changes.

Although certain trades require a higher level of ability in a particular academic skill, there are no arbitrary limits or minimum achievement scores for entry into either Adult Basic Education or vocational programs. The State Barber Board and the State Cosmetology Board require completion of the tenth grade or equivalent for licensing; thus students must achieve this level before program completion can be certified. Participants in the GED program are expected to attain an overall ninth grade average on

the California Achievement Test prior to attempting the GED. The average CAT score of entering students at Ingram Tech was reported to be between a 6.2 and a 6.9 grade level.

The characteristics of students enrolled at J. F. Ingram Tech are about the same as for the inmate population as a whole in the correctional institutions served. While the largest numbers of students come from the larger population centers in the State, the student population is representative of the State. In addition, about five percent are from other states. Enrollment is made up of people with varying characteristics of age, educational achievement levels, socio-economic and cultural backgrounds. About 25 percent are between the ages 15-19; 73 percent between the ages 20-44; the remainder are 45 years of age or older. The population served is divided equally between black and white and the offenses for which they have been committed run the full range of those for which incarceration is possible. Male students only attend classes on the main campus. Programs for women are offered only within the institutional setting at Tutwiler. No maximum security classification inmates attend programs on the campus at Ingram Tech. The population is made up largely of persons with no background of employment in responsible positions.

Factors Contributing to Program Success at Ingram State Technical Institute

A number of factors have contributed to the success of Ingram Tech. Perhaps the most important reason in this instance is leadership. Regardless of the person from whom the information was collected--State or local level, correction or education responsibility--there was a unanimous expression that the Director of the Institute is the one person who has made the difference. A professional educator, he is said to have humanized the bureaucracy. This in turn has led to an openness and availability of the staff and faculty to students to help solve individual programs and meet individual needs. The Director's imagination has been responsible for innovative ways of using existing resources and for aggressively searching out new funds to be applied for program advancement. The tone set at the top produced pride about the institution which seems to be shared by staff and students alike.

While acknowledging the importance of the top leader to success at J. F. Ingram Tech, other factors also were critical. First, the staff appeared to be especially capable and progressive. Much is expected of them: in return, they have been provided extensive and continuing personal and professional opportunities. These opportunities have been tied to individual professional growth and to institutional program improvement. Incentives in the form of significant pay increases have been provided for those who complete academic degrees. As a result, Ingram Tech has a stable staff; there has been virtually no turnover for a number of years. Such stability provides a continuity which is most important in establishing program strength and steady development.

Second, a strong factor contributing to success is Ingram Tech's participation as a regular institution with the State technical institute system. The Institute program has been conducted by educators; the only difference from other institutions in the system has been the makeup of the student body. This difference, of course, has required continuous interaction between educators and corrections personnel. It was observed that a spirit of cooperation was present in spite of different agency missions, priorities and to some degree, philosophy.

Activities and accomplishments of the Institute, its students and staff are kept before the public through an aggressive community relations effort. Instructors also have kept in close contact with employers of former students and there have been active general advisory and craft advisory committees. Close attention has been given to political realities, and key legislative and executive leaders at the State level have been kept informed and actively involved in the Institute's program.

Another feature contributing to program success is the design of the instructional program. The program is modularized, competency-based and individualized; the program uses live work and hands-on experiences together with a related instruction program; the program establishes training time periods for certain activities each day; and the program concludes with certificates of achievement in skill areas.

Finally, the Institute subjects itself to close evaluative examination, both internally and externally. Examples are accreditation by the Southern Association of Colleges and Schools and an intensive self-study that was being completed at the time of the site visit. These evaluative undertakings play a significant role in keeping the staff members focused on their respective jobs and aware of areas in which improvement may need to be made.

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MARYLAND APPRENTICESHIP PROGRAM
Baltimore, Maryland

Abstract

The purpose of the Maryland Apprenticeship Program is to provide approved training that will equip inmates for future profitable employment in the community as skilled workmen in a trade as well as to promote self improvement and honorable citizenship. The program offers training in printing, upholstery, lens grinding, metal working, meat cutting, and food services. The apprenticeship program features use of MAP* contracts, related instruction, extensive vocational instruction, job placement and counseling, and remedial instruction. Experience in, evaluation for and certification of a range of task competencies in each trade area are performed. The program operates in coordination with a prison industry program that is careful to provide training through experience in a variety of tasks in "live-work" settings.

Background

Apprenticeship is a combination of on-the-job training and classroom instruction. Apprentices function as members of a production workforce as they learn on-the-job and in the classroom. They are paid wages and work a regular work week. Their agreements are set forth in formal documents that indicate the work processes in which they are to be trained, the hours they will spend on training, the wages they will receive for training, and the outcome or certification that will result from successful completion of the training program.

Apprentices learn on-the-job under the guidance of experienced craftworkers. The emphasis is on performance and demonstration of acceptable levels of skill, both in terms of speed and quality of work. Related classroom instruction provides information pertaining to theory, alternative methods and functional adult literacy requirements for successful performance in the selected occupational area.

The Maryland Apprenticeship Program began in 1976-1977 as another way to provide inmates with skill training to enhance their ability to live successfully in the free world. The program is operated in conjunction with

* Mutual Assistance Program

the State Use Industries of the Maryland Division of Corrections. The program operates within minimum security restrictions and is housed outside the walls of Maryland State Penitentiary in Baltimore.

Measures of Success

Although the apprenticeship program in Maryland is relatively new, there are data available on post-release employment--including some tentative data on follow-up, some preliminary data on recidivism and data on in-program success. In terms of post-release employment, over 95% of the released inmates have been placed in their specific area of training for the first cohort of program completers released between 1977 and 1979. At the time of this study of the Maryland program, 90% of those inmates who have been placed in their specific area of training were still employed on a job related to that area of training. This is not to suggest that there has been a total lack of recidivism. Recidivism data, though somewhat sketchy, indicate that approximately 10% of the program completers have had some subsequent encounter with authorities that has resulted in reincarceration.

Within-program success is equally impressive. There are slots for some 60 apprentices within the Maryland program and the program enrollment remains full. During its short period of existence, 85% to 90% of trainees involved in the program either are still involved with the program or have successfully completed their training. Less than 15% have left the program for any reason. One factor contributing to the high rate of completion is a policy within the program that permits a man to be temporarily on leave from the apprenticeship program if he should get sick or if he should get in trouble that results in disciplinary action that might remove him from the program for a brief period of time. Extended absences result in terminations. Within program success also is measured by the stimulus the program offers to individual inmates for improving their basic skills. Over 50% of the inmates involved in the apprenticeship program complete the GED during the program or immediately prior to entry into the program as a prerequisite condition for admission. The apprenticeship program itself, therefore, serves as a stimulus for improving inmate skills in other areas.

Philosophy, Role, Policy and Goals

The purpose of the apprenticeship program is to provide a plan of approved training that will equip apprentices from Maryland's adult correctional institutions for future profitable employment in the community as skilled workmen in a trade, and to promote self improvement and honorable citizenship.

The goals and objectives are to provide each trainee with marketable, apprenticeship skills and to provide for basic adult functional literacy. A further objective is to operate at program capacity and for each inmate to finish his training program. There was considerable agreement among all staff that the apprenticeship program was serving these purposes. While there was an emphasis on security, the coordination with State Use Industries and the suggested minimum security classification of participants functioned to reduce the emphasis on security.

Staffing Patterns and Support Services

The apprenticeship instructor provides overall shop management and instruction to each trainee. In addition, supervisors within the shop area provide individual attention to each trainee, inspecting work, providing instruction on how to perform particular tasks and providing general encouragement and motivation. Each instructor in the apprenticeship program also serves as a vocational counselor. Inmates are counseled periodically and individually to assess participant satisfaction, occupational goals, and any problems the man might be encountering while involved in the apprenticeship program.

Related instruction is provided through cooperation with the local community college. This instruction features college staff and tradespersons from the free world who participate in an intensive instruction program designed to provide the literacy skills and additional knowledge required of a craftsman in a chosen trade area.

Job placement is another support service provided within the apprenticeship program. A full-time placement officer is responsible for locating jobs for each apprentice who completes the prison program. In addition, the placement officer offers individual course work in job getting and job keeping

skills. Among the topics addressed are grooming, communication, interviewing, money management and looking for housing.

Other support services include the classification committee and the correctional counselor who assist the man in dealing with living problems within the institution that might impinge on his instructional and work program.

Facilities, Equipment and Materials

The facilities, equipment and materials used in the apprenticeship program are designed specifically for the purpose of producing goods and providing apprenticeship training. The facilities are separate areas reserved and built for State Use Industry operations. The equipment and materials reflect the state-of-the-art in the free world industry, are of recent vintage and are maintained in good repair. Supplies are in adequate amounts for the work contracted for by State Use Industry. The equipment offers an advantage to the inmate in the apprenticeship program in that it reflects exactly the type of equipment the inmate will use on the job in the free world.

Coordination/Cooperation

Coordination of the program between the Division of Corrections and the Maryland Apprenticeship and Training Council is established through formal policy and memo of understanding. Specifically, the document indicates that:

"On and after this date, September 28, 1976, it shall be the policy of the Central Apprenticeship and Training Committee, signatory hereto and representative of each individual trade committee, that all apprentices indentured under these standards shall be trained at the institutions in accordance with the terms of these standards of apprenticeship."

Coordination between the Central Apprentice and Training Committee of the Division of Corrections and the participating community college is set forth in a yearly contract that outlines the duties and functions of each agency. Due to frequent interaction and the duration of the program, these activities have been established as expectations that facilitate the daily functioning of the program.

Coordination and cooperation within the Division of Corrections has been established over time as the apprenticeship program has demonstrated its value to the system. Trainees have demonstrated that not only do they attain capabilities at a marketable skill level in a specific trade, but also they perform good work as part of the State Use Industry (SUI) program. Coordination within the SUI program has been facilitated by the commitment of the SUI Director to treatment programs, particularly the apprenticeship efforts. The SUI commitment is to both production and training, knowing that trained workers produce more and better goods and believing that men with a trade will not recidivate.

Instructional Program, Methods and Techniques

The heart of the apprenticeship program is its instructional design. The program is designed to be difficult, a challenge to those who undertake the effort. It is based upon the premise that often persons involved in apprenticeship programs have not been challenged and have not had demonstrable performances which would result in elevated self-confidence, a feeling of achievement, a demonstration of a skill through which they can earn a living.

The instructional design focuses on live work experiences within the State Use Industry program. While production quotas and specific jobs form the basis of the instructional program, great effort is made to ensure that the emphasis is not on production alone but rather on training in a variety of skills related to the general occupational area. Through that training, SUI production quality and speed are assured.

The idea is for an apprentice to simulate the experience of working for a company under a supervisor. Toward that end, trainees work a 35-hour work week and earns from \$.75 to \$2.20 a day, depending on their rate and skill level. In addition, the trainees are involved in a related skill instruction program that requires at least 144 hours of instructional contact time a year. The related instruction courses occur at night and deal with the functional skills that are required of craftsmen in the particular trainee's trade area. It deals not only with theory, tools and other applications of the job, but also with communication skills and skills related to survival on the job.

Within the apprenticeship program itself, emphasis is placed on acceptance of personal responsibility by the trainee. Standards of performance are set and met. Instructors demand honesty and reinforce the idea that the apprenticeship training program is difficult and is a privilege for everyone who is involved in the program. Instruction takes place in a hands-on atmosphere where, in a one-to-one relationship, supervisors and instructors demonstrate particular competencies and skills to inmates. Inmates then have an opportunity to perform these various tasks. As they practice required skills, ultimately they demonstrate or perform to a prespecified competence level in order to certify that they can perform that particular skill on the job.

Throughout the course of the training program inmates are rotated through the various skill areas involved in the particular occupational trade area. In this way, they have an opportunity to master a variety of skills in a series of related occupations.

Curriculum and materials are developed by the instructor in each trade area, using information from the apprenticeship committee and from trades and industry personnel in the free world. In addition, many texts and instructional materials prepared for community colleges and technical institutes or for staff development programs within the industry are adapted for use in the apprenticeship program. The materials are individualized, self-paced materials. The curriculum within each training area is extensive.

An additional portion of the instructional program is the evaluation system. Not only are instructional and work hours in various skill areas of each training area noted, but also each trainee is carefully evaluated in terms of time spent on a task and workmanship and speed on the task. These records are kept current and shared with the inmate. Inmates can retake tests on particular competencies to improve both their workmanship and speed grades anytime during the apprenticeship program. Ultimately, this record becomes a portion of the apprenticeship certificate that indicates the apprentice's task competencies upon completion of the program. Figures 1 and 2 display typical types of records for inmates in meatcutting training.

**APPRENTICE TRAINING RECORD FOR
MARYLAND STATE DIVISION OF CORRECTION**

Apprentice _____ Program **MEAT CUTTER** 316-884
D.O.T. 316-781 Month _____ Year _____

SHOP TRAINING

REQUIRED WORK PROCESSES	PREVIOUS TOTAL	RECORD HOURS WORKED IN EACH WORK PROCESS ON DAILY BASIS												MONTHLY TOTAL HOURS	CUMULATIVE HOURS IN PROGRAM
		DATE													
1. Care and Cleaning Equipment	250														
2. Preparation of Merchandise for the Consumer	200														
3. Beef	1100														
4. Veal	700														
5. Lamb	600														
6. Pork - Fresh	625														
7. Packed Smoked and Cured	625														
8. Poultry and Game	400														
9. Fish and Seafood	400														
10. Offals	350														
11. Cold Meat	350														
12. Dairy Products	250														
13. Frozen Foods	150														
DAILY TOTAL															

Comments _____

FOREMAN'S SIGNATURE - DATE _____

APPRENTICE SIGNATURE - DATE _____

RELATED INSTRUCTION

DATE													TOTAL HOURS	CUMULATIVE HOURS IN PROGRAM
HOURS														

Fig. 1. Time Record

99₂

CHECKOFF LIST OF PROJECTS ACCOMPLISHED

Name _____

Vocational Education
Section

SUBJECT

Date
Workmanship
Speed (Grade)
Pass

Date
Workmanship
Speed (Grade)
Pass

I. BONING TRIANGLES

- Bone-out Chucks
- Bone-out Shanks
- Bone-out Briskets
- Bone-out Necks
- Bone-out Plates

II. BREAK FOREQUARTER

- Identify Primal/Rough Cuts
- Cut A/O Chuck (Retail)
- Cut A/O Chuck (Instut.)
- Identify all Chuck Cuts
- Cut Primal Rib (Retail)
- Cut Primal Rib (Instut.)
- Identify all Rib Cuts

III. BREAK HINDQUARTER

- Bone/Seam Round (Retail)
- Full Cut Round (Retail)
- Produce Institutional Round Cuts
- Identify all Round Cuts
- Trim, Cut Loins (Retail)
- Bone Loin (Institutional Cuts)
- Identify all Loin Cuts

IV. BONING/BREAKING HOGS

- Identify Primal/Rough/Variety Cuts
- Cut Pork Loins
- Prepare Fresh Picnics
- Prepare Fresh Hams

V. PROPER USE OF EQUIPMENT

- Hand Saw
- Hand Hook
- Slicer
- Cube Steak Machine
- Grinder
- Scales
- Power Saws
- Zip Netting Funnel
- Patty Machine

VI. DEMONSTRATIONS

- Proper Lifting Technique
- Make 25% Ground Beef
- Make/Explain a Cutting Test
- Hand Cut Stew Beef
- Freezer Wrapping
- B.R.T. Roast (Butchers Knot)
- Knife Sharpening

VII. SANITATION

- Floors, Walls
- Equipment
- Coolers, Tables

VIII. EXPLANATIONS

- U.S.D.A. Beef Grades
- Basic Cooking Methods
- Primal/Sub Primal/Rough Cuts
- Retail/Portion Control Cuts
- Specifications
- Receiving

Fig. 2. Evaluation Sheet

A last portion of the instructional program deals with work attitudes. Each instructor has developed a mini-curriculum on work attitudes and work adjustment. Emphasis is placed on punctuality, fulfilling responsibilities, setting goals for oneself, interacting appropriately with one's coworkers, accepting instructions, demonstrating initiative and working with with supervisory personnel. Grades on the work attitude portion of the curriculum also are conveyed to potential employers along with an indication of the skill level of the apprentice. Figure 3 displays a work attitudes evaluation outline.

Personnel Characteristics

Each training curriculum involves an instructor, a number of supervisors, and the trainees. The instructors are skilled craftspersons in their particular trade who are committed to the idea of providing quality training to incarcerated individuals. These craftspersons are involved in staff development programs to teach and update teaching skills, particularly skills related to demonstration and student evaluation.

The supervisors are journeymen tradesmen in the selected trades. They work, as do the instructors, on a daily basis in the shop with the inmate providing instruction, inspecting work, assigning tasks and demonstrating the most efficient and correct techniques for completing prescribed tasks.

The overall program is administered by a Director of Apprenticeship Training in the Division of Corrections. The director is a trained and experienced educator with a commitment to provision of quality instruction within the apprenticeship program. The management style of the director encourages local decision making on the part of the instructor. In a similar manner, the instructors encourage supervisors in the shops to make immediate decisions concerning training matters. This management style of decentralized decision making is conveyed to the inmates; it encourages responsibility not only on the part of instructors and supervisors, but also to men working in the apprenticeship program.

ON THE JOB TRAINING RECORD

STATE AGENCY	DESCRIPTION OF REQUEST	PERCENTAGE ACCEPTABLE	PERFORMANCE LEVEL				
			1	2	3	4	5
1			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK ATTITUDES

OBJECTIVE:

- Evaluation of the Trainee's personal everyday work attitudes.
1. Follows instructions willingly.
 2. Deals well with supervision.
 3. Accepts constructive criticism.
 4. Treats others courteously.
 5. Functions cooperatively with fellow workers.
 6. Is on the job every day (See Time Sheet for Detail)
 7. Arrives on the job on time.
 8. Maintains appropriate personal hygiene and appearance.
 9. Works with even temperament.
 10. Demonstrates correct safety practices on the job.
 11. Respects worth of equipment, company and personal property.
 12. Able to lift 50 lbs. Maximum; carry 40 lbs.; walk and stand continuously
 13. Able to use back muscles, legs to stoop, kneel, crouch, crawl.
 14. Able to use fingers, hands, arms; to reach, handle, feel.
 15. Able to see efficiently.

PERSONAL BEHAVIOR

A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fig. 3. Work Attitudes

103



Selection Criteria for Residents

There are two sets of selection criteria and formal procedures for admission and termination in the apprenticeship program. The first set of selection criteria are the eligibility requirements for apprenticeship. They function to establish a pool of residents who are eligible for the program. Before being accepted as apprentices, applicants must meet the following requirements:

- 1) Applicants must be eligible for a minimum security classification, their age must be consistent with other apprenticeship programs' requirements in the applicable trade and industry, and they must be eligible to participate in the Mutual Assistance Program (MAP).
- 2) Applicants must satisfy the Central Apprenticeship and Training Committee that they have the ability and aptitude to master the rudiments of the trade.
- 3) Applicants must have sufficient educational preparation to complete satisfactorily the required related instruction. The applicant should have satisfactorily completed the eighth grade or otherwise meet the educational requirements established for the applicable trade and industry. An applicant will be advised and required to enroll in ongoing instructional classes in order to meet the requirements of the Central Apprenticeship and Training Committee.
- 4) Applicants must be physically able to perform all work required of the trade, as determined by physical examination.
- 5) Selection of apprentices under this program, after meeting all the above requirements, is based on the following basic policy:

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of race, color, religion, national origin, or sex. The CATC will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, Part 30, and the Maryland State Plan for Equal Employment Opportunity.

A second set of selection criteria functions by virtue of the MAP or contract parole program. These criteria address the issue of time, behavior and inmate testing. Among the more important provisions of these selection criteria are:

- 1) Inmates cannot have more than two years from their next parole hearing.
- 2) Inmates who are refused parole are ineligible for a MAP contract.

- 3) Inmates serving sentences on which the parole commission does not have extensive authority to parole will not be eligible for MAP negotiation.
- 4) Detainers such as payable fines, support payments, restitutions, etc., will not impinge on the MAP agreement.
- 5) There will be no maximum time limit on the length of a MAP agreement other than the maximum length of the sentence calculated by the mandatory release date.
- 6) To be eligible for a MAP contract the inmate must be off probation or restriction although minor infractions will not significantly prohibit eligibility.
- 7) Inmates who fall into certain categories of crime must have psychological and/or psychiatric evaluations within one year preceding the MAP contract.
- 8) The inmate's base file on certified criminal history must be available at the time of the MAP contract.

The selection procedure requires that potential trainees must apply, having become interested in the program through information distributed in the institution, or more frequently, by being referred by another inmate. A screening committee composed of a classification officer, a security official, a training official and a community citizen reviews the application in light of eligibility requirements and slots available. Seventy-five to 80% of those who apply are accepted into the program.

There is a formal termination procedure for trainees who do not complete the program. Termination usually occurs during the probationary period-- a 40-workday orientation period. However, after the probationary period should a trainee be terminated, the following procedure is followed:

- 1) The trainee is informed that he/she is having difficulty and a frank discussion between the apprenticeship director and the trainee is held. If the inappropriate behavior is corrected, the incident is forgotten. If the inappropriate behavior continues, the apprenticeship is notified of probable program termination.
- 2) The trainee is entitled to a hearing before a special classification committee before removal from the program.
- 3) The special classification committee will include the apprenticeship coordinator or chairman of the apprenticeship training committee, the classification supervisor, a classification counselor and a correctional officer.
- 4) The trainee's appeal of the special classification committee decision can be made in writing to the apprenticeship and training committee within 30 days of the special classification committee meeting should the classification committee find in favor of termination.

Community Relations

The apprenticeship program strives to establish good community relations both within the Division of Corrections and between the Division of Corrections Apprenticeship Program and free world training and industrial institutions. Within the Division of Corrections the apprenticeship program and the State Use Industry program personnel work in close cooperation to establish and maintain the apprenticeship program. As mentioned earlier, the Director of State Use Industry has a commitment to training, not only because it produces better goods but also because he considers State Use Industry and training to be an integral part of the rehabilitation program for involved inmates. Because of his orientation and the careful development of the apprenticeship program by the Director of Apprenticeship, the role and function of both divisions within the Division of Corrections have been established and maintained through the past several years.

The relations between the Division of Corrections and the free world are carefully cultivated in two directions. First, relations between the apprenticeship program and public education institutions are cultivated by the Program Director who seeks out specific services to provide related instruction to trainees from the local community colleges. The colleges and the apprenticeship program derive publicity value for their efforts and the colleges derive student enrollment. Equally important, the relationship between the apprenticeship program and the business world are cultivated through the use of an apprenticeship advisory council and through a public relations program. The advisory council suggests revisions in curriculum or training to reflect new and emerging techniques used within the industry. They also provide contacts for placement of students and publicity for the program within the business community.

The business community at large is involved with the program in two ways. The placement coordinator regularly interacts within the business community to place trainees who will be paroled. This interaction takes place on a businessman-to-businessman level and frequently involves the apprenticeship placement officer explaining and demonstrating inmate skills and abilities

compared to the typical entry level worker. Likewise, representatives of the business community are regularly involved in visitation of training programs. This program increases the probability of placement and increases the confidence of the employer in the abilities and training and experience of the potential employee.

Planning

Formal planning within the apprenticeship training program involves cooperation with the Division of State Use Industry as well as cooperation with the Employment Security Commission and the Department of Labor. Since the programs are operated in conjunction with the State Use Industry, new programs are dependent upon the direction taken by that department within corrections. State Use Industry is continually involved in the process of identifying new and emerging markets for State use products. Each new industry holds promise for expanding apprenticeship training. For example, the recent addition of a baking industry resulted in a baking apprenticeship program concerned with the production of bread and rolls in a baking, packaging and delivery service for consumption at State institutions. Other State use industries currently under consideration include air conditioning repair, photo composition, automotive repair and plastics. Each of these areas potentially represents an area for apprenticeship training. However, the establishment of an apprenticeship program involves more than simply initiation of a State Use Industry program. The need for apprenticeships is determined by Department of Labor employment demand and demand acknowledged by the Maryland Apprenticeship and Training Council of the Division of Labor and Industry. When a training opportunity exists and when that training opportunity can be certified as an opportunity that will produce a skilled apprentice for indenture, a new program can be established.

Type of Curriculum Offered

The Division of Corrections Apprenticeship Training Program has 11 approved programs in five trades. The five trades are baking, metal working, upholstery, meatcutting and graphic arts. Each program is offered in conjunction with the State Use Industry program of the Division of Corrections.

Among the occupations for which training is offered are:

- o bindery operator or book binder
- o iron worker
- o metal fabricator
- o meatcutter
- o offset pressman
- o safe maker
- o silk screen printer
- o upholsterer
- o baker

Other Program Characteristics

The apprenticeship program utilizes the MAP contract as a way of establishing goals and understandings within the apprenticeship program. The MAP contract is negotiated between the inmate and the Department of Corrections and specifies the expectations, obligations and behaviors of each. Among the topics addressed in the MAP are inmate pay. The inmates are compensated for their work in the program since their learning occurs on the job; rates are set by the Division of Corrections in conjunction with the Apprenticeship Training Bureau.

Maintenance of records and formal certification of skills is another factor associated with the success of the Maryland program. Work progress records are completed by the shop foreman by the 10th of each month for the previous month and signed by the foreman and the apprentice. Copies are distributed to the apprentice, to the permanent record, to the institutional base file and to the shop foreman. Work process records include information about attendance, hours of instruction of various tasks and competency and performances in terms of the competency skills tests required within the work assignment. These records are added to the inmate's ongoing permanent file and form the basis for the certification process that occurs upon completion of the program. The inmate is certified to have completed the Maryland Division of Corrections Apprenticeship Program, based on performances in which he/she has demonstrated ability, hours of instruction, and overall rating on performance skills. In addition, instructors provide recommendations for the inmate to potential employers.

Participant Characteristics

The participant characteristics of trainees involved in the apprenticeship program reflect the overall characteristics of the incarcerated population in Maryland with the possible exception that the educational achievement level of apprenticeship participants is slightly higher than that of the average inmate incarcerated in all correctional institutions.

The apprenticeship population is received from all jurisdictions within the State of Maryland. At least 70% of the population is black, and at least 70% of the population comes from an urban environment. Participants in the apprenticeship program are usually between the ages of 20 and 26 and in general have one to two years left to serve on this conviction. A number of participants have attained their high school diploma or GED equivalent although a larger percentage of that group do so while incarcerated or involved in the apprenticeship program.

Factors Contributing to Program Success at Maryland Apprenticeship Program

Several factors were believed to be critical to the success of the Maryland Apprenticeship Training Program. These factors included the instructional design, the support services and the coordination and cooperation efforts and activities of the program.

Within the instructional program, the factors that were cited as particularly critical components of this program variable were the emphasis on live work experiences in an actual work performance and training setting. Components of the instructional design of particular note include individualized instruction and attention, rotation of trainees through various work stations, careful records on evaluation of work skills and instructional and practice time, and the work attitude curriculum.

Within the support services category, the efforts of the placement officer were perceived to be particularly critical to the success of the apprenticeship program. The placement officer was responsible for assisting the inmate in finding employment upon release. Equally important, the placement officer provided individual instruction on work related knowledge

10199

and skills such as interviewing techniques, personal hygiene, communication on the job and looking for housing. The placement officer also served as an individual support person for each inmate who left the program and found employment. He was available to serve as their counselor, their confidant and their advocate.

Coordination and cooperation are also critical to the success of the Maryland apprenticeship program. Coordination and cooperation occur on several levels. Perhaps the most important coordination is between the Department of Apprenticeship Training within the Division of Corrections and the Department for State Use Industry. Through this arrangement the apprenticeship program exists. Other important coordination and cooperation factors occur between the apprenticeship program and the community college system through which related instruction is provided to trainees and between the apprenticeship committee for the Division of Corrections and the apprenticeship council for the State of Maryland. This not only affects the certification of the program but likewise affects the post-release employment of trainees.

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CALIFORNIA CORRECTIONAL CENTER
Susanville, California

Abstract

The mission of the California Correctional Center is vocational training. CCC has developed a skills center concept through which is offered a program of instruction in "related trades." This means that training is provided in a variety of skills in a general trade area; for example, in the metal skills center training is offered in body and fender repair, welding, sheet metal work, auto air conditioning, tune up, wheel alignment, hydraulic instruction, power systems instruction, brakes and mechanical drawing. In addition, the comprehensive CCC vocational program includes instruction in related areas; academic instruction; a survival skills program; vocational, academic and correctional counseling; and job placement. The program operates in conjunction with the local school district and community college and utilizes "live work" experience, an open-entry, open-exit format and individualized instruction.

Background

The California Correctional Center (CCC) program opened in 1963. Originally one of the State's conservation camps, the mission of the institution has been changed in recent years so that the primary purpose of CCC now is to provide vocational education and skill training to youthful male offenders. The design of the vocational program is a new approach called "The Skill Center Concept." Rather than stressing specific courses in relatively narrow job categories, the skill centers have developed programs of instruction in related trades which provide for training in vocational skills that have transferability to a variety of occupations within a general trade area. For example, the auto mechanics course of the metal/mechanical trades skill center includes not only tune-up for domestic and foreign cars but also training focused on recreational vehicles, outboard motors, motorcycles, auto service techniques, brake work, wheel alignment and body and fender repair. A similar type of program is repeated in the food skill center and fabric skill center housed at Susanville.

The institution, located in rural northern California, houses approximately 1,000 inmates. At the present time, approximately 50% of those inmates are enrolled in educational activities--academic, vocational or

some combination of the two. Frequently, over the past five years, this enrollment percentage has been as high as 70% of inmates involved in educational, and particularly vocational educational, activity. Current enrollment drop is due to recent rotation of inmates within California institutions which necessarily requires some time for readjustment to place men in the programs.

Measures of Success

CCC uses job placement and in-program achievement as measures of success. The job placement measure is a problem at CCC because the geographic location of the facility is a substantial distance from the Southern California home of 70% of the inmates housed at Susanville. Further, the institution is dependent upon parole authorities for data about placement. Nevertheless, the CCC program has experienced success with the skill center concept. For the calendar year 1978, 146 prospective paroles who had completed the vocational education program were assisted in job placement. Reported outcomes for this population were:

18 went to college
11 went to vocational education/vocational rehabilitation programs
86 went for job interviews and 70 of these men were hired
31 failed to show up for scheduled job interviews
146 total

Successful placements numbered 115 of the possible 146 men, for a placement rate of 79%. Eighty percent of those students placed accepted jobs that were training related. Follow-up data from earlier cohorts of releasees suggested that as many as 80% of those who secured employment were still employed after six months on the job.

In addition to the 115 program completers placed through placement services, another 70 men were indentured to apprenticeship programs having been released from CCC after being involved in the educational program's apprenticeship program.

In-program success rates were based on completion rates. Data from the 1978-1979 training term suggested that over 70% of the students enrolled in the metal/mechanical skill center, the fabric skill center and the food

skill center completed or were successfully completing their program. Among those who failed to complete the program, the major cause of termination was transfer to another institution.

Philosophy, Role, Policy and Goals

California's operational definition of successful treatment programs is "those programs which provide the inmate with necessary job information and a salable skill which results in that individual's employment in the trade in which they were trained or related field upon release from the system." While the first order of priority within the Department of Corrections and the Susanville institution is security, treatment is considered of vital importance. At Susanville, the institutional program was designed to revolve around the educational program and most particularly, the skill center program of vocational training. Priority on education was expressed by corrections and educational officials at the State and local level for the Susanville institution. Tacit evidence of the priority placed on treatment by the security division exists in the job description of the corrections counselor. While formally assigned to security, these individuals work within the living unit of the inmate to try to eliminate the variety of problems that impinge on the inmate within an institution and interfere with his pursuing achievement of salable skills.

Within the Susanville vocational program there was a consensus among staff on the priority of treatment services. There was tacit recognition that good educational programs were an effective type of security. Further, there was agreement among the staff that the use of educational programs that actively challenged inmates served as an additional deterrent to security problems.

Staffing Patterns and Support Services

In addition to the 30 vocational instructors employed at Susanville, there are a variety of other positions that provide direct support services for the vocational skill training program. For example, there is a concerted emphasis to create a total program within CCC such that skill training is supplemented by related instruction, academic instruction and counseling

105113

S Y S T E M S C I E N C E S . I N C .

or other attitude and personal adjustment support services. Related instruction is provided for each skill training area by a related instruction teacher assigned to that skill center. Academic instruction is provided through an academic skill center, located behind the walls and operated with the coordination of the local education agency and the local community college. Instruction is offered in all academic skills from the basic and remedial skills to elementary level materials through college academic Bachelor of Arts course work.

Three types of counseling support services are provided at Susanville. Academic counseling is offered to students regarding their progress in basic and academic skills; this counseling assists students with continuing education placement upon release.

Correctional counseling is provided to each man. This service is formally administered through the security division of the Susanville institution and is concerned primarily with inmate adjustment to incarceration as well as personal and group problems that the man may have experienced that resulted in his being incarcerated in the first place. The aim is toward behavioral adjustment and the approach is more client centered than institutional centered. The specific concern of the correctional counselor is to work inside the living area to take care of the problems extraneous to the school situation that may effect inmate educational progress.

The third type of counseling that is provided to students is vocational counseling. The vocational counselor is responsible for the inmate's overall treatment program. The counselor helps to insure class attendance; he sees that both the student and the instructor are doing the job that is outlined on the student's educational program; he assesses the progress of the inmate in academic and related skills instruction; he assesses the skill level progress of the student as the student moves through the various tracks and curricular areas within a skill center. In sum, the vocational counselor is the educational program manager for the student and is responsible for insuring progress of the rehabilitation program.

Other support services include librarians and information center staff, and placement related services. Placement services are provided in several ways. A job placement coordinator works to place inmates from Susanville

programs on jobs. However, due to the geographic location of this particular institution, this procedure has proven to be difficult because the distance between rural northern California and southern California, the home area of over 70% of the inmates, is more than a day's journey. Nevertheless, placement has been provided by a placement coordinator, by individual instructors within programs, and by several outside agencies who in working with affiliates behind the walls have attempted to provide placement for program completers. These agencies include the National Alliance of Businessmen and the Mexican American Opportunity Grant, each of which seeks to insure placement of inmates upon release. Inmates who have finished the vocational skills program are particularly sought after as placement candidates since they possess entry level job skills and have been counseled regarding survival skills on the streets.

Another important support service is the clerical staff. Because the program includes certification of skills mastered and hours of instruction, record keeping is necessary. A clerical records staff tracks inmates' progress for the entire educational program department at Susanville.

Facilities, Equipment and Materials

The Susanville program operates its vocational, academic and related skills training programs in separate facilities designed specifically for those purposes. The academic program is held in an academic building; the skills programs are held in shops, and each skills center has a classroom for related instruction. In addition, counseling offices are located in the shop area.

The materials and equipment were in sufficient supply and good repair. The emphasis on live work activities provided materials and supplies for student training that might not have been available had the reliance been placed solely on the institutional budget for purchase of materials and supplies.

Coordination and Cooperation

In California each correctional institution operates, in large measure, as an autonomous unit within a larger Department of Corrections. Decision

on particular programs and options, on provision of services and on division of responsibilities within cooperating agencies are made at the local level within guidelines established by the State. At Susanville, for example, the vocational program involves the Department of Corrections through the Susanville facility, the local community college, and the local education agency for the Susanville region. These three agencies are involved on a day-to-day basis. They operate in accord with yearly contractual agreements that specify the responsibilities of each agency in terms of provision of educational programming. For example, one agency may provide the facilities and the students; another may provide the teachers and materials. The functional roles of these agencies have become well established over time so that contractual negotiations each year proceed smoothly.

In addition to the direct involvement of these institutions, a variety of other State and Federal agencies are involved in the Susanville program. Within the State, the Department of Vocational Rehabilitation is involved to the degree that men are paroled from the program to community centers where they find placement and begin employment provided by the Susanville vocational program. The Bureau of Apprenticeship is involved due to the apprenticeship training program administered through the education and vocational education program at Susanville. This involvement includes not only approving the apprenticeship training program but also reviewing and indenturing inmates upon release. The Bureau of Indian Affairs, the Veterans Administration and the Social Security Administration are involved in providing stipends and funds for individual inmates who may be involved in Susanville vocational programs. Each of these relationships has been carefully established over the past several years by the educational program of the Susanville institution.

Instructional Program, Methods and Techniques

The instructional design is the heart of the Susanville vocational program. The vocational program is established as three independent skill centers through which is provided skill training in a variety of related occupations as inmates rotate through a variety of training exercises in

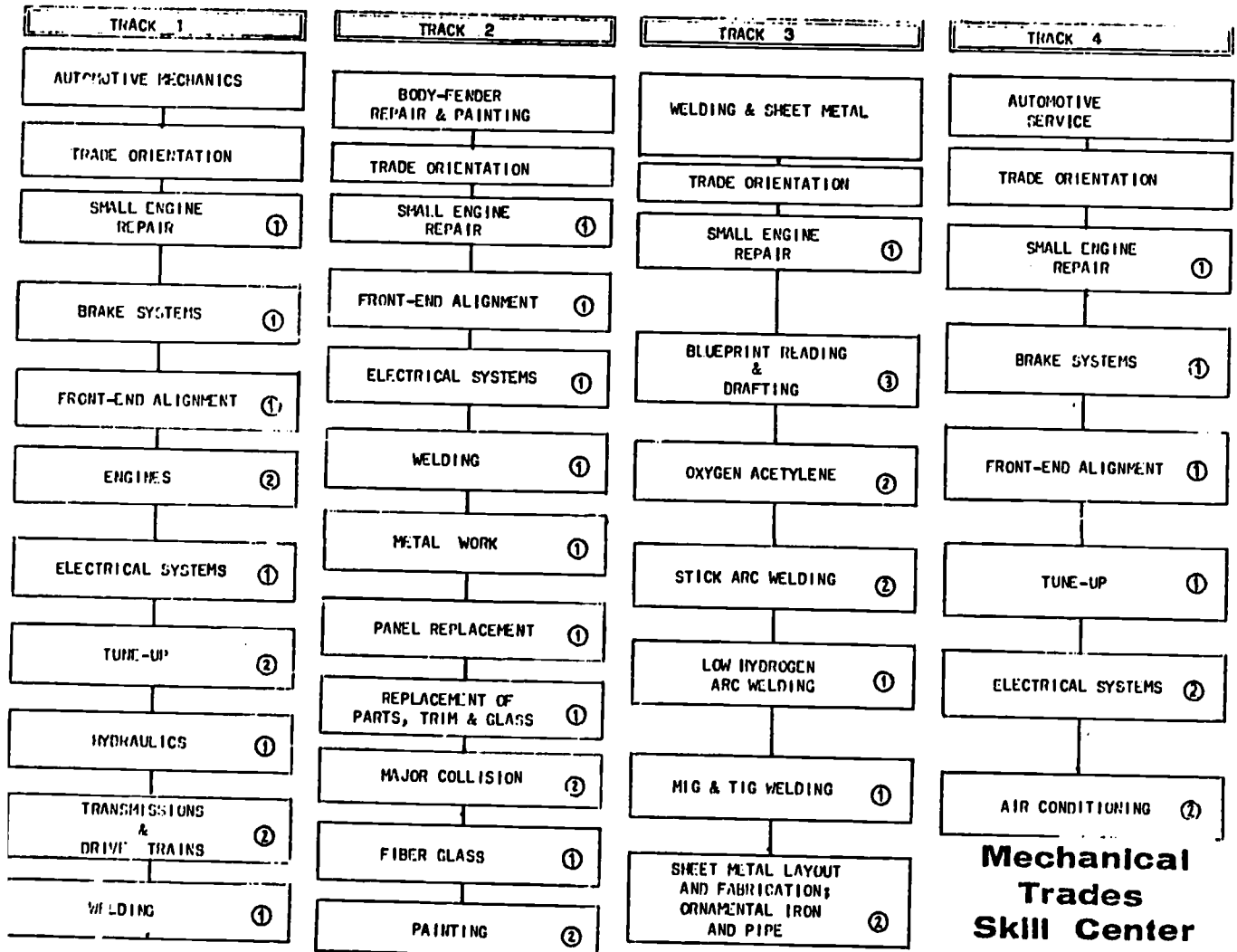
different vocational areas, each of which has high transferability. This system was designed to improve the probability of placement and job retention upon release. Figure 1 displays the skill center curriculum for the metal/mechanical trades skill center. Note the variety of transferable skills taught.

Even more critically, the Susanville program operates as a comprehensive educational program. Not only is vocational skill training offered through the skill centers, related instruction is provided to each inmate involved in vocational training. In addition, each inmate is strongly encouraged to participate in basic remedial and academic education to further improve adult functional literacy skills. As a result, over one-third of the inmates who participate in vocational education also are enrolled in or have completed the GED program.

The skill center operates as a modified open-entry, open-exit program. New students are added two times a month. Traditionally, there has been a waiting list in a number of skill areas. As a result, in several areas, welding for example, the Susanville center now runs two training shifts per day in order to accommodate more students. A total of 430 training slots in the three skill center areas are available within the Susanville program. Over the last five years the program has maintained better than a 90% capacity within those 430 training slots. In that number of trainees, approximately 70% have finished their programs successfully, receiving certification in the particular skill area.

The skill centers operate at a functional grade level of approximately 4.9. This functional literacy level has required modification of a number of texts and manuals as well as the creation of local supplemental instructional materials. It also has created additional responsibility for the related instructional programs. Reading level analysis of traditional texts used in the majority of vocational skill training in California programs demonstrated that most training manuals were written for the 9th to 12th grade level.

Skill training programs average about 15 months in length. Each man is expected to complete a minimum of 500 hours of training in order to develop minimal basic skills. At approximately 1,000 hours of training the



**Mechanical
Trades
Skill Center**

Fig. 1. Example of Skill Center Curriculum

man is considered to be competent for entry level employment in the post-release job market. In general, 2,000 hours is considered the maximum course length for accomplishment of most vocational skills taught within that particular program.

Upon completion of a program the man is issued a certificate of achievement by the Susanville correctional center, by the local education agency and by the local community college. This certificate of completion indicates what tasks and skills the man can perform, how many hours of instruction he has completed and his grades from all institutions. There also is certification for those men who do not complete the training course. Written evaluation of hours of instruction and competencies mastered are provided.

As a man begins his vocational training there is a 180-hour orientation period that is offered to each inmate. This trial orientation period permits the student to investigate a skill center and the trades within that skill center. If the man chooses not to pursue that particular vocational area, he may drop without penalty within the 180-hour limit. This provides an active kind of work exploration program.

Related skill instruction is provided in all areas. Related instruction deals with topics such as theory, materials, alternative techniques, sources of information and so forth. It is perceived as critical to successful vocational mastery of entry level skills. In addition to academic instruction, vocational instruction and related instruction, the California program also includes survival skills instruction. This relatively new program concentrates attention on job getting and holding skills, on employer expectations, on necessary knowledge to acquire housing, on communication on the street, and on information about helping agencies. No inmate is permitted to leave the institution before completing the survival skills course. It is anticipated that it will have a marked influence on job placement. Figure 2 displays an outline of the survival skills course.

Instruction is individualized and competency based. Emphasis is placed on live work and hands-on experiences in vocational instruction and on non-traditional and non-conventional methods of instruction in the academic and related areas.

SURVIVAL SKILLS

Introduction

Orientation
Interest Inventory

Basic Skills

Telling Time
Using the Dictionary
Using the Phone Directory
Using the Phone
Using the Newspaper
Money Handling and Making
Change

Budgeting

Why Budget
What is a Budget
How to Budget
Budgeting Tips and Helps

Shopping Techniques

Tags and Labels
How to Judge Shopping
Values
Bargain Hunting
Shopping Tips

Banking

Savings Account
Checking Account
Applying for Credit
Credit Cards
Contracts
Charge Accounts
Loans and Interest

Places to Live

How to Hunt Apartments
Renting
Buying a House
Maintaining a House

The World of Work

Job Seekers Dilemma
Job Opportunities
How to Look for a Job

Applying for a Job

Application Forms
Personal Data
Educational Data
Personal Reference
Previous Employment
Resumes

The Job Interview

Types of Interviews
Personal Appearance

Fundamentals of the Interview

Work Record
Schools and Education
Answering the Interviewer's Questions
Selling Yourself
Closing the Interview
Follow-up to the Interview

Employment

Personal Conduct
Attitudes and Personalities
Social Security
Workmen's Compensation
Employee Withholding Form (W-4)
Wage and Tax Statement (W-2)
Employer Services and Fringe Benefits
Labor Unions and Professional Groups
Safe Working Conditions
Prompt Payment of Salaries
Explanation of Acceptable Performance

Education Opportunities

Schools Available
Grants and Loans

Fig. 2. Survival Skills

120

Two other features of the instruction design are important. First, inmates are paid for educational participation. There are four pay grades in vocational education, each based on mastery and performance of center skills. Second, because education is a priority in the treatment program, there is a prescribed schedule of time and activities for training that is not superceded by other institutional functions. Both techniques increase student motivation and contact time.

Personnel Characteristics

Susanville staff consists predominantly of instructors between 30 and 40 years of age who earn \$2,000 to \$2,500 a month and who possess experience and craftsman ability in the trade in which they are offering instruction. In general, staff are carefully selected based on the eagerness and enthusiasm of the candidate, their previous work history in working within a hierarchical system like corrections and their interest in looking for a challenging occupation. All staff are certified by the California Department of Education and participate in regular in-service training activities. Within the institution, supervisors and some staff are rotated regularly among skill centers and trade occupation areas within the skill centers in order to create fresh challenges for the instructors. The Susanville staff includes a mix of persons who are civil service employees with the Department of Corrections and school employees with the local education agency or community college. In addition, a number of community college employees provide part-time services to the institution through its night program, both in vocational skill training and academic basic instruction.

Within each of the major training areas taught in California prisons, there is a master teacher who circulates like a supervisor among local programs and serves as a resource instructor. This state-level person provides adult workshop materials and individual in-service training to personnel at the Susanville institution. In addition, the staff development program includes regular adult education workshops in communications and teaching skills, large resource expositions and presentations, and staff development days and sabbaticals so that the Susanville staff can take advantage of various in-service staff development opportunities.

Selection Criteria for Residents

There is a two-part selection criteria that operates within the California Department of Corrections and the Susanville Correctional Center. The first phase of selection has to do with classification at the initial reception center by the California Department of Corrections. During the six-week stay at the reception center each inmate is examined, tested and interviewed in order (1) to determine what kind of institution could be used to incarcerate the individual to ensure that the individual is detained from society and (2) to match available institutions and the general interest and aptitude patterns expressed by the inmate. Next, reception center staff assign inmates to institutions following the recommendations concerning security and programming arrangements developed at the reception center by corrections counselors.

Once received by an institution like Susanville, a second screening takes place. The selection procedure involves a screening orientation committee made up of vocational and academic counselors who meet before the formal classification committee at the Susanville institution to talk with the inmate, to review the information derived from the original reception interviews and to see what kinds of needs and interests the inmate possesses. Among items of particular concern are: "Does the inmate know what he wants to do?" "What prior work and education history does the man have?" "Does the man have life experience skills that can accelerate certain types of training or do his interests and aptitudes?" and "What is his parole date?" Since Susanville is a medium security institution and all inmates there qualify for that particular degree of security, there are no security restrictions within the institution once assignment to Susanville has been rendered. The only steadfast requirement for entry into a vocational program is that the man must have time to complete the program before his parole date, or must be able to demonstrate competencies and skills that he would acquire within the program in order to shorten that training period.

The screening orientation committee divides inmates into three levels of student based on their time of entry and parole date, their skills and their interests. They next involve the man in a career exploration program

to permit the man an orientation to their particular program and to further assess particular skills the man may have. They then render a recommendation to the local classification committee which has formal responsibility for placing an inmate in a program. At Susanville particular emphasis is given on creating total programs that involve vocational and academic education.

Community Relations

The Susanville program has made a conscientious effort to develop good community relations, knowing that they would benefit the correctional institution as well as the vocational program. While initially there was resentment within the community toward construction of the facility, the facility's payroll and economic influence has resulted in the institution being viewed as an asset rather than a detriment. The vocational program itself emphasizes hands-on live work type experience through an employee services program that affects large percentages of persons in the Susanville community. This provides services to employers at low cost while providing realistic work situations to inmates on the job.

Another community relations technique pursued by the educational program at the institution is community and institutional maintenance and service projects. The institution actively seeks opportunities to provide its services to local fire departments, emergency rescue facilities, hospitals, schools and other institutions. This not only improves community relations but provides outside contacts to inmates who would work on such projects.

Another community relations technique used at Susanville is the use of advisory committees for the skill center areas. These craft advisory committees, while composed mostly of local businessmen, provide an outside industry influence related to training techniques, curriculum, equipment and placement of students. These advisory committees also promote visitation by potential employers to the institution and the skill center training areas in an effort to improve employment prospects of students and public relations for the Susanville facility.

11523

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Planning

Traditionally, planning effective vocational skill training programs in correctional institutions has been difficult. This difficulty was one of several reasons that prompted State and local officials to create the skill center concept at Susanville. Because the concept teaches skills with transferability to other occupations within the general cluster area, the skill training provides for increased placement opportunities and is not as narrowly restricted as many vocational training programs. Nevertheless, examination of potential and existing courses of study continues in order to determine what new courses of study should be added to the skill area and which courses of study should be reduced or eliminated. The primary means used at Susanville to address this issue is placement rate. If employment demand continues for program graduates in the areas of preparation, then the program is considered to be viable. Other factors that influence planning include inmate interest and enrollment. Final decisions on phasing out a program seem to be based more on enrollment and completion rates than on employment demands. If inmates do not express an interest or an aptitude for the particular training area and if the enrollment drops below 25 inmates and remains at that level for an extended period, then the course becomes candidate for elimination.

New courses are added based on employment demands rather than inmate interest. Once employment demand has been established, analyses of requisite skill level for entry level employment and rate of compensation for entry level employment are performed. When these levels are determined to be within the range that can be provided in a 2,000-hour program in the institution, and the compensation rate is comparable to beginning compensation in other areas taught within the vocational program, the program is considered a viable candidate for addition. Currently, truck diesel maintenance and repair, plastics and general building techniques are under consideration as new programs to add within existing skill centers. Planning both the development and dissolution of courses is a function of local level administration rather than State level administration in California.

Funding

Exact cost figures on the Susanville vocational program were not available. In the aggregate, however, depending on the particular skill training center and the overall combination of program and support services in which the man was involved, the cost per completion at Susanville ranges from \$800 to \$1,100 per man. This cost was inclusive of all services provided.

Type of Vocational Programs Offered

Three skill centers operate at Susanville--Metal/Mechanical Trades, Fabrics, and Food Services. Within each of these skill centers as many as 12 different occupational skill areas are taught, ranging from small engine repair to upholstery to baking. Each student within a particular skill center rotates through the occupational areas in that skill center.

In addition to skill training, all students are involved in related instruction, survival and living skills courses, and academic education.

Participant Characteristics

All the inmates at Susanville reflect the general characteristics that pertain to the entire California correctional system with the exception that Susanville tends to serve younger prisoners. In general, data suggest that 45% of the inmates are white, 34% are black, 19% are Mexican-American and 2% are oriental or other ethnic or racial descent. At Susanville the majority of inmates have been incarcerated for drug related offenses. A strict accounting of commitment offenses for the felon population would indicate that as high as 30% have been incarcerated for robbery, as high as 20% for homicide, as high as 15% for burglary, as high as 12%-15% for specific drug offenses. However, within the Susanville population a fairly large percentage of the men incarcerated for burglary and robbery were involved in that particular felony as a result of substance abuse problems.

Factors Contributing to Program Success at California Correctional Center

The success of the California Correctional Center program is attributable in large measure to its instructional design. This program has been created as a comprehensive treatment program based primarily on education through which rehabilitation can occur. The program involves vocational skill training, academic training, related instruction and intentional behavior modification. Each is critical to the success of the program and each is accounted for within the instructional design.

The skill training provides not only for live work experiences but also operates on an open-entry, open-exit modular format and provides skill training in a variety of related trades within each of the three skills centers. The academic program provides an opportunity for each man to experience educational success and to improve basic skills. The related instruction program provides an opportunity to each student to master those functional adult literacy skills and other trade-related skills that are necessary to perform successfully on the job in the chosen occupation. The behavior modification program is aimed most directly at providing each student with survival skills that will permit that student to live successfully in the free world. Survival skills include items such as looking for housing, managing money, interviewing for a job, communicating with fellow workers and so forth. Taken as a whole, this comprehensive instruction design is in large measure responsible for the success of the program.

A second variable that has contributed in a major way to the success of the program has been the support services offered within this comprehensive treatment design. Counseling in particular has been made available to each student. A correctional counselor works with the man in his living area. A vocational counselor works to provide exploration, interest and aptitude type information through the skill center. An academic and personal counselor works with individuals who have instructional problems or personal problems not related to their living area.

Other support personnel who have been important to the program include the job placement coordinator and the clerical staff who keep records of each inmate's progress toward certification upon completion of the program.

A third factor that has contributed to the success of California's program is the community relations efforts conducted by administrators of the program. Through these efforts students have had an opportunity to interact with persons from the free world. Any such exposure reduces the total effect of incarceration and has the potential to contribute to successful living in the free world.

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LEXINGTON INMATE TRAINING CENTER
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Abstract

The goals of the Lexington Inmate Training Center are to create a positive learning experience that will assure the development of vocational skills, the achievement of a sense of personal worth, and the enhancement of the probability of employment. The program offers extensive training in air conditioning, auto mechanics, and welding. The program unites the Bureau of Corrections, the State Department of Vocational-Technical Education and the State Department of Labor in providing vocational skill training and placement. The program involves not only skill training, but also academic and related education, vocational counseling, an extensive career education component, a "team treatment concept" for working with students, and a variety of placement services. Inmate contracts are used as both a fiscal tool and a way to increase inmate responsibility. Training is offered through an open-entry, open-exit format, utilizes modern facilities and equipment, and employs a comprehensive task-based curriculum guide as a backdrop for instruction.

Background

The Lexington Inmate Training Center originated under the Manpower Development and Training Act (MDTA) as a program designed to provide residents from the Oklahoma State Penitentiary at McAlester and the Oklahoma State Reformatory at Granite with a salable skill.

One of nine correctional institutions, four of which offer vocational training, the institution is a modern medium security correctional facility located six miles east of Lexington, Oklahoma. It is operated by joint agreement of the Oklahoma Department of Corrections, the Oklahoma Employment Security Commission and the Oklahoma Department of Vocational Technical Education. The program was initiated in 1973.

Seventy-five vocational training slots are available in the program, 25 each in three training areas: air conditioning, auto mechanics and welding. Until Fall 1979, only minimum security residents were accepted into the program since the vocational area was located outside the prison walls. However, recent construction of a fence will result in medium security residents being allowed to participate in the vocational program.

Measures of Success

Success is measured by job placement of program completers and by several kinds of performance evaluation. Performance evaluation includes individual student competency performance, rate of program completion, student evaluation of instructors and performance review of staff. The performance review is performed by an evaluation committee consisting of representatives from the State Vocational Technical Office, CETA, the Employment Security Commission, Corrections and instructors with expertise in the trades taught at Lexington.

For the period ending in the Summer of 1979, the completion rate for those inmates who entered the program was 90%. This meant that at least 90% of the participating inmates were performing at prescribed levels of competency within the program.

Job placement rates for inmates have been high. Approximately 94% of the inmates who completed the program between 1973 and 1979 found employment; this meant that approximately 85% of all inmates who entered the program completed the training and found employment.

Philosophy, Role, Policy and Goals

Within the Oklahoma prison system and the Lexington Vocational Technical Training Center, career development has been defined as "a continuing growth of values and attitudes to motivate the inmate to make decisions leading him to improve his work skills, increase his work-related knowledge, and implement his capabilities in occupational roles contributing to his achievement of self-realization, social relationships, and civic responsibility."

While officials acknowledge that protection of the community must remain a primary goal in all correctional programs, they believe that every opportunity should be afforded the individual to make positive, constructive changes in his behavior so that he may meet his own needs--without injury to himself or others. This translates as a belief in treatment as opposed to punishment as the proper tool in the redirective process ... and career development is the heart of the treatment.

The career development program is designed to provide trainees with the opportunity to develop a usable, salable skill; appropriate job related attitudes; and functional social and economic skills.

There has been some tension within the program arising from differences in priority between corrections officials who favor security and education officials who acknowledge the importance of security but maintain the central necessity of creating a strong treatment program. However, this difference in priority has not interfered with vocational education establishing a clearly defined role for its activity that is satisfactory to all personnel. As one correctional official put it, "vocational-technical education provides a skill, enhances a sense of personal worth and improves the probability of employment." This individual considered vocational-technical education a "positive learning experience" for students. State level corrections officials noted that vocational-technical training "helps self-concept ... and develops the idea of work." In addition, State corrections officials noted that people within the State of Oklahoma, while conservative in many respects, have permitted considerable latitude toward rehabilitation in corrections. According to these officials, the people in the State subscribe to the "work ethic" and view vocational-technical education as providing an opportunity for felons both to learn a salable skill and to be introduced to this philosophy.

Staffing Patterns and Support Services

Six vocational instructors are involved in the program, two for each curriculum. These persons provide the daily skill training as well as inform the classification committee of student performance and training slot availability. Related skills instructors provide background in theory and reinforce learned skills. Counseling--personal, psychological and vocational--is provided by the Department of Vocational-Technical Education. The new arrivals at Lexington are assigned a Department of Corrections counselor whose duties are to take care of the man's needs in the barracks during his off hours. It seems that many problems arise in this area and carry over into the school, causing undue concern.

The Department of Corrections counselors also meet with a team of counselors and with a member from the employment service to make the final

decision on what area the man will enter. The team later will meet to discuss the man's progress. This evaluation takes into consideration his progress in related basic education, skill area progress, attitude, guidance programs, and the progress the man has made toward becoming employable.

Since there are three Department of Corrections counselors and each holds meetings on a separate day, meetings usually last about one-half day. On a major discipline incident that takes place in the school, a meeting must be called which may take as long as an hour. These will involve all the above members plus the skill instructors and the head counselor for the vocational-technical school.

This kind of team effort involves a considerable amount of time; however, it seems to let the student know there are several people who are interested in seeing him succeed.

Case managers assist the counselor and instructor to draw up an individual treatment plan for each inmate, a plan that may include vocational training. The case manager periodically reviews the individual's plan and performance.

Job placement is carried out for residents who are released directly at the completion of their sentence through the Oklahoma State Employment Security Commission (ESC) with the institution's cooperation and assistance. Those who are not released into the community directly from Lexington are followed up principally by Parole and Community Treatment Centers, described in the "Other Program Characteristics" section of this report. The placement procedure involves the institution notifying the ESC when the resident completes school. The resident, with ESC assistance, then has 60 days after release to find a job. The employment service places primarily those people who have been released directly after completing a sentence. Results of the program have been very good.

Facilities, Equipment and Materials

As the name, Lexington Inmate Training Center, implies, the institute has a major emphasis on education and training. For the present time,

special areas have been reserved for vocational training; by 1981 a new vocational-technical building will have been completed to house all programs. In the meantime, the shops were well organized and equipped, exhibiting modern equipment that was in good repair. Equally important, the supply room and tool systems were well stocked and organized.

Each course has an excellent curriculum guide developed by the State vocational-technical education department. Extensive audio-visual materials also are available. These curriculum guides and audio-visual materials are considered important elements of the training process. Instructors both believe in these materials and understand how to apply them to their courses. They are topics of the institutional in-service staff development program; their proper use was critical to program success.

Coordination and Cooperation

The Lexington vocational-technical program is operated jointly by the Oklahoma Department of Corrections, the Oklahoma Employment Security Commission and the Oklahoma Department of Vocational-Technical Education. While no formal contract exists, the agencies operate on a "statement of understanding" that has evolved during the period of program operation based upon the functions that each involved agency has traditionally performed. The division of responsibilities has resulted in corrections providing the students and the facilities, vocational-technical education providing the educational staff and materials and the Oklahoma Employment Security Commission being responsible for placement. The operation is primarily CETA-funded with an additional small amount of State monies.

Officials within all three agencies at State and local levels appear to be satisfied with the arrangement. One official observed, for example, that as a result of the cooperation, an inmate is "insured of the same quality vocational-technical education in corrections as exists in the community." Moreover, the arrangement results in corrections having available qualified individuals for the necessary staff training positions, such as psychological and counseling services.

Personnel at Lexington, while expressing certain doubts because of the emphasis on security, also stressed significant positive aspects of the arrangement. The result of the program, observed one local corrections official, was "a positive learning experience for students." A local education official stated that "there is a good working relationship with the deputy warden" and that "corrections does allow questionable security risks to participate in the program."

Instructional Program, Methods and Techniques

The training schedule is open-entry, open-exit. Because of different course durations, open entry open exit operates somewhat differently for each course, but the essentials are the same. Instruction is segmented into weeks and student may enter the course any Monday morning and complete the course on any Friday. For auto mechanics, the course consists of a 10-week tune-up and 10-week brake and front-end session. According to the instructor, students leave with job entry level skills on tasks that are relatively uncomplicated.

The course in air conditioning/refrigeration concentrates the first eight weeks on basic air conditioning and refrigeration. During the next five weeks elements of basic electricity and electrical systems are covered. Upon successful completion of the 13-week sequence, there is a nine-week advanced program which is optional. Students may leave the program at several levels of completion and be eligible for employment accordingly.

Each of the vocational curriculums is organized around a curriculum guide developed by the State Department of Vocational-Technical Education. The guide outlines skills, prescribes individual instructional activities and involves use of audio-visual materials. The curriculum is based upon a task analysis of job requirements for the occupations in which the men will work upon completion of the program. Instruction emphasizes "hands-on" skill instruction in the shop. Evaluation includes grades, but is focused on performance of task competencies. Figure 1 outlines the curriculum of the welding program. Figure 2 displays a performance chart for each student in the automotive mechanics program.

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S Y S T E M S C I E N C E S . I N C .

PHASE I: OXY-ACETYLENE WELDING

1. Orientation and Safety
2. Running Beads
3. Running Beads with Welding Rod
4. Tacking and Making Butt Plates
5. Outside Corner Welds, Test #1
6. Lap Welds in Light Metal
8. Work Book #16-23, Test #2
9. Flat Butt Joints
10. Horizontal Butt Joint
11. Vertical Butt Joint
12. Brazing
13. Brazing Square Butt Joint
14. Brazing Lap Joints
15. Brazing Tee or Fillet Joints
16. Workbook, Unit 29-33, Test #3
17. Flame Cutting
18. Flame Cutting Heavy Steel Plate
19. Oxy-Acetylene Project
20. Final Test, #4.

PHASE II: ARC WELDING

1. Arc Classroom
2. Stringer Beads
3. Parallel Weave Beads
4. Single Pass Build Up
5. Weave Bead Build Up
6. Single Pass, Square Butt Joint
7. Open Square Butt Joint
8. Single Pass Lap Joint
9. Single Pass Fillet Weld
10. Multiple Pass Lap Joint
11. Multiple Pass Fillet Weld
12. Weaving a Lap Weld
13. Weaving a Fillet Weld
14. Beveled Butt Weld
15. Outside Corner Weld
16. Outside Corner and Fillet Weld with H/Rod
17. Reverse Polarity Welding
 - 17a. Single & Multiple Pass Fillet Weld
18. Read and Answer Questions
 - 18a. Vertical Up "T"
 - 18b. Vertical Down "T"
 - 18c. Light Material - Arc Welding
19. Welding Practice Beads on Pipe
20. Horizontal Beveled Butt Weld-E6011
 - 20a. Horizontal Beveled Butt Weld-E7018
 - 20b. Horizontal Lap Joint-E7024
21. Overhead Beveled Butt Weld-E6011
22. Overhead Tee Joint-E6013
23. Overhead Beveled Butt Weld-E7018
24. Vertical Beveled Butt Weld-E6011
25. Vertical Butt Weld-E7018
26. Vertical Tee Joint - E6013
27. Nickel and Stainless Steel Electrodes - Arc Test

PHASE III: TIG (TUNGSTEN INERT GAS WELDING)

1. TIG Workbook Units 1-6
2. TIG Workbook Units 709
3. Butt Welds on Aluminum
4. Lap Welds on Aluminum
5. Fillet Welds on Aluminum
6. Units 13-14
7. Welding Stainless Steel
8. Butt Welds on Stainless Steel
9. Lap Welds on Stainless Steel
10. Fillet Welds on Stainless Steel
11. TIG Workbook Units 17-18
12. TIG Welding Evaluation
13. TIG Exam

PHASE IV: MIG (METAL INERT GAS) WELDING

1. MIG Unit 19, page 88
2. Establishing the ARC
3. MIG Welding, Basic Joints
4. Procedure Variables
5. MIG Welding Aluminum
6. Stainless Steel and Copper
7. Flux Cored Welding
8. MIG Spot Welding
9. Prepare for Test
10. MIG Written Test
11. Welding Course Exam
 - o Blueprint Introduction Views, Dimensions and Sections Welding Symbols
 - o Plasma Arc - Welding Plasma Arc - Cutting
 - o A.W.S. Certification Test

LAB

1. Rod Identification
2. Parts of a Weld
3. Types of Welds and Motions
4. Weld Joints
5. AC - DC
6. High Voltage - Low Voltage
7. Weld Testing
8. Methods of Identifying Metals
9. Measuring Tools
10. How to Use the Tape
11. Structural Shapes
12. Core Filmstrips and Tape
 - o Job Sheets No. 1-21 which are in detail and employ filmstrips to accompany each particular weld.
 - o A form which requires the student to make up a drawing and compile a cost figure on all project work.
 - o After completing the course, the welding student is given an opportunity for A.W.S. certification.

Fig. 1. Welding Program Curriculum

134

126

STUDENT _____

DATE ENTERED _____

Performance level shown by color:

1. Films
2. Classroom
3. Shop work
4. Customer Work
5. Final Test

INSTRUCTORS _____

Each block filled,
Performance at level
indicated.

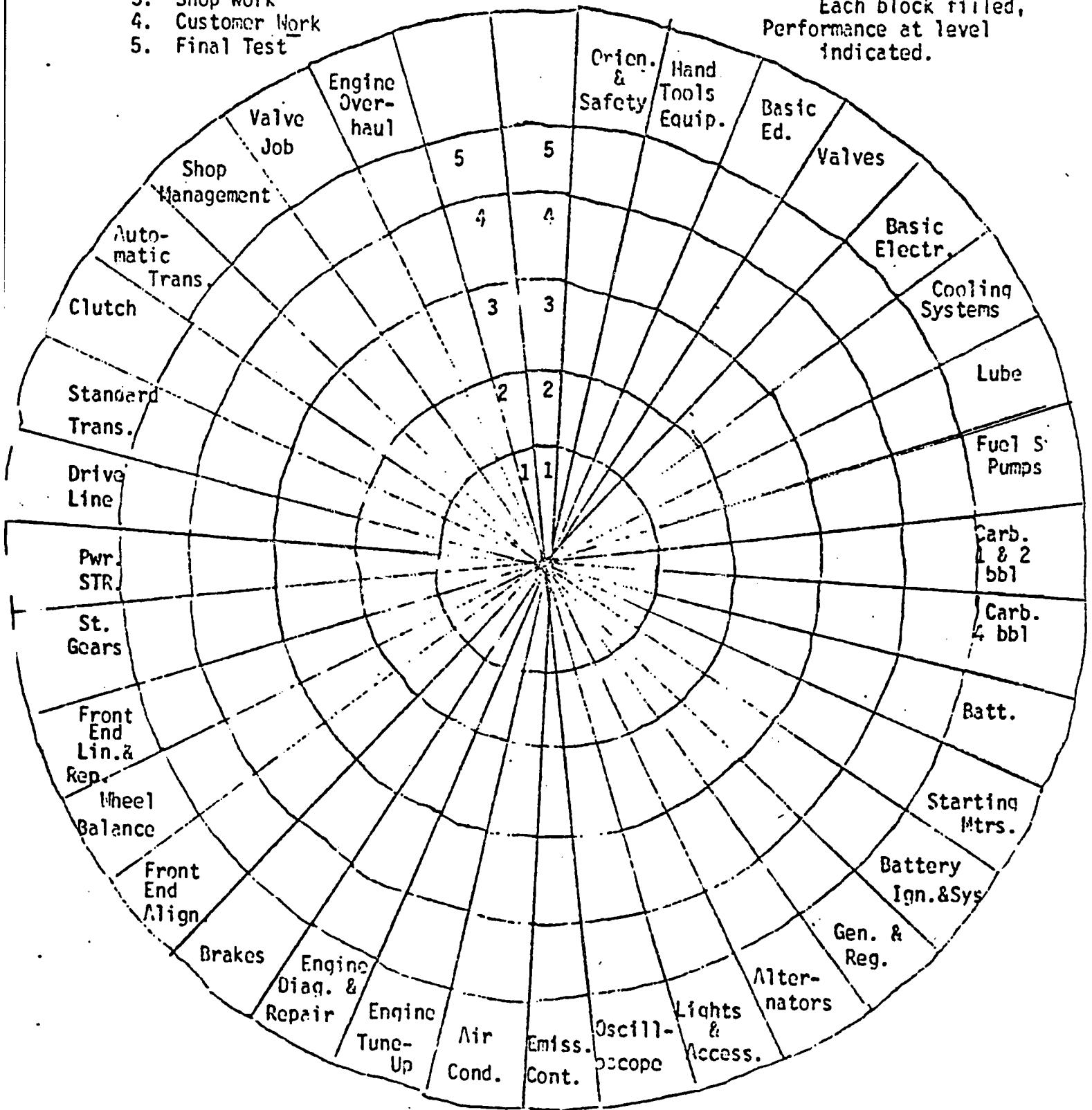


Fig. 2. Performance Chart

Personnel Characteristics

Instructor selection is based on (1) a humanistic approach to students and (2) knowledge of a craft. A 12-month salary at the institution does not equal a 10-month salary at an area vocational-technical school and there are no formal certification requirements, yet the instructional staff is competent. Instructors are dedicated to teaching. Further, each instructor is involved in a competency based teacher education program that culminates in performance of a variety of instruction skills before they are sent into the classroom. This instructional teacher-training program is operated through the State Vocational-Technical Department. The program not only addresses basic teaching techniques and skills, but also introduces the instructors to the organizational structure of the institution and the realities of working in a prison. Part of this additional training is provided by a series of six, two-hour in-service workshops over the course of each year and involving all instructional staff. The workshops utilize tapes and films to reemphasize basic teaching skills. While administrators also would like to see in-service training expanded, instructors' schedules limit the amount of time available for this activity.

The program is administered by trained professional educators at both the State and local level. Care is given to transferring the best of educational practice into the correction education program.

Selection Criteria for Residents

Enrollment is dependent upon assignment by the Department of Corrections. The initial inmate classification committee for Lexington meets each week at the institution. The committee consists of nine persons--eight State and institutional level corrections personnel and the institution's vocational counselor. It acts on inmates' requests for assignment.

Residents learn of the vocational-technical training program in a variety of ways. Some become acquainted with the program during their initial classification procedures when they first enter the corrections system at Lexington. For example, a television program in the reception

center is an orientation promotion of the training available. Other inmates assigned to different institutions initially learn of the program in other ways, such as by reading the fliers circulated by the program or through a dorm review committee. However, most residents apparently learn about the training from other residents.

Residents appear before the classification committee approximately two weeks after being assigned to the institution. During the preceding two weeks the inmate has been administered a battery of tests to allow institutional staff to develop a complete social, employment and criminal history. Included in these tests is a 20-question skill assessment questionnaire. If, on the basis of the test, the committee decides the resident possesses a skill, he is placed in an institutional support position. If they determine he does not possess sufficient skill for this type of work, he becomes eligible for a training slot. Once need for training has been established, consideration also is given to the resident's type of crime, educational skill level, amount of time to serve, physical condition and interest in being accepted into the program. Participation in training is voluntary; skill level requirements are auto mechanics--6.0 grade, air conditioning--7.5 grade and welding--5.0 grade. Further, accepted inmates are usually within 15 months of parole eligibility.

From the tests, the resident's case manager develops an incarceration plan, including a recommendation for or against vocational training, and presents the plan to the classification committee. The committee, with considerable weight given the vocational counselor's recommendation concerning the resident's request for vocational training, then decides whether or not to include vocational training as part of the incarceration plan.

Once in the program, the inmate contracts with CETA and the school to complete a required amount of training in a prescribed period of time.

There is an established procedure for student problem resolution which may, if necessary, lead to dismissal from the Lexington program. The effort is to provide a formal process that the inmate understands and can work with. As noted in the steps outlined below, the process is designed to insure the inmate every possibility of remaining in the program.

1. Instructor counsels--a sufficient number of times (one or more). If this corrects the problem, no further action is necessary; if unsuccessful, then:
2. Coordinator counsels. If problem resolved, no further action. If unsuccessful, then:
3. Counselor asked by instructor to counsel and guide student. If successful, no further action; if unsuccessful, then:
4. Call team meeting, to be composed of the following:
 - a. Instructor
 - b. Counselor
 - c. Building Coordinator
 - d. Correctional Counselor
 - e. Assistant Director

Team Actions: Probation for a specific period of time, terms to be specified in writing. Student's failure to comply with terms of probation will be sufficient grounds for automatic dismissal from school--or another team meeting when considered appropriate by the building coordinator.

Dismissal: When 75% of the team agrees that a student should be dismissed which is subject to the approval of the director.

When cardinal rules are broken, dismissal will be automatic; i.e., glue sniffing, any use of narcotics, when the student requests to drop due to lack of interest, and so forth.

Planning

Program development is based upon information obtained by the Occupational Training Information System (OTIS). This survey, undertaken periodically by the State vocational-technical personnel, furnishes supply and demand information to administrators of programs in correctional facilities, apprenticeship programs and community colleges and technical institutes operated by the State Vocational-Technical Education Department. Administrators in these facilities, therefore, are able to pinpoint occupational demand trends in various trades as well as the number of students enrolled in each trade in all vocational-technical training institutions. Theoretically, therefore, administrators are able to plan their program offerings accordingly.

133

Lexington also utilizes other labor market surveys. In addition, Lexington's direct contact with the State Employment Service provides another source of labor market information. Other considerations involving course development include the amount of capital necessary to add a particular course. For example, the cost of setting up a machine shop or a heavy equipment repair shop may be prohibitive. Finally, the amount of space available is taken into account when considering course additions.

Lexington has added a construction trades course to its program. The program director decided to add the course after reviewing labor market demands from the above referenced sources and after conversations with individuals in the construction trades industry convinced him that enough job openings in the industry existed to warrant an additional training program.

Funding

Although vocational education in other Oklahoma correctional facilities is supported by State appropriations through the State vocational-technical department, the Lexington facility is funded principally through Federal CETA money. CETA money is provided each year by the Oklahoma State Legislature, which appropriates money for manpower services including inmate training.

Institutional staff have determined resident cost per termination, cost per completion, cost per drop, and cost per placement. Computed costs are as follows: cost per termination: \$701.95; cost per completion: \$642.18; cost per drop: \$105.64; and cost per placement: \$11,612.71. Residents also are eligible for CETA funds. The stipend amounts to only \$10 a month, but the money provides an incentive to the residents.

Type of Vocational Programs Offered

The vocational training programs offered at the Lexington Center are:

Auto mechanics	25 slots
Air conditioning	25 slots
Welding	25 slots
Extra (clerical and general shop)	<u>5 slots</u>
	80 slots

In addition to skill training, related instruction accompanies each program. The related instruction provides background in theory, alternative techniques, job holding skills and information related to the job--even job performance--that is not strictly task-skill related.

Other Program Characteristics

Several other program characteristics including evaluation and work in the Community Treatment Centers are critical to the success of the Lexington program.

Performance evaluation of the program at Lexington is particularly strong. The performance review conducted annually by a team of State-level representatives described previously involves observations by the team and completion by staff of administrative and CETA questionnaires. The review issued by the evaluators lists, in outline form, outstanding strengths, deficiencies, recurring deficiencies and remarks and recommendations for improvement of vocational-technical administration, related instruction, counseling and each skill training area.

Instructors also utilize a self-evaluation. According to one State administrator, the self-evaluation provides motivation for resolving certain deficiencies that may exist before the evaluation team arrives.

Extensive evaluation of students exists also. Such evaluation includes students' weekly grades, shop performance, and various attitude criteria. Students and instructors examine the evaluations and the student is encouraged to express his opinion about the results. Occasionally, the instructor will change the evaluation based upon the student conference. An individual progress record that provides cumulative information on each student also is maintained. This form also allows substantial room for the instructor's remarks.

Finally, student evaluation of instructors is incorporated into the program. Students are given a list of instructor characteristics with a choice of responses ranging from extremely positive to extremely negative. Administrators believe that students may be able to provide as accurate an

assessment of instructors as an evaluation team that observes the instructor for only one day. Student responses are considered, particularly if consistent negative comments concerning an individual occur.

Within the Department of Corrections, the Division of Community Services provides an important component of the overall program, the Community Treatment Center (CTC). While the Division of Institutions decides who will be sent to the CTC's, the Division of Community Services operates the Community Treatment Centers, a facility where residents may be transferred after completing the vocational-technical program. In addition, residents can be paroled or discharged directly from the CTC's.

There are ten CTC's located throughout the State in former motels and similar facilities. About 50% of the resident population goes through a Community Treatment Center. Although the average length of stay is about four months, the range is from two weeks to four years.

Typically, an inmate will be assigned to a CTC from, for example Lexington and spend the first three weeks in a pre-employment phase. The first week consists of orientation, which includes meeting the case manager and counselor, becoming informed about security, and becoming familiar with the services offered at the Center. During the second two weeks, after comprehensive counseling, the inmate and the CTC negotiate a contract for additional services by the CTC. Services might include a job arranged by employment counselors, officials whose sole duties involve assisting residents with employment opportunities, or some other form of counseling such as drug counseling. One of the more positive aspects of the program is that work habits for the residents are reinforced by the CTC program. For many residents this is the first time that they have ever approached work with a purposeful attitude.

The daily count sheet for a typical CTC program in Fall 1979 revealed that of a capacity of 660 in the centers, the total count was 571. Four hundred forty-three of these were employed through work release, nine were engaged in study release, and 114 were in trustee status (i.e., assigned to the Center, but involved in either orientation or a Center assignment).

Three residents were in jail, one was hospitalized, and one had walked away. Data reveal that the walk-away rate over a period of time is relatively low.

Participant Characteristics

Of the 61 inmates enrolled in vocational training at Lexington in Fall 1979, over one-third were 21 years of age or younger. Thirty-eight, or 62%, were between the ages of 22 and 44, the vast majority under 30. Only two enrollees were over the age of 45. Approximately 70% of the trainees were white. Enrollment depends on assignment by the Corrections Department, and the consensus expressed was that corrections attempts to maintain full enrollments in vocational programs.

Factors Contributing to Program Success at Lexington Inmate Training Center

Staff interaction and camaraderie may be a bit overworked as a reason for a program's success, but in this case the importance of the factor is real. There is an outstanding two-way network of communication between administrators and other staff. As one local corrections official observed, "Administrators both care about and take an interest in staff." Due in part to administrative leadership, instructors exhibit a commitment and a humanistic approach to their work. This interaction results in a community attitude within the program. Staff are personal friends as well as professional associates.

This positive attitude extends to the residents as well and is reflected in these individuals' comments about the staff and the program. Several residents mentioned "accomplishment" and "self-pride" as well as skill training as effective program elements. One student stated that the staff was "very forthright" and "fair" in relations with students.

Operation of the training program by vocational-technical personnel rather than corrections is a second reason for the program's success. Both corrections and vocational-technical administrators agree on this point. One State corrections official noted that with vocational-technical operating the training program, the "same quality that exists in the community is

assured." Vocational-technical personnel believe that the basic philosophical difference between corrections and vocational-technical regarding security versus education allows vocational-technical to carry out the training function more effectively.

A third reason for program success is the cooperation among the agencies that provide vocational training and support services. Not only is the inmate provided with a marketable skill, but also he is assisted in finding work and readjusting to the community through the work of the Employment Security Commission and the Community Treatment Center.

Two other factors were cited as contributing to program success. The first was the extensive evaluation and planning procedures utilized by the program. The second was the use of an open-entry, open-exit program using the individualized curriculum guide.

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Abstract

The goal of the Men's Reformatory program is to provide an educational treatment program that will permit an individual to cope, to contribute and to live by the rules in society. The vocational program at the Men's Reformatory involves the Bureau of Corrections, the Prison Industries Program, and the Kirkland Community College. The vocational training curriculums provided in conjunction with Kirkland Community College are welding, carpentry, auto mechanics, and auto body. The three training curriculums offered in conjunction with the Prison Industries Program are printing, tire recapping, and maintenance/janitorial services. The program focuses on individualized treatment including an educational treatment plan for each inmate. Training occurs in an open-entry, open-exit format and utilizes live work experiences. The training program is a comprehensive program that includes academic instruction, related instruction, and an extensive counseling program in addition to skill training.

Background

Adult corrections in Iowa is administered by the Division of Adult Corrections of the State Department of Social Services. Adult corrections is "a system where locally administered programs involving rehabilitation in the community have been coordinated with state operated prisons and post-institutional programs like parole and work release." Elements of the locally administered programs include (1) probation, which occurs after a sentence has been either suspended or deferred; (2) pretrial release, under which individuals may be released on their own recognizance or if they agree to use services such as family counseling or help in getting a job; (3) residential facilities which attempt to bridge the gap between correctional institutions and community life; and (4) presentence investigation to help determine the most appropriate sentence when an individual is found guilty.

State administered programs include (1) the five prison institutions, one of which is the Anamosa Reformatory, a medium security institution for male inmates less than 30 years old with criminal records less serious than those of inmates in one or two other institutions; (2) shock probation, a recent innovation based on the notion that some offenders need only a brief

stay in prison to learn their lesson; (3) halfway houses for inmates who have earned the right to take outside jobs while still in custody; (4) parole, which is granted by the Iowa Board of Parole made up of members appointed by the Governor and (5) the Prison Employment Program (PEP) which gives offenders an opportunity to learn trades such as auto body repair and printing and which attempts to place trainees in permanent jobs with private industry after their release. In addition to these five programs, it is a state level function to inspect all county and city jails, community correctional residential centers and halfway houses to assure compliance with minimum standards for health, safety and security.

The Anamosa vocational education program is operated in conjunction with the Kirkwood Community College and provides training for 75 of the 700 men housed at Anamosa in one of the seven vocational education curriculums. A full range of support services is offered through the prison system.

Measures of Success

Employability of graduates is used most often as a measure of success. A follow-up study of residents who had completed vocational education programs during a one-year period indicated that 28% were working at a job for which their vocational education program had trained them, 5% were working at related jobs, 58% were working at other jobs and 9% were unemployed. The post-release employment rate, therefore, for identified program completers for 1978 was 91%.

Third party evaluation of the education program at Anamosa, including vocational education, has been provided by officials and consultants from the State Department of Education. The entire effort has received high marks from the evaluators. In addition, audit and vocational advisory committees review the program annually. Program completion rates are high. For the 1978-79 year, 95% of the students enrolled in all curriculums finished their course of study and received completion certificates from Kirkwood Community College.

Internally, student evaluation reports are completed by instructors and are forwarded to a treatment team by the correctional counselor. Instructors evaluate each aspect of the skill level of training. For example, each student does not just pass welding but each task associated with the course. Well over 70% of the enrolled students are demonstrating successful performance of required competencies.

Philosophy, Role, Policy and Goals

The expressed basic purpose of the Anamosa Men's Reformatory is "the protection of society from those who have violated State laws. Maximal protection is obtained if the offender can be returned to the community having developed skills and abilities to adjust as a productive, contributing citizen. It is therefore the clear intent of the administration to provide the resources in the type of environment which provides the resident the opportunity to rehabilitate himself."

This published policy of strong commitment to treatment was supported in a number of interviews with State level and local level personnel.

The goals and objectives were further defined as including the modification of behavior, attitudes and values through an institutional approach which includes (1) continuous diagnosis and evaluation and (2) a correctional setting in which individual change can occur. The former is looked upon as providing a basis for assisting a resident in his programming and placing an emphasis on the recognition of individual differences. The philosophy undergirding this type of correctional setting states that it should (1) contain an atmosphere of mutual respect of other's rights, dignity, possessions and property on the parts of both staff and residents; (2) include the exhibition by staff and residents of personal motivation, responsibility and accountability; (3) involve the resident in the total program so as to meet the needs of the individual and the institution; (4) simulate the standards of the outside community within the context of the correctional setting; (5) provide for individual self-improvement as a result of the education of the total person in terms of personal development, leisure and work; (6) encourage and strengthen the

family unit through programs such as visits and family, marriage and religious counseling and (7) involve the community in the institution and utilize community resources.

The primary objective is to release individuals from the institution who have learned to cope with their problems, have salable vocational skills and live within the rules of society. A program with such objectives requires education, attitude development and vocational training.

One State official described Anamosa's operating policy as one which is highly disciplinary, with even the minor faults of inmates corrected in a formal way. This approach emphasizes responsibilities for one's actions, a characteristic that institutional personnel believe inmates often lack. The warden of the institution carried this view a step further in stating his view that the treatment programs not only help create this sense of responsibility but also provide the inmate with tools that can help him lead a more satisfying life when released.

Staffing and Support Services

Inmates at Anamosa are provided treatment services, counseling services, academic and vocational education. Most of the educational programs at Anamosa are operated by Kirkwood Community College located in nearby Cedar Rapids. There are college level offerings, academic courses leading to completion of the GED or high school graduation, a Federally funded tutorial project for students with severe reading problems/ deficiencies, educational counseling services, a Federally funded programmed learning activity for basic instruction ranging from the second grade through the ninth or tenth grade level for students under 21 years of age, and vocational education in seven curriculum areas.

There are 17 full-time staff members from Kirkwood Community College who are assigned to direct the education program at Anamosa. Coordination is facilitated by the close professional relationship of the Director of Education who is employed by the college and works closely with Anamosa's Director of Treatment. In addition to the vocational and academic education offerings there are social and clinical services that enhance treatment. The Social Services Department consists of a director, an assistant

director and 11 correctional counselors. The counselors work very closely with Anamosa residents in helping them decide on appropriate program goals, realistic plans after release and appropriate adjustment to incarceration. In addition to decision making, a variety of counseling services is provided including group counseling, individual counseling and occasional marriage and family counseling. The individual counseling sessions deal not only with a resident's social adjustment but also his educational and vocational plans. Counseling staff also provide classroom instruction in subjects such as job seeking skills, money management, alcohol awareness and human potential.

The Social Services Department, in cooperation with the Correctional Services Department (custody), has responsibility for classifying various residents to various work details, program assignments and security level assignments. Classification is carried out by a three-member treatment team comprised of the resident's correctional counselor, a team leader--either the director or assistant director of social services--and a correctional officer from the Correctional Services Department.

The Clinical Services Department is responsible for providing a wide variety of psychological and psychiatric services. The department staff includes two full-time psychologists, one consulting psychiatrist, one liaison officer from an agency known as Treatment Alternatives to Street Crime (TASC) and one vocational evaluator. The major responsibilities of the department include writing clinical evaluations, providing counseling to selected residents, arranging for psychiatric consultation, providing in-service training to new counselors, managing a special treatment unit, providing consultation to the treatment teams, providing a liaison service between the reformatory and the community substance abuse treatment centers and providing vocational exploration and assessment.

Clinical evaluations are prepared by staff psychologists who also provide individual and group counseling to selected residents referred to them by correctional counselors or other staff members. A psychiatrist visits the reformatory one day per week to interview residents for evaluations, diagnostic purposes and medication reviews. A special treatment unit has been developed to provide a sheltered setting for individuals

unable to function effectively in the general inmate population. The TASC liaison officer spends two days per week seeing residents referred to him who are thought to be in need of some type of follow-up substance abuse treatment after release from confinement.

A Career Evaluation and Assessment Center (CEAC) provides vocational/career planning for residents. The general aims of the CEAC program are to diagnose the vocational needs of the men and to prescribe vocational training programs within the institution and career areas outside which would best meet those needs. A variety of self-awareness and job-awareness activities are utilized in matching a man's interests and abilities with actual job requirements. This CEAC experience is individualized but related to the seven main vocational areas. Within the seven areas there is a total of 30 vocational exploration packages which provide work-related tasks and feedback about work behaviors which would apply to success in finding and keeping a job. The entire CEAC process normally lasts approximately 30 days.

Facilities, Equipment and Materials

The vocational education shops, classrooms and support service areas are all housed within the walls at Anamosa in space adapted for that particular purpose. The programs in graphics, tire retreading and repair, and building maintenance are a part of the Iowa State Industries; the equipment, facilities and materials meet both instructional and prison industry needs and requirements. All equipment, facilities and materials appeared to be adequate for the intended purposes.

Coordination and Cooperation

The operation of both corrections and education in Iowa allow for considerable autonomy in correctional education at the local level. Although there is joint sign-off on contracts once a year by the Department of Social Services and the Department of Public Instruction, there is no regular administrative contact.

Community colleges are virtually separate entities. They receive accreditation from the State and the instructional staff is certified by the Department of Public Instruction, but each community college is

independent and may work out arrangements with correctional institutions to provide services. There is a flat contract for educational services which is negotiated yearly between Anamosa and Kirkwood Community College. The warden, the college president and other personnel most directly involved from both institutions meet from time to time to review the program and to make plans for the succeeding year. The planning sessions provide the basis and substance for the yearly contract.

Other coordination and cooperation occurs within the different divisions of the Department of Social Services.

Instructional Techniques

Vocational education programs are six months in length and are rotating--that is, two men are added to each program each month to replace two who have graduated. At any one time, a maximum of 75 men are involved in vocational training. This type of rotating, modified open-entry, open-exit program is facilitated by individualized instructional techniques. Emphasis is placed on performance skills derived from task analysis of occupations. Since skill instruction also involves prison industries, emphasis is placed on hands-on and live work experiences that prepare graduates for entry level jobs in their selected occupations.

Underscoring the emphasis on individualized instruction were the instructors, who, when interviewed, cited a good instructor-student relationship as a requirement for success. Instructors indicated that they got to know each student as an individual--his learning style, his strength and weaknesses, his problems and ambitions--in order to adapt the materials to that student and in order to provide daily encouragement.

Standard instructional techniques of hands-on, live work, lecture and audio-visual materials were employed in the vocational education programs at Anamosa. The involvement of Kirkwood Community College in instructional delivery not only helped to keep instructional techniques at a high level of quality but also allowed for the introduction of new teaching approaches developed elsewhere to Anamosa.

Residents who were interviewed indicated that the type of instruction offered provided training information that was needed. They also stated

that a good student-teacher ratio existed and that instructors had time to work with them on an individual basis.

Personnel Characteristics

The vocational education instructors at Anamosa are all experienced craftsmen and are certified by the State Department of Public Instruction. As noted earlier, each instructor believed the instructor-student relationship to be their number one priority. Some expressed concern about their ability to keep up with innovations in their field and made concerted attempts to do so. Over a two-year period all instructors attend the State Vocational Education Conference; some attended the American Correctional Association regional meetings and some observed vocational programs elsewhere, such as the PEP programs at Des Moines and Newton. The staff as a whole has remained stable in terms of length of service at Anamosa.

It was pointed out that the Kirkwood staff members located at Anamosa were considered by the corrections personnel (and themselves) to be a part of the reformatory staff in a sense that they shared responsibility for discipline when needed. If problems arise, instructional personnel are expected to take their place alongside the corrections personnel.

A support mechanism for instructors is the craft advisory committee established for each program area. The advisory committees review the program, training schedule, daily routines, facilities and equipment and make suggestions for improvement. They also give the instructor a means for keeping the respective instructional programs up to date on current business and industry practices.

Selection Criteria

After initial screening new Anamosa residents are placed in a ten-day orientation program. Objectives of this program include orienting inmates to an unfamiliar environment, helping new residents develop a positive attitude toward incarceration, encouraging residents to make use of available training opportunities and allowing staff an opportunity to evaluate and assess new residents and their backgrounds before assigning them to the general resident population. The orientation follows a schedule of tours, lectures, films and presentations about the institution, its rules

and programs. During orientation residents are assigned and meet with correction counselors. The counselor gathers background information from the resident for the purpose of assessing his attitude and program interests.

During this orientation period the resident is required to complete a battery of psychological testing including the Minnesota Multiphasic Personality Inventory (MMPI), the General Aptitude Test Battery (GATB), the Test of Adult Basic Education (TABE), the Anamosa Interest Inventory, the Incomplete Sentences Blank and the BETA II, a group intelligence test.

During the second week of the orientation program the resident meets with a three-member treatment team which has responsibility for making all the major decisions affecting the resident during his incarceration at the reformatory. During this meeting the team becomes acquainted with the resident and vice-versa and an initial assessment is made of the resident and his program interests. He is given a temporary work assignment which begins as soon as he officially completes the orientation schedule.

After completing orientation, the resident is transferred to his job assignment and to the cell house where he will live. The first job assignment is thought of as a temporary job and is designed to give the resident some time to investigate further the program opportunities available and to assess his own interests and abilities. During this period he meets frequently with the counselor and is encouraged to develop a plan with regard to his vocational goals, educational goals and personal development.

After the resident is in the reformatory about 60 days he meets again with his treatment team. The counselor and the resident will present their recommendations to the team with regard to a treatment plan for the resident. From this time on the resident is responsible for carrying out the treatment program unless he receives approval for a change from the treatment team.

If vocational education is a part of the resident's treatment program, he follows this procedure for enrollment:

152

- 1) Obtains an application form from the social services clerk;
- 2) Fills out the application form and gives it to his counselor;
- 3) The counselor sends the application to the program instructor;
- 4) The instructor sends an appointment pass to the applicant for a pre-enrollment interview; and
- 5) Either the treatment team or a staffing committee picks enrollees depending upon the number of applications in relation to the openings in the particular vocational education program.

Trainees for the vocational education programs are selected with the following considerations: the time left at the institution (usually within a year of release), testing indications, lack of skills, the resident's desire to enter the program and the resident's records within the institution.

Community Relations

A major element in the community relations effort with respect to vocational education at Anamosa is the presence of craft advisory committees for each of the vocational curriculums. Many of the members of the committees are located in communities relatively near the institution. Membership is composed of employers, union members, management personnel and Department of Public Instruction staff. The committees function to provide advice and consultation for each vocational curriculum in terms of equipment, curriculum, work techniques, industry practices, materials and labor market demand for employees.

The involvement with another institution, Kirkwood Community College, is still another vehicle for keeping the results of the program before the community at large. The arrangement provides for outside contact for the vocational program and was perceived to be important to both parties.

There are limitations concerning the follow-up that individual instructors may do with former students which could be a vehicle for potentially strengthening community relations. Existing policies discourage contact with former residents and each such contact must be reported to the institutional administration.

Program Planning

Responsibility for planning rests jointly with the warden of Anamosa, the president of Kirkwood Community College and other personnel directly involved from both institutions. The group meets as a team on several occasions during the year to review the program and make plans for the future.

In vocational education, decisions about specific curriculums are based on student interest, previous success in job placement of graduates, the suggestions of the craft advisory committees, and the facilities that are available for instruction. The program offerings have remained fairly constant and provide training for occupations for which there usually is a high employment demand. Only two changes have been made in recent years: the food services program was dropped because it was felt not to be productive and a building trades curriculum was added due to employment demand.

Funding

Funding for the program is provided through the institutional budget and through the Kirkwood Community College budget. Estimates of costs by course and by completion are presented in Fig. 1. No data on costs of the variety of support services were available.

Course	1978-1979 Course Cost	1978-1979 Cost per Certified Student
Welding	\$26,000	\$ 750
Auto Mechanics	\$21,000	\$1,400
Auto Body	\$18,500	\$1,100
Carpentry	\$21,000	\$ 875
Building Maintenance	\$16,000 Paid by Industries	\$ 940
Graphic Arts	Not available Paid by Industries	Not available
Tire Repair	Not available Paid by Industries	Not available

Fig. 1. Estimates of Costs

Types of Curriculum Offered

There are seven vocational education curriculums in operation at Anamosa. Instruction is offered in:

- o auto body repair
- o auto mechanics
- o carpentry
- o welding
- o building maintenance
- o graphic arts
- o tire retreading

With the exception of welding, each of the curriculums is a full day experience.

The auto mechanics, carpentry and welding programs are taught by Kirkwood Community College while the other courses of study are operated within the prison industry setting. College credit is provided for the prison industry programs.

A trainee who completes the program unsuccessfully receives a certificate of attendance and a maximum of half the credits given for successful completion. A successful completer earns full credits and receives a certificate of completion and a certificate documenting hours of training and experience by task. A maximum of 2-1/2 quarter credits may be earned from Kirkwood Community College in the full-day program for each quarter of successful completion.

Emphasis is placed not only on skill training but also on work attitudes and work adjustment. Figure 2, Work Adjustment Evaluation, depicts the areas of work skill instruction as well as indicates how inmates are evaluated on those skills.

Participant Characteristics

The characteristics of individuals in the reformatory population are varied but a review of statistical information suggested some of the more common characteristics of the average resident. That individual is approximately 21 or 22 years of age with almost all residents falling between 18 and 25 years of age. Approximately 87% have had no previous adult commitments but a majority have been on probation or other

VOCATIONAL EDUCATION DEPARTMENT
 TRAINEE EVALUATION
 ANAMOSA, IOWA

TRAINEE'S NAME _____ NUMBER _____ PROGRAM _____ DATES _____ TO _____

CIRCLE CLOSEST DESCRIPTION OF TRAINEE

Punctuality	Is early	Is on time	Seldom late	Chronically late	No effort to be on time	NA
Cooperation	Is enthusiastic	With a smile	Usually cooperates	Sometimes cooperates	Refuses to cooperate	NA
Compatibility with others	Successful in dealing with people	Adapts to others with ease	Gets along when he wants to	Has some disagreements	Shows little courtesy; does not attract others	NA
Industry	Completes work; asks for more	Consistent worker	Needs some improvement	Wastes time; frequently fails to finish job	Bothers others; rarely completes job	NA
Quality of Work	Above standards; rare mistakes	Above average; few mistakes	Meets quality	Often below requirements; some mistakes	Always below requirements; many mistakes	NA
Self Control	Even-tempered under trying circumstances	Does not become unduly excited	Fairly even tempered	Becomes disturbed at times	Unduly disturbed easily	NA
Dependability	Exceptional dependability	High degree of dependability	Should be checked on	Needs checking on most of the time	Every job assignment must be checked	NA
Assumes Responsibility	Eager and voluntary	When asked to	Occasionally	Shies away from	Is irresponsible	NA
Accepts constructive criticism	Anticipates and welcomes	Accepts; good response	Accepts to some degree	Resents; acts sullen	Becomes indignant	NA
Willingness to learn	Is eager	Shows interest in most things	Does well when interested	Sometimes indifferent	Shows little effort	NA
Safety Practices	Always careful; protects others	Careful worker	Takes few chances	Sometimes careless	Dangerous worker; chance taker	NA
Efficiency	Uses time well	Seldom late	Wastes time occasionally	Wastes time frequently	Is inefficient	NA
General Attitude	Positive and cheerful	Agreeable	Workable	Argumentive	Negative	NA
Care and use of equipment	Repairs, replaces and resharpens	Careful; selects well	Generally careful	Has to be reminded	Abusive	NA
Rating as prospective employee	Excellent prospect	Good but not best	Recommend under supervision	Hesitate to recommend	Would not recommend	NA
Eagerness	Excellent	Better than most	Reasonable	Slowly	Virtually none	NA
Occupational skill or aptitude	Exceptional ability	Above average	Average ability	Little ability	Practically none	NA
Adaptability	Learns quickly and easily	Needs little time	Changes with fair amount of ease	Requires repeated instruction	Very slow	NA
Problem solving ability	Solves all problems; good planning	Solves nearly all problems	Solves those problems of interest	Solves only easy problems	Solves no problems; no planning	NA

COMMENTS:

pre-institutional programs. Many times these programs were revoked following further criminal behavior. The most common offenses are burglary (22%), robbery (21%) and larceny (9%).

Diagnostically, a large majority are considered sociopathic or have demonstrated an anti-social personality. The Director of Treatment at Anamosa indicated that most laymen and many correctional workers believe that some type of therapy or psychiatric intervention will correct these problems while most psychiatrists view the problem as one best dealt with in a correctional setting.

Most residents come from a disturbed family situation which may be characterized by divorce, desertion, alcoholism, physical abuse and possibly criminal behavior. Most residents began demonstrating adjustment problems in late childhood or early adolescence and most had received some attention from social agencies by the age of 15 or 16. More than 15% of the population had been to state training school while a much larger number had been on juvenile probation in group homes or foster homes.

Most residents dropped out of school prior to graduation with the average completing approximately the 10th grade. Although specific percentages vary from time to time, one recent survey revealed that 45% had some high school education, 15% successfully completed high school while less than 3% attended college. An additional 15% had obtained a high school equivalency certificate. Intelligence testing revealed I.Q. scores ranging from borderline mental retardation to superior with the average I.Q. falling only two or three points below the average for the general population.

Most residents have work records characterized by tardiness, absenteeism, quitting without notice, difficulty relating to supervisors and dismissal. Many are quite adept at gaining employment but have remained on the job only a few days or a few weeks until the job no longer seemed interesting. Careful questioning or investigation often revealed a pattern of "irresponsible performance" for some time which actually resulted in dismissal.

A substantial number of residents have histories of alcohol and other drug abuse, many times dating back to early adolescence. Most find it difficult to develop loyalties and strong emotional ties, marital relationships are tenuous and separations and divorce are common. About 63% consider themselves single, 23% reported they are married and about 13% are separated or divorced.

About two out of three residents were born in Iowa. Excluding those who are sentenced to life imprisonment, the average length of sentence is almost 11 years.

Factors Contributing to Program Success at Anamosa Men's Reformatory

Several factors stand out as major contributors to the success of the vocational education program at Anamosa Men's Reformatory.

Central to the operation of the entire effort at Anamosa and by extension to the vocational education program as well is the stated philosophy which places an emphasis on recognition by both residents and staff of personal responsibility for the consequences of one's actions. This philosophy is supported by the attempt of the institution to create an atmosphere of mutual respect of other's rights, dignity and possessions. According to institutional staff, all else follows.

Together with the expressed institutional philosophy is the support given to it by the warden through his operational actions. State and local personnel believe that the incumbent warden has a commitment to treatment which parallels his understanding of the requirement and responsibility for security. While the warden himself acknowledged that it is difficult to demonstrate a cause and effect relationship between treatment and recidivism rates, he expressed his conviction that strong treatment programs should be provided so that residents who do remain out of prison after release will have the tools to lead a more satisfying life than they had before entering prison.

The strength of the treatment program is another factor contributing to the success of the program. Vocational skill training does not occur in isolation; rather, it is combined with related instruction, some academic

instruction and a comprehensive array of support services ranging from counseling to tutoring to a variety of placement procedures. Each component appears to increase the inmate's chances of success. Further, the vocational education program is an integral part of a comprehensive overall effort to serve the residents at Anamosa. Particularly noteworthy are the orientation and classification system, the individual attention provided by the treatment teams, the psychological/psychiatric services and the career education and counseling center.

Another factor cited as a positive contributor to program success is the working relationship that exists between Anamosa Men's Reformatory and Kirkwood Community College. Responsibilities are well defined. Program planning and evaluation are carried out mutually and the education efforts (including staff) appear to be integrated into the entire institutional operation. Closely related is the presence of stable, qualified and dedicated education staff.

Generally positive relationships between instructors and students on a day-to-day basis resulting in what some described as a relatively high level of trust appears to have produced program graduates with salable skills and a sense of personal worth and accomplishment.

The work of the craft and vocational education advisory committees was also noted by a number of persons interviewed as providing a third party dimension to the program operation which gave it added strength.

Contact

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Anamosa Men's Reformatory
Anamosa, Iowa

Phone: 319/462-3504

OREGON STATE PENITENTIARY
Salem, Oregon

Abstract

The vocational program of the Oregon State Penitentiary is designed to assist students to develop personal and professional competence that will permit each participant not only to produce their share of goods, services, and ideas, but also that will permit each individual to earn an income in a career that is individually satisfying, useful to society, and fulfills the general obligations of citizenship. The program offers vocational skill training in approximately a dozen curriculums. In addition to skill training, the program involves career counseling, academic counseling, academic education, remedial education, career education, testing and diagnosis, apprenticeship training, and training within prison industries and maintenance and service operations. Advisory committees for each trade area are utilized to update curriculum and equipment as well as to place program graduates. The program unites vocational education, prison industries, maintenance and services, and the apprenticeship program into a single effort for providing vocational training.

Background

The Oregon Department of Human Resources, Corrections Division, recognizes that the needs of persons continue to exist, even though the person may be incarcerated. In fact, incarceration and the factors that lead to incarceration function to increase inmate need. The educational and rehabilitative programs of the Oregon Corrections Division have been developed as based on inmate need and are based on the beliefs that (1) people are a worthwhile investment and (2) that due to the heterogeneity of the target population, there also must be an array of services available within the prison treatment setting.

The program at the Oregon State Penitentiary has been designed to emphasize a variety of options due to the fact that the institution is the maximum security institution for the State. All types of inmates are served by a program that has been designed to have something for virtually every interested inmate. Yet the program does not just serve inmate needs; it also meets institutional needs by providing constructive time-use and work for inmates, by training workers for prison industries as well as

maintenance and service operations, and by actively involving the community in rehabilitative programming in a positive fashion. Approximately 150 of the 1500 inmates are involved in the formal vocational training program.

Measures of Success

The OSP program relies on post-release employment and in-program success rates to gauge the relative effectiveness of the vocational programming. Limited data on recidivism also have been collected. Placement information has been depicted in Fig. 1. As noted in the figure, the overall employment rate is above 72% since the vocational-technical training program counts only those inmates employed in jobs directly related to their training as being employed.

CATEGORIES OF CONCERN	SUCCESS	
	<u>Number</u>	<u>Percentage</u>
Apprenticeship		
Employed in trade as journeyman	16	30%
Employed in trade as apprentice	10	18%
Employed in trade as trainee	14	26%
Employed outside trade	11	20%
No information	3	5%
Vocational-Technical Training		
Employed in trade	64	60%
Employed in related trade	<u>41</u>	<u>40%</u>
Total Employed (majority in trade)	115	72%

Fig. 1. Total Vocational Training Program Placement Figures
June 1977 - September 1979

The OSP program has some tentative data on recidivism rates based on a follow-up of inmates who participated in the apprenticeship program. Data over four years of completions have indicated that about 9% of those inmates who participate successfully in the program have been reincarcerated at a later time on a new conviction.

Within-program success has been gauged by inmate waiting lists, percentages of inmates who complete the program, and percentages of inmates who are performing successfully within the training setting. Throughout the history of the training program there has been a high demand for available training slots due to the value the program is perceived to have in helping inmates to acquire job skills and find positions. At the time of this study, over 100 preregistered trainees were on the books of the apprenticeship program while over 70 approved clients were on the waiting list for vocational-technical education; another 30 inmates were pending classification results for vocational-technical training.

In terms of successful program completions, the vocational-technical education has had approximately 60% of its participants successfully complete the program. Approximately 82% of those inmates registered into the apprenticeship program either have or are successfully completing the program. Approximately 40% of those inmates who dropped out of vocational-technical training did so due to financial concerns--they found they could earn more money in another prison work station.

Philosophy, Role, Policy and Goals

The authority for educational programs within the Corrections Division in the State of Oregon derives from the Oregon State constitution. Specifically, the constitution states, "Laws for the punishment of crime shall be founded on the principles of reformation and not of vindictive justice." Educational services were established by the section of the Oregon Corrections Division in 1977 and charged with the responsibility of creating and implementing procedures that would meet the requirements of the State constitution. Educational services as a department within the Division of Corrections is housed within the General Administration Services of the Corrections Division, a component of the Department of Human Resources.

It is directly concerned with all the education programs in each Oregon institution.

The Oregon State Penitentiary is the maximum security institution operated by the State. Education Services has taken a special interest in that particular institution because of the variety of inmates and the maximum security disposition of the institution. Emphasis has been placed on developing a variety of programming options. Within options, provisions have been made for creating comprehensive programs that combine vocational skill training, academic and remedial education, related instruction, counseling and job placement.

At the institutional level, each inmate is to participate in a work program--education, industries, maintenance and services, living area, or whatever. Choice of the specific program of involvement is left up to the individual.

Education is viewed as equal to the other work programs in priority and is recognized as having a potential for providing for long-term inmate gain. Specifically, the OSP program is "concerned with providing inmates who have the desire and possess the basic abilities with a salable trade and the personal skills to maintain successful, acceptable employment in the community after release from the institution." Individual course objectives and purposes are expanded beyond this programmatic statement of purpose. Each, however, is focused on developing performance-based vocational and personal skills requisite to functional adult literacy on the job.

Staffing Patterns and Support Services

Program staffing is concentrated in the vocational skills training areas with instructors for each vocational-technical course, apprenticeship instructors, and supervisors and maintenance and services supervisors. Academic and remedial instruction are provided by the academic education staff while related instruction is offered in conjunction with the local community college.

The major support service offered within the program is counseling of four types--career, vocational, academic, and personal. Career counseling is

provided through a joint vocational-academic program, utilizes a variety of printed and audio-visual materials, and takes the form of a week-long course of 3-1/2 hours per day meetings. Among the topics of concern addressed during the course are work decision-making, self-concept, hiring practices, career exploration/options, and vocational interests. The course concludes with development of individual career plans for each inmate. These plans outline individual objectives, short-term and long-term goals; vocational skill training course objectives; individual academic and work experiences; academic, remedial, and related instruction courses; expected inmate behaviors and performances; and so forth.

Vocational counseling is provided by the vocational-technical counselor and focuses on admission into training curriculums, periodic progress assessment of each inmate, assistance in selecting career specialties, and assistance in securing employment. The vocational counselor also provides personal counseling as well as mediates difficulties individual inmates might be experiencing in their training program.

Other personal counseling is offered through the educational counselor, the group living coordinator and the services of the participating community college. Emphasis is placed on development of coping behaviors.

Academic counseling is available through the educational counseling office. It provides for assistance with course selection and course work as well as access of other educational programs such as the college program.

In addition to counseling, another support service is testing. Each inmate is tested at orientation and during the admission process into training programs. Achievement, aptitude, competency, and interest test results are used in the counseling process as well as in development of each individual career plan.

Other support services such as placement are functions of other staffing arrangements and are discussed elsewhere in this description. Case managers, working under Social Services, do contribute to the program as a support service by facilitating programming and assigning duties and by dealing with the pressures of institutional life that might otherwise hamper training.

INMATE CAREER PLAN

Date 5-1-80

Inmate: _____ Inst. No. _____ Rec'd 4-28-80

D.O.B. _____ Sentence 15 years Matrix Date Est. 4-6 years

Academic Record: Claims to have completed GED at PCC in Portland in 71

Work Experience: Claims experience as a shipping clerk, forklift operator, truck driver, carpenter, painter, sandblaster, and bartender.

Test Scores:

Academic		Aptitude		Interest		College								
4-28-80		4-29-80		4-30-80										
Date		Date		Date		Date								
Int.G		GATB		Kuder Preference		Eng	Read	Math						
Form		Test		Test		Form								
Wk	<u>12.0</u>	Ar Con	<u>10.</u>	G	<u>127</u>	P	<u>124</u>	Outd	<u>53</u>	ART	<u>67</u>	1	<u>A</u>	
	<u>12.0</u>	Ar Pro	<u>12.0</u>	V	<u>135</u>	K	<u>91</u>	Mach	<u>2</u>	LIT.	<u>98</u>	2		
	<u>9.6</u>	Sc	<u>11.4</u>	N	<u>109</u>	F	<u>117</u>	Comp	<u>55</u>	MUSIC	<u>97</u>	3	<u>B</u>	
Sp	<u>11.4</u>	Ss	<u>12.0</u>	S	<u>124</u>	M	<u>100</u>	Scie	<u>3</u>	SOC SER	<u>59</u>	4		
Com	<u>11.4</u>			P	<u>111</u>			Pers	<u>60</u>	CLERICAL	<u>31</u>	5		
Grade Level	<u>11.4</u>													
Percentiles														

Inter Interest Indicators: MAT indicates high academic abilities, should not experience any problems with V.T. or college work. GATB indicates high scores in over all aptitude. Kuder indicates good interest in literary : artistic which supports the stated goal.

Director/Counselor Comments:

Seemed receptive towards Career Counseling effort.

Career Goals:

1. College
2. V.T. Welding

Methods of Attaining Goals:

Internal:

1. Enrollment in college for the summer term 1980 to enhance his future survival.
2. Enrollment in V.T. Welding anywhere from 7-81 at the earliest to 10-81 at the latest.

External:

Recommend to Boilermakers Union for welding job placement on release.

Facilities, Equipment and Materials

The OSP education and training program is housed in a separate building within the walls of the maximum security institution. Each curriculum has its own shop and classroom area within the building. In addition, maintenance and service operations are operated through vocational-technical education and out of separate facilities in the vocational building. The prison industry shops are located in adjacent facilities. All academic, remedial and related instruction takes place in the academic area of the central administration building.

Shops were adequately supplied with materials and were equipped with the latest equipment. Equipment had been procured through the efforts of the Division of Corrections which purchased equipment, the efforts of individual instructors who persuaded manufacturers to loan equipment to the program, and the efforts of the advisory committee members who donated or convinced employers and manufacturers to donate equipment. The result was a vocational training program that trained on the same equipment that was actually being used on the job.

Coordination/Cooperation

The vocational program at the Oregon State Penitentiary requires considerable amounts of coordination and cooperation at several levels. Within the institution, the educational program has developed the reputation for providing excellent services and enjoys good relations with security. These relations have been bolstered substantially by the active support provided to the educational program by the warden of the institution. The warden and the State of Oregon require that every inmate be involved in work programs each day. These programs can be prison industries, maintenance and services, or education, but whichever, the inmate must participate and must attend.

Within the institution the role of vocational-technical training has been established over time through careful program management. Care has been taken to perform successfully in each area that vocational-technical education professed competence; likewise, the vocational-technical training program has been careful not to undertake tasks outside its reasonable role or beyond its capabilities.

Coordination of vocational-technical and academic education as well as coordination of vocational-technical education, apprenticeship training, and maintenance and services training has solidified the role of vocational-technical education. At all levels, it is viewed as an integral part of the corrections programming.

Outside the walls a number of agencies are involved with the program. Coordination and cooperation was evident between the OSP program and other sections within the Department the Human Resources, the Board of Higher Education, the Bureau of Labor, the Personnel Division of the State of Oregon, the General Services Division of the State of Oregon, the Department of Education, Chemeketa Community College, and volunteer resources coordinated through the Division of Continuing Education. The active participation of each of these agencies is necessary for the Oregon State Penitentiary program to operate successfully.

Instructional Program, Methods and Techniques

The instructional design intentionally combines the efforts of vocational education through vocational training, apprenticeship, prison industry, and maintenance and service operations within the institution into an effort that provides extensive skill training for students. In addition to the skill training, work behavior training, related instruction, and academic instruction are provided to students in order that they master adult functional literacy skills and in order that they can perform as craftsmen in their selected trade or occupation.

Training is provided in small groups and individually to students. The materials are individualized and in most training programs, competency-based. There is a movement within the program to make all materials competency-based, broken into self-paced modules through which students can work at their own level of mastery.

Skill training emphasizes hands-on and live-work experiences with a premium placed on performing and demonstrating skills. No more than 5% of any vocational-technical curriculum is theory.

The curriculums operate through an open-entry, open-exit format. Courses are intentionally kept small--10 to 16 training slots per curriculum-- in order to insure personal attention from instructor to trainee. Emphasis is placed on the development and maintenance of the instructor-trainee relationship because it is viewed as both a key to the rehabilitative effort and a way to facilitate job placement. Instructor evaluation and in-service focus on communication skills.

As mentioned elsewhere in this description of the OSP program, an educational plan is developed for each inmate. This plan is considered "programming for release upon commitment" and is critical for establishing individual and institutional educational expectations. The plan takes into account inmate experiences, interests, aptitudes, and training opportunities and resources. It also takes into account the potential parole dates of the inmate using the matrix parole system. Training slot availability and parole dates are coordinated to facilitate the transition of incarceration through training to release.

The educational plan specifies not only vocational-technical training, but also requisite academic, related and remedial instruction. While such instruction must be considered as a support service in many correctional vocational education programs, at OSP it is an integral part of the instructional design. Adult functional literacy, by program definition, includes not only job skills, but also the ability to read and write. Academic skills are provided through a variety of courses ranging from adult basic education through college. Specific skill levels are required for successful completion--and in some cases entry--of all vocational-technical courses. The proficiency levels were established in conjunction with the craft advisory committees. The majority of these courses are competency-based and self-paced.

Upon completion of the vocational-technical program formal certification of completion and accomplishment is awarded. Certificates document skills and some carry transfer credit to institutions of continuing education.

In addition to skill training and adult functional literacy, the OSP program also is focused on work behavior. A behavior evaluation system has been initiated in the classroom and proceeds through the instructor-trainee

139

relationship. It involves a daily record of trainee behavior, a memorandum of performance, prescriptions for change as necessary, counseling as necessary, a monthly evaluation and charting of inmate progress. Specific concerns have been illustrated in Fig. 2. As noted in the figure, emphasis has been placed on attitude-related work behaviors. The program seeks to work to improve inmate disposition in each of these areas every day.

Personnel Characteristics

Instructors, whether academic or vocational-technical, are well trained, experienced professionals in their fields. Vocational-technical instructors are former craftworkers in their trades who have the ability to demonstrate skills, explain techniques and work with inmates. Unlike the academic staff, the vocational-technical instructors do not have to be certified educationally; however, they do participate regularly in in-service staff development programs offered in conjunction with Educational Services. Emphasis within the vocational-technical staff has been placed on hiring individuals with contacts and a good reputation in the business community.

The management style within the administration can be characterized as one of support and decentralized decision-making. The programs are directed by trained educators; they actively encourage program managers and instructors to create their own programs including working with their own craft advisory committees, securing equipment and materials, preparing lesson plans, and designing instructional materials. The decentralized nature of decision-making, together with the active support demonstrated for personnel and decisions at all levels, has produced an effective camaraderie among the staff that has strengthened staff commitment and sustained staff morale in conducting the program.

The personnel program also involves evaluation and an opportunity for staff to assist in creating future staff development programs. Observation of instructional staff is conducted by the educational managers periodically. In addition, instructors are expected to complete a self-evaluation form that focuses on specific portions of their teaching role. Among the factors to which these two types of evaluation are addressed are (1) cognitive levels

NAME _____ O.S.P.# _____ D.O.B. _____

PROGRAM _____ SS# _____ DATE ENROLLED _____

Unless indicated, student has shown ability to work within the following indicators:

DATE OF INFRACTION

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1.0 DEPENDABILITY:

- 1.1 Is at assigned area within 5 minutes of expected time of arrival.
- 1.2 Sticks to his work without excessive breaks.
- 1.3 Completes performance of tasks (and/or written assignments) within given timelines
- 1.4 Is truthful.
- 1.5 Does as he says he will.

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2.0 PERFORMANCE QUALITY:

- 2.1 Does not abuse or misuse tools, equipment or materials.
- 2.2 Cleans and returns tools, equipment and materials to their storage location.
- 2.3 Uses tools in a manner that is safe to himself, others and facilities or equipment
- 2.4 Performs consistent with demonstrated levels of ability.
- 2.5 Keeps clean work area(s).
- 2.6 Organizes necessary tools and materials prior to beginning and during work.

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3.0 ACCEPTANCE OF SUPERVISION:

- 3.1 Pays attention to instructions and demonstrations.
- 3.2 Does not argue with or reject supervisor's instructions or suggestions.
- 3.3 Takes necessary action on supervisor's instructions or suggestions.

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4.0 ABILITY TO WORK WITH OTHERS:

- 4.1 Helps another when requested by supervisor.
- 4.2 Does not use abusive or threatening language toward others.
- 4.3 Does not interfere with or obstruct the work of others.

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5.0 PERSONAL STANDARDS:

- 5.1 Manner of dress and hair length meets OSHA and shop standards.
- 5.2 Maintains good personal hygiene or takes corrective action on specifically identified personal hygiene habits which are offensive to others.
- 5.3 Does not have personal habits or mannerisms which are offensive to others.
(Takes corrective action on those which are specifically identified)

Excellent
 No Infractions

This Student is recommended
for meritorious good time.

Evaluated by: _____ Date: _____
 Resident: _____
 Reviewed by: _____

Fig. 2. Behavior Evaluation Report.



of objectives, content and questions; (2) student expectations; instructional methodology; (3) learning environment; (4) level of enthusiasm; (5) areas of concern; (6) rapport; and (7) organization. Results are used to review instructors and to design staff development programs.

Selection Criteria for Residents

The selection process for the OSP program is involved; it was designed to try to insure that, due to the limited number of slots available, the inmates that did receive an opportunity for vocational-technical or apprenticeship training would profit from the opportunity. The process is directed by the vocational counselor and involves screening, interviewing, testing, prerequisite skill levels and ultimate approval by the individual instructor. The basic selection procedure for vocational-technical training works in the following manner:

- 1) An inmate becomes aware of the program and makes application.
- 2) The inmate is interviewed by the vocational counselor in order to judge how serious the inmate is about pursuing the program.
- 3) The inmate is included in a career counseling course in which the various vocational-technical and apprenticeship curriculums are discussed, along with the entry requirements for each. In addition, the inmate is involved in a testing program to assist in determining interest and aptitude.
- 4) All data are shared with the inmate; during this process, a career plan for the inmate is developed. This plan specifies courses-- vocational and academic, pay rates, inmate behaviors, release dates according to the matrix parole system, and so forth. The plan is initialled and forwarded to the classification and review committees.
- 5) The classification committee acts to permit an inmate to make the necessary moves within internal custody to participate in the program.
- 6) If the application and career plan are approved, the inmate assumes a slot in the vocational-training program. Inmate behavior, interest, and time until parole are critical to this decision process. If prerequisites have not been satisfied, the inmate may begin to work toward successful completion of these before entering the program.

The selection process for acceptance into the apprenticeship program is very similar to that for vocational-technical education. The only major differences are (1) that candidates must be within one to four years of release

173

at time of application and (2) potential new apprentice must meet minimum entry requirements established by the Joint Apprenticeship and Training Committee. If more than one candidate is competing for a single slot, preference is given to the candidate who most exceeds the minimum JATC requirements.

Minimum entry requirements are used for both the apprenticeship and the vocational-technical training program. The requirements were not established to screen out participants; rather, they reflect skill levels established in concert with the trade advisory committees. Further, they are used to unite academic and vocational education into a comprehensive program. Particular requirements include reading levels, math skills, and communication skills; apprenticeship requirements also suggest minimum age stipulations, physical qualifications, and performance levels on certain standardized tests. Requirements have been coordinated with specific course offerings in the OSP academic education program in order to merge efforts and insure satisfactory student progress.

Once in a training program, the individual instructor has the final say on inmate participation. Student progress is evaluated no less frequently than each month and continuance of the training program is contingent upon continued satisfactory progress.

Community Relations

The OSP vocational-technical training program enjoys excellent community relations with a number of outside agencies and groups, each of which contributes to the ongoing success of the program. The most important groups are the advisory committees for each of the trade areas in vocational education and for apprentices. Each advisory committee meets periodically, sometimes as often as once a month, to discuss the problems and needs of the program and to make suggestions and recommendations. While the OSP instructors and program directors initially created the advisory committees, they now have become self-perpetuating. The committees take their responsibility seriously; even though some members have to travel as much as several hours to the meetings, the meetings are regularly attended and enjoyed. A recent suggestion by the OSP program to reduce the number of meetings within certain craft

committees was overwhelmingly rejected by the membership of those committees. The advisory committee members felt that they were making positive contributions and enjoyed the camaraderie of their association.

Other important community relations techniques used by the OSP program include (1) visitation of each facet of the vocational education program by business and industry on a regular basis through field trips; (2) participation of students in the college release program of the institution to attend the local community college, (3) participation of students in work release programs after mastery of certain levels of skills within the vocational program; and (4) community, institution and agency service projects that have served to establish the role of vocational education within the institution. Special programs and program graduates also have received coverage in the local media in other attempts to inform the public about program efforts and activities.

Planning

Program planning at OSP has taken place using several different techniques. First and most important, the advisory committee for each of the curriculum areas in which vocational education is offered at OSP meets frequently to discuss considerations and problems that exist within the program. Among the issues addressed by the advisory committee is the matter of program planning. The advisory committee specifically recommends new types of curriculum, new types of equipment, new endeavors or techniques within existing curriculum training areas and new curriculums that must be considered as new vocational training programs are developed.

A second way in which planning has been conducted in the OSP program is through labor market analysis of employment demand. The advisory committees assist in supplying data to OSP relative to employment demand. In addition the Employment Security Commission (ESC) of Oregon regularly provides employment demand data that are used to expand or reduce program size.

The third way in which planning in Oregon is taking place is through the Joint Corrections Planning and Development Team. This task force meets periodically to address the needs of the entire correctional system as they

relate to education and training. Specifically, they look at community needs, inmate characteristics and sound pedagogical techniques in order to suggest program modifications and renovations.

A fourth way in which program planning takes place is through the individual initiative of instructors. Instructors are invited to draft position papers that outline the rationale for curriculum additions or deletions. These working papers are used as background in seeking advice from the business community--labor, management and education--as well as ESC advice about potential job growth, employment demand and wage rates.

Institutional needs are considered in program development decisions; however, they are secondary to community considerations.

Types of Vocational Programs Offered

The Oregon State Penitentiary curriculums for vocational training are offered both through vocational-technical education and through the apprenticeship program. Within the vocational-technical area training is offered in:

- o automotive
- o body and fender
- o cabinetmaking
- o small engine repair
- o drafting
- o electronics
- o welding

Within the apprenticeship program training is offered in:

- o cooking
- o baking
- o furniture finishing
- o electronics
- o carpentry
- o millwright
- o pipe fitter
- o welder
- o landscaper
- o meat cutter
- o photographer/lithographer
- o plumbing
- o sheet metal work
- o upholstery

Many of the training opportunities are operated in conjunction with the prison industries program or the maintenance and services support operations.

Other Program Characteristics

Several factors in the other program characteristics category were critical to the success of the OSP program. Most important among these characteristics was use of the Craft Advisory Committee. As noted earlier in this description, an advisory committee was formed for each training curriculum. The advisory committees meet on a regular basis to provide advice and suggestions. The program owes a measure of its success to the work of these advisory committees. The advisory committees have taken a major responsibility for placing program graduates with the result that approximately 70% of program graduates have been placed in occupations directly related to their training. The advisory committee also has secured modern equipment and recent curricula for use in the training programs. In addition, the committees have offered suggestions about training techniques and job performance techniques that must be included in the training program in order that the trainees possess sufficient entry level skills. In addition, advisory committee members have secured volunteers from industry to come to the vocational training classes within the institution and provide short courses on new techniques or tools within the industry. Even former inmates have been enticed to come back to the institution and assist with the program through efforts of advisory committee members.

A second factor important to the success of the vocational-technical training program was the orientation program within the institution. This program combined testing, an introduction to all treatment and education programs, and an overview of the institution. Each inmate was asked to consider the educational program in some capacity as one of their activities within the institutional program. Various training curriculums and options were presented to the inmates to facilitate decision-making. The application and selection process was also outlined together with expected benefits.

A third additional contributing factor to program success was the relationship between OSP and the local community college. Related instruction was offered through this college in the apprenticeship program. In addition, a number of the vocational-technical curriculums permitted students to earn transfer or college credit through the college. Likewise, some academic courses also carried credit. Even occasional staff development offerings were provided through the relationship with the community college.

A fourth factor was the pay incentive program. Inmates were paid for vocational-technical training as for all work assignments. While the pay rate may not have been as high as in prison industry, the use of incentive pay motivated students and helped to provide a sense of self-worth and a more similar setting to an actual job situation.

A fifth additional factor was the group living program. Inmates were housed in groups of ten persons, with each group having a counselor. The group living program provides a technique through which to address and resolve the institutional and daily living problems that too often interfere with educational progress in correctional settings.

A sixth factor contributing to inmate success is the transitional services program. While not all inmates use this service, it can provide for work release, school release and vocational rehabilitation. These services can be used to mediate the radical difference between institutional and free-world life.

Participant Characteristics

Very little information on participant characteristics was available in aggregated form. In general, participants in the various parts of the vocational-technical training program reflected the general population of the whole prison with the exception that trainees were slightly younger in aggregate than the entire population. Otherwise, the figures were comparable including the 16%-18% minority participation figure.

Factors Contributing to OSP Program Success

Several factors were perceived to account for the levels of success of the OSP program including program support, comprehensive programming, community relations and staff abilities. Program support was perceived to function to strengthen the program at three levels. First, there was considerable support from correctional administration. State officials and the warden provided active support for program efforts. The role of education was well defined and the program continued to demonstrate success in those areas where it claimed expertise. Second, there was support for program local

activities from state educational services within corrections. This support functioned to establish policy, provide budget and clear obstacles to program success. Third, there was considerable support within the program for individual instructors as provided by the educational directors and program managers. There was encouragement, autonomy, decentralized decision-making and a high degree of consensus and camaraderie among all staff.

Comprehensive programming was another key to program success. Vocational-technical skill training combined the opportunities and efforts of vocational education, apprenticeship, prison industries and maintenance and service operations into a variety of skill training offerings. These were coupled with requirements and opportunities to acquire adult functional--job and personal--literacy through academic, related and remedial instruction. In addition, each curriculum included instruction in work behavior skills that were aimed at improving trainee attitude and insuring rehabilitation.

Community relations also was critical to program success. The craft advisory committee for each training area worked aggressively to place students, to update equipment and curriculum, to provide training experiences for students and staff, and to assist the program in any way possible. As a result, not only did the OSP program have excellent community relations, but graduates had jobs.

A fourth major factor contributing to program success was the staff. Each instructor was a skilled staff worker; further, each instructor could demonstrate the skills of their craft as well as communicate with the trainees. Staff development programs were provided to hone instructor skills. Instructors not only provided training, but also they obtained equipment and supplies and helped to find many students jobs upon completion and release. Instructors exercised considerable individual initiative and autonomy. Morale was high and consensus was a major feature of staff relations.

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SOMERS CORRECTIONAL INSTITUTION
Somers, Connecticut

Abstract

The goal of the Somers Correctional Institution program is to develop a vocational skill in a marketable area in order to enable participants to earn a living, experience personal satisfaction and experience professional accomplishment. Skill training is offered in auto paint and body, small engine repair, auto mechanics, appliance repair and solar energy, and optical lens grinding. The program involves vocational skill training, counseling, psychological testing, academic education and job placement. Courses are offered in an open-entry, open-exit format, utilize competency-based materials, and emphasize "live work" exercises. Coordination, leadership, modern facilities and equipment, and aggressive staff development are major factors contributing to program success.

Background

Educational curriculums--of which vocational education is a segment--offered to inmates in Connecticut are organized and delivered through the Corrections School District, one of 170 public school districts in the State, each administered by a superintendent of schools. Such an organizational arrangement calls attention to the educational needs of inmates and makes correctional education a functional segment of all public education in the State.

Somers Correctional Institution is the only maximum security facility in Connecticut and accommodates about 1,000 inmates. This is a male facility, with no female participation in any of its vocational curriculums or prison industries. Approximately 10% of the population (100 inmates) are enrolled in vocational education programs.

Vocational education at Somers has exemplary features which, through the efforts of many concerned and dedicated people, have developed despite the security restrictions inherent in the operation of a maximum security institution, restrictions that necessarily restrict planning and programming options.

Measures of Success

Somers uses two major measures of program effectiveness: (1) placement rates and related information and (2) in-program qualitative measures.

Measures of effectiveness associated with placement have been depicted in Fig. 1. As noted in the figure, the number of graduates over the past two years remained relatively steady with a slight increase largely due to the continuing growth of the solar energy curriculum. Overall placement rates were high across the entire program, ranging from 71% to 81% depending upon the curriculum. Since many of the trainees have long sentences--some with life sentences--making them ineligible for parole for 15 years, placement sometimes consisted of subsequent enrollment in another vocational curriculum once the initial curriculum has been completed. The column headed "Continuing Education" in Fig. 1 reflects these individuals, in addition to those who left the institution to enroll in a postsecondary program in a community college or vocational education institution. Although average hourly wage rates for completers were not high, they were consistent with the goal of vocational education at Somers to equip trainees with entry-level skills.

Recidivism alone was not viewed as a legitimate measure of success by State or local corrections personnel even though the recidivism rate at Somers was substantially lower than that for the entire prison system. However, in-program success as determined by a series of qualitative indices (see Fig. 2) was used as an indication of success. While many of these indicators were difficult to measure and document quantitatively, they were used consistently by program administrators to assess program progress and for program planning purposes. Findings suggested the program was meeting its objectives in terms of these measures. Quantification of several of these indicators as well as recidivism information was a portion of a State-wide management information system under development in Connecticut. The program was to be completed by 1981.

Philosophy, Role, Policy and Goals

Corrections is, in 1980 for the first time, receiving its funding directly from the legislature for budgeting purposes rather than being subsumed under the umbrella of education. Until last year corrections was eligible for most grants that the State Department of Education offered. All funds now go directly to corrections. Theoretically, this should result

<u>Placement Rates (1979)</u>	<u>Total Placement Rate</u>	<u>Number in Continuing Education</u>	<u>Number in Occupation for Which Trained</u>	<u>Occupation Related To Training</u>	<u>Number in Occupation Unrelated To Training</u>
Automobile Paint & Body Repair	78%	38%	31%	5%	4%
Appliance/Solar Energy	71%	24%	31%	10%	7%
Small Engine Repair	78%	45%	21%	9%	2%
Other	81%	38%	19%	6%	19%

Hourly Salary Rates for Program Completers (1979)

Average Hourly Rate (1979)

Automobile Paint & Body Repair	\$3.43
Appliance/Solar Energy	3.13
Small Engine Repair	3.18
Other	3.61

Number of Graduates (1977 and 1979)

	<u>1977</u>	<u>1979</u>
Number of Graduates	269	276

Fig. 1. Quantitative Measures of Success for Somers Correctional Facility

SOMERS CORRECTIONAL INSTITUTION

1. Formal linkages with other agencies
2. Coordination of objectives of prison industries and vocational education
3. Safety requirements met in instruction
4. Instructor contact with field agencies
5. Job development activities

6. Individualized instruction
7. Instructor-student rapport
8. Student screening
9. Live work available
10. Hands-on experience provided

11. Liaison with parole in placement and follow-up
12. Qualified and dedicated instructors
13. Modern equipment
14. Equipment in good repair
15. Adequacy of space

16. Use of advisory committees (overall and by curriculums)
17. Support services available
18. Competitive teacher salaries
19. Well utilized facilities
20. Relevance of training to labor market needs

21. Curriculum usually well enrolled
22. Student grades
23. Interested, contented students
24. Improvement in education and literacy levels
25. Long-range goals met
26. Job market awareness

Fig. 2. Qualitative Measure of In-Program Success

18,

in increased funding for corrections since it no longer has to compete with 169 other school districts for State funds.

Corrections is preparing to implement the equal access provisions recently handed down in several court decisions. As a result, if an inmate requests a program, the State will offer the program, whether it be in a regular school district facility or in the Corrections School District. The State will be required to become more flexible and innovative in its planning and delivery of services in order to be fully responsive to this legislation. The role of the State Division of Vocational Education and its coordinator of corrections will become far more significant.

There is monitoring of corrections on site by the Department of Special Education as mandated by P.L. 94-142 and Sections 503 and 504 of the Vocational Rehabilitation Act. An evaluation also is required under the provisions of the Act. Corrections is addressing itself in limited degrees to these legislative concepts. The Department of Special Education of the State Department of Education only suggests compliance with this legislation since it is not officially an enforcement agency. The role of special education in corrections will likely expand by next year due to the interface mandated by Federal and State law and policy.

Traditionally, there has been a policy in corrections in Connecticut of no vocational education credit for prison industry participation. That policy has been changing recently. At Somers, for example, the optical lens grinding curriculum, originally placed in operation as a prison industry and funded under CETA, is now offered through the vocational education program at the institution; it offers vocational credit and is supported by State vocational education funds. This exemplary practice will likely be replicated in other prison industry activities since it is evident that the goals for the prison industry programs are broadening to include elements other than institutional solvency and provision of services to the institution.

The goals of vocational education at Somers are threefold:

- 1) To provide marketable occupational skill preparation,
- 2) To provide successful job placement to program completers; and
- 3) To provide a situation for the long-stay inmate to achieve self-satisfaction and a sense of accomplishment.

The warden is supportive of vocational education and sees the goals of vocational education consistent with his philosophy of equal opportunity and personal accountability. Over the past seven years very few disturbances have occurred at Somers. The warden listens to inmate complaints and responds to them appropriately before the situation can linger and create hostilities.

Upon entering the facility at Somers, the relaxed atmosphere in an environment where security is extremely important can be noted. Relationships among instructional personnel appear warm and cordial without the tension so often common in correctional facilities. Interaction of staff and inmates revealed a healthy respect of each for the other.

Still, Somers is a maximum security institution; custody is a prime consideration. The two curriculums offered outside the main facility where security is more relaxed are reserved exclusively for the good security risks. Others must choose from the other three curriculums offered within the main facility or opt for a prison industry or maintenance program. Unlike any other correctional institution in the State, the security level has a direct influence on the admission to a particular vocational education curriculum.

Staffing Patterns and Support Services

Somers employs regular, certified, well-qualified vocational instructors for each of its five vocational education curriculums. In addition, there is a wide range of support services available to inmates. The drug treatment program is particularly strong, easily accessed and frequently used by entering inmates. There are counseling, testing and placement services available as well as a bilingual program. Funding for support services is supplied by Title I, grants, and general fund budget allocations from the State of Connecticut.

The placement component for all curriculums in the total vocational education program is not at present firmly in place. Some of the vocational education instructors take on the responsibility for placement. There is also an individual at the institution responsible for follow-through and

reporting once the student completes a curriculum. This individual also assumes responsibility for determining the need for further institutional assistance to the students once they have completed their respective curriculums.

Facilities, Equipment and Materials

The overall corrections facility is in good repair, reflecting the philosophy of the Department of Corrections to decrease expansion in favor of improving existing facilities. Vocational programs at Somers are housed in two buildings, one of which is the main education building; the other is a separate facility for the automotive paint and body and automotive repair curriculums.

Equipment was modern and in good repair, particularly in the solar energy and optical lens grinding curriculums. In these two curriculums the most up-to-date equipment was being utilized in order to (1) turn out a good product and (2) provide realistic, useful training to inmates. While some instructors reported that they could use more space, all instructors reported adequate, current instructional materials such as textbooks and audio-visual equipment.

Coordination and Cooperation

Coordination and cooperation of the Department of Corrections with other agencies at the State level were features of the program. The relationship of the Department of Corrections and the Department of Education was particularly strong, largely due to efforts of the Superintendent of the Corrections School District and the work of the State Division of Vocational Education Coordinator of Corrections Education. The Corrections School District Superintendent also works regularly and successfully with the State system of community colleges and area vocational schools to enable inmates to receive vocational education and general education. He also enjoys good relations with the Commissioner of Education, the State Board and the Division of Special Education due to his effective leadership, high visibility and political activity.

The cooperation in evidence at the State level was carried over into the Somers program where, despite the emphasis on security, effective vocational education was taking place. Cooperation with the Department of Education's Bureau of Personnel and Guidance resulted in special grants that have enabled correctional facilities including Somers to document individual student programs sufficiently for the data storage in an MIS. The Bureau also provides, through special grants, a counselor position at Somers.

CETA and the Department of Labor provide some funds for training to supplement other funding sources. Students who complete CETA-sponsored curriculums are placed by personnel employed by the State Employment Service. Many of the vocational education curriculums and prison industries at Somers have been certified as apprenticeship programs by the Department of Labor, and are enabled to award apprenticeship status and credit to inmate enrollees. Some of the prison industry activities at Somers include furniture finishing, furniture making, the institution laundry, food production and the print shop. Institutional prison industry programs are visited occasionally by representatives of the Department of Labor for the purposes of maintaining apprenticeship and CETA training standards. Credit is awarded to program participants and upon their release from the institution, the apprenticeship credit is applicable to the balance of the number of hours required prior to state apprenticeship licensing board examinations. Also, approval by the State Apprenticeship Council for Connecticut has been obtained.

Although the several prison industries at Somers have held high priority in years past, the industries are being increasingly used for vocational education purposes, in which students may receive occupational education and preparation credit for participation. Prison maintenance functions conducted through prison industries appear to be well planned and scheduled so that there appears to be minimal interference with vocational education segments of the prison industries.

At the institutional level, cooperation with area business and industry is strong and has resulted in successful placement of completers on jobs in the labor market. However, effective placement on jobs at the completion of sentence is often interrupted; students at times are abruptly transferred

from the institution in the midst of their occupational education preparation, leaving them ill-prepared for free world employment. There also appears to be a lack of coordination of release plans with vocational program completion. Hence, upon completion of the required sentence the inmate is paroled regardless of the stage of occupational preparation and readiness for employment.

The small State size, absence of county government and personnel skilled in relationship building appear to have contributed to exceptionally strong inter- and intra-agency coordination and cooperation. It is estimated that about \$2 million is made available to correctional education from agencies outside the Department of Corrections. According to the superintendent, "Without the dollars, good will and mutual assistance provided by cooperating agencies, the program of education in the correctional institution would have to be discontinued (in its present form)."

Instructional Program, Methods and Techniques

Due to the relatively small number of enrollees in the vocational education curriculums, instructors are able to supervise students directly on an individualized instruction basis. In addition to the very limited basic lecture-textbook-discussion techniques, audio-visual procedures, self-paced materials and teaching machines enable students to proceed at their own respective rates with frequent assistance from instructors. In curriculums where these self-paced materials are used--small engine repair was particularly effective in the use of individualized instruction--it has been easy to establish and maintain an open-entry, open-exit procedure. Not all vocational programs at Somers are organized in this way, however.

Live work (customer work) is available in all the curriculums, thereby adding to the motivation and meaningfulness of the instruction. Instructors placed strong emphasis on speed and accuracy in work performance. They also required that students spend a proportionate part of their time applying skill principles, reading about them in textbooks and in discussing them with the instructor.

Personnel Characteristics

Most of the vocational instructors at Somers have been employed in the occupational fields for at least 10 to 15 years and some for as long as 30 years in their respective occupational areas. Most acquired their skills through experience as practitioners in the field. In this sense, they are very much like the inmates they are teaching in that they learned their trade mainly from experience coupled with limited dependence upon traditional teacher preparatory programs. Several instructors left lucrative private businesses to teach in the correctional institutions.

Instructors support the philosophy that preparation with entry-level skills is the goal for their students. Students with long sentences may remain in programs longer and either receive more extensive training in the same field or exploit opportunities to receive instruction in other vocational education areas.

Support staff development efforts and in-service training are exceptional at Somers. The State Department of Education sponsors updating seminars and programs for on-site counselors, through which new instruments for vocational interest testing are introduced. Workshops and training sessions are also available in areas such as the identification of learning disabilities, individual education plan preparation, child study teams, interpretive scoring for the aptitude tests, P.L. 94-142 regulations and programming for the disadvantaged and handicapped. Management personnel at the institution were recently involved in a training session on the topic dealing with the development and effective use of in-service training programs.

Selection Criteria for Residents

Inmates are admitted to vocational education participation during their testing and orientation period. Generally the inmates admitted to the vocational education curriculums have only to express interest in doing so, to possess the necessary reading and computational skills to succeed, and to be physically capable of engaging in the instruction. There are minimum education requirements which the inmate must possess for admission to all vocational programs at Somers. Entry also is restricted to the security grade of the inmate.

Community Relations

There exists in Connecticut one large Advisory Committee representing the corrections school district. The committee is highly visible, active and successful in spite of the fact that it has jurisdiction over all 17 curriculum areas in the corrections school district. The committee is composed of business, industry and community leaders who are reported as dedicated to the concept of vocational education and have succeeded in creating a positive image of corrections vocational education in the State. Many resources for training and opportunities for employment of inmates and parolees were created as a result of the committee's efforts.

Planning

Data for planning purposes are presently in a developmental stage. The parole division has developed a computerized data bank and plans for a system-wide Management Information System are underway at the State Corrections Department Research Division. There is presently operating a manual system that captures curriculum enrollments, placements and starting parolee salary information. The computerized system is expected to be functional by 1981.

In general, expansions to the program and development of specific curriculums tend to be a slow process; however, the solar energy program is an example of an innovative idea that was readily phased into action. Helped by a Federal grant and by the enthusiasm of Connecticut corrections and education personnel, the solar energy program is illustrative of the speed that can be applied to a needed curriculum. On the other hand, curriculum phase-out is often slow due in some cases to large capital investment in specialized equipment.

The Advisory Committee has been especially helpful in developing new programs as has been the Department of Labor. Great efforts at Somers have been made through the Department of Labor to keep abreast of new and emerging occupations, to inaugurate new curriculums which respond to labor market needs, and to insure that training does not take place on outdated equipment. The solar energy and the optical lens grinding curriculums are examples of timeliness and responsiveness to the current labor market, making use of commercial quality equipment and experienced instructors.

Funding

Funding for corrections in Connecticut comes primarily from the State. There is no local county government as such; consequently, there is no county financial support. Also, since vocational education in Connecticut, especially those segments of vocational education that are conducted in the State systems of area vocational schools and the technical colleges, is totally a State of Connecticut operation, no local funding is involved. State education funds from the State Department of Education for correctional education now are routed through State corrections to corrections education. The State currently reimburses correctional education on an average daily membership basis and 2/3 excess cost reimbursement is provided for special students. CETA and the Department of labor provide some funds which supplement other sources of training funds. The Office of Vocational Rehabilitation supplies some funds, and Special Education provides some grants and limited funds for professional personnel in the institution.

This year the Vocational Education Division of the Department of Education budgeted \$250,000 to the Department of Corrections while the prison system itself allotted \$240,000. Other in-kind contributions of time and personnel amounted to \$416,000 from the Department of Education. The budget for Somers is currently \$8.5 million, the largest in the system. A comparatively large percentage of these monies is used for vocational education and has resulted in the purchase and repair of modern equipment together with supplies, instruction materials and staff salaries.

Type of Curriculum Offered

The five vocational curriculum offered at Somers are:

- o small engine repair
- o auto paint and body repair
- o automotive repair
- o appliance/solar energy
- o optical lens grinding

The auto paint and body and automotive repair programs are operated in a separate building adjacent to the main building; all other curriculums are operated within the main building. The optical lens grinding curriculum is

technically a prison industry type program with an exceptionally strong apprenticeship component. Students receive hours of credit for participation which the State Certification Board applies toward the 8,000 hours required before taking the licensing examination. It is possible for students who have completed the sufficient number of hours in the correctional institution to engage in the latter stages of their apprenticeship and to become journeymen within a period of six months after their release.

The solar energy curriculum has been in operation since 1978 and is aided largely with a grant from the U.S. Department of Energy. The curriculum is equipped with basic simulators. It is expected to be two or three years before the full range of equipment, testing devices and skill-learning opportunities will be provided to student inmates. The appliance repair segment of the program provided for a logical development and a dual use of resources, since heating and cooling are basic components of any solar energy system. While the solar energy curriculum anticipates and plans for further resources and equipment, students are acquiring basic knowledge in air conditioning and refrigeration, water heating and other related appliance repair that equips them with skills sufficient for entry-level employment in major appliance repair.

Generally, the vocational education curriculums at Somers aim at completion for entry-level occupational employment. However, open-entry, open-exit type procedures make it possible for those who are not privileged to complete a curriculum to receive sufficient instruction in one or more modules to seek, obtain and hold a lesser type of job.

Other Program Characteristics

A formal evaluation of the vocational education curriculums in corrections takes place every five years. A State Vocational Education Division person visits the institution and in collaboration with local staff and instructors conducts a self-evaluation, an on-site evaluation, and produces a written report of the evaluation which is maintained on file at the State level. Evaluation components include program objectives, advisory committee, occupational objectives, administration and supervision, courses of study,

related subjects instruction, student selection, guidance, physical facilities, equipment, safety instruction, leadership and citizenship, resource materials, resource people, community visits, teacher certification, teacher schedule, student groups and required reports. Each of these components of the various programs is rated on a scale from one to five together with an overall program rating. Strengths, limitations and recommendations are also noted. The next such formal evaluation is scheduled to take place in 1981.

Some aptitude and vocational interest testing is carried on at Somers for placement purposes. The main criteria for vocational program placement are inmate interest, physical capability of participating in the skill instruction, and possession of prerequisite reading and computational skills necessary for occupational employment.

Vocational education remains the most popular form of instruction among inmates. One of the goals at the State corrections level and in institutions is the achievement of greater integration of academic and vocational instruction. This, it is envisioned, would make possible remedial programs as a regular procedure for those lacking basic skills either prior to vocational program entry or at any point during the overall program experience.

Participant Characteristics

The typical vocational education student at Somers is 24 to 32 years old and has an 11th or 12th grade education, an education level higher than the correctional institution average. Most participants have been convicted on breaking and entering and felonious assault charges and are, therefore, eligible for parole within five years. There are several students, however, with life sentences who can expect to remain in the institution for at least 15 years before parole eligibility. Most have sporadic employment histories, low beginning skill levels, narrow interests and few hobbies. Most have difficulty using leisure time productively and appear to desire the structure imposed by their vocational curriculums. Unlike the rest of the population, vocational program participants appear to have a higher level of motivation and a desire to "keep busy" in some productive capacity.

Factors Contributing to Program Success at Somers Correctional Institution

One of the key elements in the success of vocational education in Connecticut correctional institutions is the small State size which facilitates excellent coordination among education, vocational education and corrections agencies. Outside of these core agencies, other groups such as Vocational Rehabilitation, Special Education, Department of Labor, the Employment Security Commission and private industry interact with corrections personnel frequently and effectively and have managed to bring needed resources to bear on gaps and fragmented services. There are several capable, politically astute persons in leadership positions who have effectively built relationships that formed the constituencies necessary to establish the links that "make things happen."

At the institutional level, Somers has, through the efforts of instructors and administrators who are long-time community members, established relationships with business and industry and enlisted their support and cooperation in training input and job placement. The administration and instructional staff are experienced and have a respect for the dignity and worth of the student which is visible to the outsider as well as the student. The atmosphere is relaxed and cordial despite security concerns and all curriculums appear to be operating in an environment conducive to learning.

The administration is acutely aware of existing labor requirements in the State and, given the constraints of resources and freedom in a maximum security facility, takes initiative in establishing training programs which anticipate a growing labor pool (e.g., solar energy and optical lens grinding).

The success of the vocational education program at Somers cannot be attributed to a single variable either at the State or institutional level. The existing mutual respect and coordination between State level administration and the local institution is an obvious facilitating characteristic, but is no less important than the cooperative relationships and linkages that both elements have established in order to provide the concerned and competent personnel, time and fiscal resources necessary to produce a quality program. Likewise, the use of modern facilities and equipment for training has been a major factor contributing to program success.

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196

186

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DESCRIPTIONS OF OTHER SUCCESSFUL PROGRAMS

PLAN FOR EDUCATIONAL PROGRAMS (PEP), Greenburg and Muncy State Correctional Institutions, Pennsylvania

Background

Responsibility for the operation of educational programs at the state correctional institutions in Pennsylvania is shared by three agencies--the Bureau of Correction, the Pennsylvania Department of Education and Indiana University of Pennsylvania. An interagency committee on correction education programs coordinates the efforts.

The function of the Bureau of Correction is to implement educational programs as outlined in three sets of documents--the yearly plan for educational programs, the jointly developed goal statements, and individualized educational contracts. The Bureau also supervises the scheduling of classes, provides supervision for in-house educational staff, maintains data regarding all educational programs functioning inside and outside the prison, provides security for the programs and coordinates the educational programs within the total institution program.

The Pennsylvania Department of Education establishes educational goals and priorities; provides budgetary support from state and Federal sources to implement educational programs; reviews, approves and expedites educational contracts; monitors the ongoing educational programs; provides periodic evaluation and develops in-service activities for educational staff to help meet certification requirements as well as upgrade teaching skills.

Indiana University of Pennsylvania functions to insure that educational contracts are administered in conformity with the School Code of Pennsylvania. Services include provision of on-site field coordinators who monitor program goals, insure that all guidelines and regulations are met, oversee submission of education contracts to various agencies and work with individual institutional directors of education to plan and implement all education programs. The on-site field coordinator is responsible to the Pennsylvania Department of Education for programmatic matters and to Indiana University of Pennsylvania for fiscal concerns.

The State Regional Correctional Facility at Greensburg is located in Westmoreland County. Opened in 1969, it houses minimum security offenders from nine southwestern Pennsylvania counties. Sentences range from six months to two years duration.

The State Correctional Institution at Muncy houses female offenders and was first opened in 1920. It is located in Lycoming County, 20 miles from Williamsport in the northeastern part of the state.

Program Features

Each correctional institution prepares an annual Plan for Educational Programs (PEP) which outlines the training and types of services to be provided, the types of testing to be completed and the expected placement results. Follow-up data on individual trainees is included also. Because the plans and results of SCI-Muncy and SRCF-Greensburg are similar, information about their education programs is being reported jointly.

An entering inmate is housed in an assessment unit for approximately 30 days. During the first week each inmate is provided with a general orientation by representatives of each department of the institution; during the second week the inmate is administered a variety of institution and education tests. During the third and fourth weeks the inmate meets with a support team composed of the treatment counselor, corrections supervisor, education representative and employment officer. The team develops a total assessment and treatment plan for each individual inmate for the period of incarceration. After the plan is completed and approved, the inmate begins the outlined program while still housed in the assessment unit. When the support team decides that adjustment to the program has been adequate, the inmate is moved to permanent living quarters and assigned a permanent treatment counselor. The counselor in conjunction with the support team monitors the inmate's education program plan noting progress and modifying the program plan when needed.

An individual education evaluation is completed during the inmate's stay in the assessment unit in order to insure proper placement. Each inmate is administered a test battery which includes the Test of Adult Basic

Education (TABE), General Education Performance Index (GEPI), Self-Directed Search, Purdue Pegboard, Minnesota Paper Form Board and Strong Campbell Interest Inventories. Additional testing may be scheduled if required. Results are evaluated and used by the counselors.

Test evaluations, findings from personal interviews, course availability information and expressed inmate interest are used in discussing program options. Depending upon results an inmate may be advised to enroll in a GED class if he or she does not already have a high school diploma; other options might include enrolling in basic skills instruction or a tutorial program.

Inmates showing strong career interests or aptitude in offered vocational areas are encouraged to pursue vocational courses. To implement this option, a career exploration seminar is held one evening every other week for a two-hour period in the assessment unit. The purpose is to inform inmates of the vocational programs available and the career they may choose to pursue as a result of participation in these programs. Emphasis is placed on determining short-term goals to acquire skills for successful reentry into society. Attempts are made to match the vocational curriculum in which trainees are enrolled with the types of jobs most readily available in their home areas.

A fee-for-service placement service is used with the programs. Within the institution a job placement counselor assists subcontracting placement agencies in placing qualified residents upon release. This institutionally based individual is also the academic counselor and divides duties between both functions. In addition to the assistance received through the efforts of subcontracting placement agencies, inmates also receive parole planning aid from the Bureau of Correction treatment staff, the employment advocates of the State Parole Offices and the ex-offender agents of the Bureau of Employment Security throughout the State.

Job Skills Taught

Vocational education curriculums are offered in eight areas: secretarial science, auto mechanics, homemaker services, upholstery and

interior design, electronics, media arts, IBM theory and practice, and cosmetology. Thirty-five individual courses are offered. Supporting the vocational education program are courses in basic education, remediation and driver education.

Training Schedule and Number of Trainees

Cosmetology is a continuous offering while media arts and homemaker services courses are offered one time per year. The courses in the other curriculums are offered four times per year. Most classes enroll from six to eight students although several have had as many as twelve students enrolled while others have had as few as five students each.

Staffing and Administrative Arrangements

Personnel for the corrections education programs are provided by Indiana University of Pennsylvania and the Bureau of Correction. The basic pattern of staffing calls for one instructor for each of the vocational education curriculums plus administrative and support personnel and instructors for related areas as required. The total educational staff at SCI-Muncy, for example, is 23.

Costs and Funding Sources

About 60% of the annual operating budget for the programs is provided from state sources. About half of this is funded through Indiana University of Pennsylvania and the other half through the Bureau of Correction. Federal funds provide the remainder of the operating funds. About 30% comes from vocational education, 5% from vocational education guidance, 2.5% each from Title I and ABE sources. The proposed operating budget for 1979-80 for SCI-Muncy, for example, was slightly more than \$390,000.

Summary

The success of the vocational education programs at SCI-Muncy and SRCF-Greenburg can be attributed to four major interrelated factors:

- o The annual institutional Plan for Educational Programs.
- o The extensive diagnostic/screening procedures for each inmate.

200

- o The placement of inmates into vocational curriculums related to job availabilities in their home areas.
- o The job placement system, including follow-up.

In summary, the Pennsylvania programs work because they are the result of comprehensive plans which are updated annually and provide for the thorough analysis of each inmate's strengths and needs. The analyses provide the basis for individual treatment/education programs including vocational education matched to employment needs of the trainee's home area. Finally, the job placement system not only assists individuals in securing employment upon release, but keeps up with their progress on the job.

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NEBRASKA CORRECTIONS EDUCATION

Background

All correctional education in Nebraska is carried out through the Correctional Division of Southeast Community College in Lincoln. The Division was formed in January 1978 through the combined efforts of the Nebraska Department of Correctional Services, the Nebraska Department of Education and the Southeast Community College Area Board of Governors. Program components within the Correctional Division are: (1) Adult Basic Education, (2) General Education (leading to completion of the GED examination), (3) Vocational Training, (4) Career Development, (5) University Parallel--College Transfer Program and (6) Continuing Adult Education.

Programs are provided at Nebraska State Penitentiary and the Lincoln Correctional Center, both of which are located in Lincoln, and the Nebraska Center for Women located near York, about 50 miles west of Lincoln.



Program Features

Among the special features of the Nebraska program is the Diagnostic Evaluation Center attached to the Lincoln Correctional Center, the facility which is used as a receiving center for all incoming inmates. During the typical 30-day reception period of testing and counseling, educational personnel have the opportunity to let each new inmate know what is available. Inmates participate in decision-making about their education program. Once assignment is made inmates may go to vocational education, to the general studies program leading to the GED, to both vocational education and the GED, or may be enrolled in the college parallel program. Younger students are automatically sent to the career development program for preparation of a treatment plan that includes concrete goals and objectives.

The Career Development Program is a second feature of the Corrections Division offerings. These services are designed to help students formulate realistic career goals, secure training-related employment, develop effective work habits and attitudes and master survival skills essential to functional literacy in society. The services are provided through life planning workshops, ongoing career planning, employment-seeking skills workshops, survival skill training and world-of-work seminars. The world-of-work seminars feature professionals and specialists from the community.

Frequently students enroll in education programs quickly after incarceration and, therefore, often are available for longer periods of training than in programs in other states. For those inmates whose length of sentence does not permit moving on to work-release, full-release or parole after the completion of training, there are training-related jobs within corrections industries. The training-related institutional job option is a third noteworthy feature of the Nebraska corrections system. It features a pay scale arrangement through which each inmate is paid according to job assignment. Different job assignments carry different levels of pay and eligibility criteria for holding a particular job assignment includes training requirements. For example, cooks at the institution, a relatively high paying job, have to be graduates of the food service

training program of the Corrections Division or be able to demonstrate competency through passing a performance test. The same is true for maintenance positions. Other residents must complete a training program in order to get a raise. This feature is a strong incentive for vocational training.

A fourth significant feature is the job development and placement service of the division which works both with Southeast Community College placement people and corrections department placement people in securing training-related jobs for inmates who are to be released. Job placement records are available in detail. Of all program graduates during 1978-79, those who completed the required course of instruction, 42% were placed in related employment and 34% in unrelated employment. The remainder still were in the institutions, continuing school, seeking employment or could not be located. For program non-completers, 24% were placed in related employment, 37% in unrelated employment, and the remainder either unknown or still in institutions. Follow-up information is collected from students and employers immediately after initial placement and again after six months.

Job Skills Taught

Vocational programs are offered in ten areas of instruction. Those offerings are: air conditioning technology, auto body technology, automotive technology, building construction technology, building maintenance technology, food service, machine technology, motor freight occupations, printing technology and welding technology.

Training Schedule and Number of Trainees

All correctional division vocational programs allow a student to enroll at times other than the normal quarter beginning dates. Many programs are individualized and students may enter programs at the level of their competency and progress through the curriculum at the rate determined by their ability. With the exception of motor freight occupations, all courses of study award both diplomas and certificates. Only a certificate is offered for motor freight occupations. The number of quarter credits required for

completion and certification ranges from 47 to 62 for diplomas and 27 to 45 for certificates, depending upon the particular program.

During the first full year of operation, 1978-1979, there were 737 enrollees in vocational courses; the full-time equivalent enrollment was 218.18. There were 118 students released as program completers and 143 students released as program non-completers.

Staffing and Administrative Arrangements

Corrections education is a division of the Lincoln campus of Southeast Community College, operating within the prison walls under an agreement with the Nebraska Department of Correctional Services. There are 40 staff members in the division. In addition to the Dean there are 24 instructors, five supervisors, six persons in the financial aid, placement and career counseling areas and four secretaries.

Costs and Funding Sources

The Nebraska program operates on a budget of approximately \$873,000 per year. The largest single source of funds is a general fund appropriation from the state to the Department of Correction which in turn contracts with Southeast Community College; this amount equals 84% of the total budget. Title I ESEA funds and Basic Educational Opportunities Grant (BEOG) funds for tuition each account for about 6% of the budget. The remaining funds come Adult Basic Education (ABE), CETA and Veterans Administration sources.

Summary

The success of the Nebraska program can be attributed to a number of factors including:

- o Support for treatment programs, and particularly educational programs, by the Director of the Department of Correctional Services, by the Parole Board, and by the Southeast Community College.
- o Careful planning of vocational programming that integrates effort from intake to release.
- o Programming features that include the Career Development Program, the intake process, the institution job-pay program and the job development and placement service program.
- o The pride and publicity of the program, inside and outside correctional institutions.

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WINDHAM SCHOOL DISTRICT, HUNTSVILLE, TEXAS

Background

The Windham School District of the Texas Department of Corrections was established by the Texas Legislature and began operating in the 1968-1969 school year. The program is supported by the Minimum Foundation Program and is subject to the certification requirements and regulations of the Texas Education Agency and the State Board of Education. The Texas Board of Corrections serves as the School Board for Windham School District. Members of the nine-person board are appointed by the Governor and confirmed by the State Senate. The Director of the Department of Corrections is the executive head; serving with the Director is an assistant director in charge of treatment. These two persons provide administrative direction for the superintendent of the Windham School District. The superintendent is responsible to the Windham Board of Trustees for providing a comprehensive academic and vocational education program for all inmates in the Texas Department of Corrections who have less than a high school education. The overall goal of the program is to provide the opportunity for students to acquire the academic and vocational skills necessary for any adult to function in the technical free-world society.

Program Features

The Windham School District is the first education system of such scope to be established within a statewide prison system. About one-half of the inmate population attends Windham classes. Classes are held in 15 prison units spread over 280 miles. Inmates who achieve less than a fifth grade equivalency on a standardized test are required to attend school at least six hours per week. Others who qualify through point incentive plans are released from work to attend classes leading to the General Education

Development (GED) and/or high school diploma, and eventually to the junior college program. The curriculum is non-graded, continual progress and operates on a 12-month scholastic year with each student progressing through the various phases at their own rate. In addition to the regular program, certified special education teachers work with the emotionally disturbed and mentally retarded in special classes.

The Vocational Education Department is one of seven major divisions within the Windham School District organization. It is headed by an administrator who is assisted by a vocational supervisor, who, in turn, oversees the work of the vocational counselors, placement specialists and medical personnel. Instructional personnel are responsible to the principal of the institutions in which they are assigned.

There is an extensive systemwide screening and selection process for vocational students. The process begins with posted notification of the initiation of a vocational class 50 days prior to its beginning. Inmates may apply for admission to the course and both the system level vocational department and the individual institutions engage in an elaborate sequence of information verification and approvals prior to final determination of an inmate's enrollment.

The vocational department utilizes occupational orientation instructors who present a Reality Adjustment Program (RAP) with the goal of preparing the student for entry to the world of work. Windham's educational program has been accredited by the State Board of Education since September 1970. In December 1976 Windham received full accreditation from the Southern Association of Colleges and Schools, thus becoming the first correctional education system in the United States to achieve such status from a regional accreditation agency.

The Windham School District staff has developed and implemented standard competency-based curriculum materials. Students progress at their own rate with emphasis placed on setting goals and achieving objectives.

A media center staff with 25 inmates and supervised by two Windham vocational supervisors furnishes technical services to the vocational teachers in the system. Vocational guides are written, printed, pilot tested, revised

and distributed from the center. Vocational instructors travel to the media center for in-service training in curriculum implementation.

Competency-based final examinations are administered from the central office staff at the completion of vocational courses. Evaluations are derived from objectives in the curriculum guides and individual skill demonstrations by students. Vocational certificates are awarded to those who successfully complete the final examination.

Still another program feature is the Occupational Orientation Program. Students receive 30 hours of "how to sell yourself" in the job market. They are taught about techniques for job application, interview strategies and job retention. Other students go through the Adkins Life Skills Program developed by Winthrop Adkins of Teacher's College, Columbia University, to help hard core unemployed adults seek and find a job.

Job Skills Taught

The Windham vocational program includes courses in disciplines designated as skill level training. Offerings include occupational orientation and industry cooperative training, together with industrial training in drafting, appliance repair, auto body repair, auto mechanics, farm equipment repair, electric trades, building trades, cabinet making, culinary arts, meat cutting, radio and TV repair, refrigeration and air conditioning, sheet metal, upholstery and furniture repair, welding, floriculture, cosmetology, barbering, office education, home and community services, horticulture, masonry, and painting and decorating.

Training Schedule and Number of Trainees

Approximately 80% of Texas felons are school dropouts. About 80% have less than a seventh grade education and about 10% are illiterate. Over 45% of the inmates are under 25 years of age.

As indicated earlier, nearly one-half of the almost 20,000 inmates in the Texas Department of Corrections institutions are enrolled in education programs. About 950 persons at any one time are enrolled in vocational programs at the 15 institutions.

Staffing and Administrative Arrangements

The staff of Windham School District totals 265, including academic, vocational, basic education and special education teachers, administrators, aides, counselors and other support personnel. There are 51 vocational education teachers; all are certified by the Texas Education Agency.

Costs and Funding Sources

The basic fiscal support for the education program at Windham School District is provided by the Minimum Foundation Program, administered by the Texas Education Agency under the direction of the State Board of Education. A formula for allocation of professional units and other operating expenses has been adopted by the Education Agency.

Almost \$1 million worth of free state-adapted textbooks are used in the instructional program in addition to programmed materials and audio-visual aids produced by the Media Center.

Categorical Federal funds for vocational education and Title I support appropriate aspects of the program also.

Summary

Several factors can be cited as major contributors to the success of corrections vocational education in Texas. These include the following:

- o The organization of the overall educational delivery system for corrections. The statewide effort achieved through establishment of the Windham School District accompanied by participation in the Minimum Foundation Program of financing education assures a stable, uniform approach.
- o The comprehensive curriculum development process which has resulted in a standardized competency-based set of materials, designed especially for inmates, and used in all institutions.
- o Integration of vocational education with the overall educational programming of the system.
- o Extensive intake and release procedures that include thorough screening prior to training placement and the Reality Adjustment Program to provide preparation for entry into the world of work upon release.

205

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INDIANA YOUTH CENTER

Background

The establishment of a correctional institution for youthful, first offender male felons was authorized by the Indiana General Assembly in 1961. Its development and construction took place over a period of several years until the fall of 1970 when the Indiana Youth Center (IYC) opened by official proclamation by the Governor. First inmates were received in February 1971. It is a medium security institution located near Plainfield in central Indiana. Ten major buildings provide housing and program facilities for 400 inmates.

The population of Indiana Youth Center consists of young men at least 15 years of age but with a flexible maximum age. Initial assignment of all those convicted to the Indiana Department of Corrections is made to the Reception Diagnostic Center where some offenders are considered for transfer to the Youth Center. The basic criterion for the evaluation which determines assignment to the Youth Center is the ability to make use of a rehabilitation program providing academic skills to the level of high school graduation and/or vocational skills to a level equal to the demands of the current job market.

A profile of inmates at IYC presents a generalized picture similar to other adult correctional settings except in two major respects. The first is the average age of the IYC inmate which at 18-19 is younger than elsewhere. The second and more important difference is that the average inmate at IYC is more highly motivated to improve his lifestyle than a cross section of those incarcerated in correctional institutions as a whole.

Program Features

The educational complex has been described by state corrections officials as the most innovative and significant feature of the youth center. It is designed to provide comprehensive secondary education including academic skill training as well as vocational skill training consistent with the requirements of the business and industrial communities to which inmates return. Center to the educational program at IYC is Arthur B. Campbell High School. The school is the organizing entity in the team approach to correctional treatment. The school holds a First Class Commission from the Indiana State Department of Public Instruction and has been accredited by the North Central Association of Colleges and Secondary Schools since 1971.

Operationally, the educational program attempts (1) to determine the needs of each individual student, (2) to provide flexible courses of study to fit students' needs and (3) to prepare each individual to return successfully to a community outside the institution.

Upon admission to the Youth Center each inmate receives seven to ten days of orientation. While in many cases the Youth Center accepts the recommendations of the Reception Diagnostic Center, it is under no compulsion to do so. In every case, however, the Youth Center conducts its own aptitude testing and administers its own diagnostic testing and measuring devices to determine in which occupation a particular incoming inmate can most likely succeed. The orientation provides inmates with wide experience in the ten occupations that are offered within the institution. The reaction of instructors is utilized in a final screening and assignment of the inmate. The vocational education program is an integral part of the entire high school effort, thus providing for all inmates a broad education program. In addition, the Youth Center has a very well developed Adult Basic Education Program with emphasis upon reading and mathematical skills.

Another feature of the Indiana Youth Center is its ongoing follow-up program designed to evaluate the success of its high school graduates, those who have completed its prescribed vocational program and those who passed the GED. This follow-up effort was begun in 1973. Former inmates who participate

in the survey also are asked to identify the strengths and weaknesses of the total training and treatment program offered at the institution. The most recent three-year period for which data are available indicates a "success rate" of almost 87% of the 272 persons surveyed. This means that many individuals who had completed parole or "shock" probation had not been reincarcerated in Indiana since release from the Indiana Youth Center. The survey indicated that 76% of the sample was employed full-time with nearly two-thirds of those responding saying that they met all employment requirements when seeking a job.

The IYC pre-release program received high marks from survey participants. This relatively new program was credited with a significant increase in the number of those who were aware of service agencies which could assist in their reentry to the community over the numbers from earlier surveys.

Job Skills Taught

The vocational program in Arthur Campbell High School provides training in ten areas. The training is directed toward developing entry level skills which will help a person gain meaningful employment upon his release. The ten vocational offerings and the number of hours required to earn a certificate in each are as follows: air conditioning and refrigeration (500 hours), auto body (1000 hours), auto mechanics (800 hours), auto service (600 hours), barbering (1500 hours), building trades (500 hours), drafting (500 hours), offset printing (1000 hours), small engine repair (600 hours) and welding (500 hours).

Training Schedule and Number of Trainees

Approximately 30 hours credit a week can be earned as a full-time student and 15 hours can be earned as a part-time vocational student. Therefore, depending upon the particular vocational curriculum under consideration, the length of time taken to complete the programs ranges from four months to one year for full-time students, or from eight months to two years for part-time students.

Approximately 400 young men are assigned to IYC at any given time. This number includes those enrolled in the academic program, the vocational education program, the basic education program or combinations of the three.

Staffing and Administrative Arrangements

All of the teachers employed at the Youth Center hold regular certificates from the State Department of Education. Indiana State University located nearby offers regular teacher education programs for the instructional staff at the Youth Center.

The instruction of inmates itself differs somewhat according to the needs of the particular curriculum. Much of the instructional material is competency-based allowing the instructor to vary somewhat in content and procedures. The Indiana State Board of Vocational Education conducts evaluation of the Youth Center's vocational education program.

Summary

Factors involved in the success of the Indiana Youth Center program include the following:

- o A comprehensive program design which provides for academic, vocational and basic educational offerings.
- o The extensive pre-release program and ongoing follow-up of each inmate subsequent to release.
- o Programs developed upon the specifications of business and industry in the communities to which inmates will return.
- o Continuous teacher education programs for staff development.
- o Thorough intake screening and training placement programs that serve each inmate.

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KANSAS STATE INDUSTRIAL REFORMATORY

Background

Established in 1895, Kansas State Industrial Reformatory (KSIR) is located in Hutchinson near the center of the State. KSIR is a maximum security institution designed primarily as a detention facility for male offenders between ages 18 and 25. The inmate population is approximately 900 residents, about 80% of whom are 25 years of age or younger.

A variety of academic and vocational education programs is offered at KSIR. The academic program consists of five parts: the Support Education Program for residents under 21 years of age whose functional educational level falls between the ranges of 0 and fifth grade; the Basic Education Program for residents who are over 21 years of age but whose functional academic level falls below the fifth grade; the Regular Education Program which is designed to help each resident reach the eighth grade ability level in order that he may enter the General Education Development (GED) program; the GED program which is intended to aid the resident in obtaining a high school diploma/certificate from the State of Kansas; and College Education which occurs during the evening hours and through which the resident can attain the Associate of Arts degree from Hutchinson Community Junior College.

Vocational training offered at KSIR is known by the program title, "Manpower Training." It is a contracted program between the Department of Corrections and the Center Kansas Area Vocational Technical School. It has grown steadily since its establishment at the institution in 1969.

Program Features

Potential vocational education participants are first identified by the Classification Committee at KSIR of which the vocational education program coordinator is an active member. The committee reviews the evaluation and diagnostic report provided by Kansas Reception and Diagnostic Center in Topka to which all inmates under the jurisdiction of the Department of Corrections are assigned initially. If vocational education is recommended by the Classification Committee, the vocational education program coordinator schedules the resident into the program. Generally for an inmate to begin vocational training he must be within one year of a parole eligibility date and meet the minimum physical and mental requirements for the area of training desired.

Since 1976 there has been associated with the vocational education program an on-the-job training program to aid the long-term inmate develop skills and knowledge which will assist him to find employment upon release.

OJT students spend two hours weekly in the classroom, with practical work experience gained through institutional work details which include remodeling institution facilities. Each inmate will spend up to a total of 6,000 hours gaining job experience through these work assignments.

Both regular vocational education students and OJT students participate in a required employment relations course. The course provides background information on getting a job, keeping a job and related information on a worker's financial responsibility. Activities include writing résumés and letters, filling out application forms, role playing job interviews on video tape, information on labor unions, filling out tax returns, and developing a personal budget.

Manpower classes operate 12 months a year and are organized on an open-entry, open-exit basis. New students are admitted to class on Monday of each week.

A full-time vocational counselor aids inmates in locating employment before they are released from the institution. An inmate requesting placement service is interviewed for placement 30 to 60 days before he meets the parole board. The placement activity includes counseling, finding prospective employers and providing employer contacts. Provision can be made for inmates to go on furloughs for job interviews. The counselor works in close conjunction with a representative of the Division of Employment Security. For the period January 1, 1978, to January 1, 1979, 60% of the program completers who requested placement and were available for employment were placed in jobs related to the vocational training received at KSIR with the remaining 40% placed in non-training related jobs.

Evaluation of the vocational programs involves separate assessments by six individuals/groups. Monthly progress reports on each student are prepared by instructors and are provided to the student upon completion of the training program. Certificates issued at the end of the program indicate at what performance level the student can operate satisfactorily in the selected vocational area; certificates also include a recommendation by the instructor concerning the type of job for which the inmate is qualified.

The institution engages in regular self-assessment in terms of expected program results. Likewise, the State Department of Corrections is involved in evaluation of vocational education efforts as is the State Department of Education. An independent evaluation by an outside agency provides another type of assessment. Lastly, the Department of Labor is involved with program evaluation efforts because the vocational education program is financed largely with CETA funds.

Job Skills Taught

There are 14 vocational classes with nine different areas of training as well as other related services offered at KSIR. The areas are: automobile mechanics, barbering, building and maintenance, construction trades, electrical appliance repair, food service, landscape management, machine shop and welding.

Training Schedule and Number of Trainees

All courses except barbering require a minimum of 750 hours (approximately six months) of attendance and minimum completion of behavioral objectives in order to receive a certificate of completion from the State Department of Education. Barbering as established by the State Barbering Board requires a minimum of 1500 hours attendance.

There is a maximum capacity of 179 students in training at one time with a potential of 358 graduates per year. The maximum numbers are generally not reached, however, because of personnel shortages and student scheduling problems.

Staffing and Administrative Arrangements

Instructors for the 14 classes are employed in association with Central Kansas Area Vocational Technical School. In addition, there is a vocational rehabilitation counselor, a vocational or job placement counselor, an on-the-job training coordinator and associated administrative personnel. Instructors must meet certification requirements of the State Department of Education.

Costs and Funding Sources

From 1969 to 1974 vocational education at KSIR was supported with funds provided by the Manpower Development and Training Act. Since that time, the Comprehensive Employment and Training Act (CETA) has provided 75% of the operating funds with the remaining 25% from the State Department of Corrections budget.

Summary

The success of the KSIR program is largely attributable to the following factors:

- o A comprehensive program design that involves an on-the-job training component and coordination with the Kansas Area Vocational Technical School.
- o The job placement program and employment relations course to secure jobs and provide experience in jobmanship.
- o An extensive evaluation program that permits continuous monitoring of the success of the program.

Contact

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KENTUCKY STATE PENITENTIARY

Background

The Kentucky State Penitentiary (KSP) at Eddyville serves as the State's only maximum security institution for convicted male felons. It is located on the shores of Lake Barkley in Lyon County in the western part of the State. The penitentiary was opened in 1888. Some 700 inmates reside there.

The Vocational Training Center at KSP is operated in cooperation with the Bureau of Vocational Education of the State Department of Education. Responsibility for the daily operation of the program rests with the Madison Area Vocational School which serves a ten-county region including Lyon County.

216

Program Features

Vocational training at KSP uses a competency-based approach whereby each vocational skill is identified and approached as a goal or ability to master. Each of these skills has been validated as a skill requisite to tasks which workers in the occupation actually perform. The approach is based upon the Dictionary of Occupational Titles job classifications; therefore, potential employers have a standard and ready reference for determining specific job skills possessed by graduates of the institution's vocational education program.

All inmates enter the Kentucky corrections system through the Admissions and Orientation Unit located at Kentucky State Reformatory in LaGrange. While at that unit, the inmate's security classification is determined and a decision is made as to which institution will best serve his needs. Inmates receive information about programs that are available. A treatment plan is initiated and formalized as an agreement by the inmate and a case worker at the receiving institution. The case worker is responsible for coordinating efforts with vocational counselors. Assignment to vocational education, however, is generally the responsibility of corrections personnel. At the institution the vocational counselor assesses the individual inmate through testing and interviews and, together with a vocational director, determines assignment to specific classes on a space available basis.

Two features of the overall corrections treatment program related to vocational education are the Living Skills Training program and the Employment Clearinghouse for ex-offenders. There are three courses that make up the program of Living Skills Training: the first deals with communication, decision-making, problem solving and planning skills; the second is a series of one-hour training modules designed to meet the need for daily survival skills such as personal hygiene and health care, physical fitness, diet, money management, consumer education and family care; the third course deals with job related skills including looking for a job, choosing a job, establishing transportation, setting up and keeping a schedule, advancing in the job, understanding payroll deductions, co-worker

relations and personal career development. Employment Clearinghouses are designed to help supervised clients, including parolees who have received vocational education, to secure meaningful employment. Three Employment Clearinghouses provide services principally to the urban areas of Louisville, Lexington and Northern Kentucky.

Performance evaluation for programs and for students is the basis for assessing the success of vocational instruction. Program standards are employed which have been developed for use in vocational education statewide. Each course is evaluated and reviewed by a consultant in conjunction with the Kentucky Vocational Program Review Self Study conducted for each course by the staff. The consultant also provides technical assistance where needed. Students are evaluated through their ability to perform specific tasks related to the various jobs that make up the cluster of occupations associated with each of the vocational education curriculums that are offered at Eddyville.

An additional measure of program success is the rate of employability--the ability to secure and hold a job. A formal follow-up program for all students has been instituted only recently but one study reports that 80% of all respondents who were available for work were, in fact, working.

Finally, the program at Eddyville has been accredited by the Southern Association of Colleges and Schools, the first such program in Kentucky to be so accredited. The accreditation is repeated every five years.

Job Skills Taught

Several factors enter into the selection of vocational education programs to be offered. New programs may be developed based upon inmate interest or upon an annual statewide labor market survey available through the Area Vocational School. Space availability is another factor. New programs are approved by the vocational director at KSP, the regional director at the Area Vocational School and the program management unit at the State level. The process used for adding programs also is used for discontinuing them.

Vocational education courses are offered in seven areas. They are auto body, air conditioning/heating, small engines, welding, masonry, plumbing, and meat cutting.

Training Schedule and Number of Trainees

Because instruction is competency-based, the length of time required to complete courses varies somewhat according to the individual. As a general rule, however, auto body, masonry, air conditioning/heating and plumbing are two-year programs while small engines, welding and meat cutting are one-year programs.

Of the 700 inmates at Kentucky State Penitentiary, about 400 are available for participation in vocational education. Enrollment capacity for each of the seven courses of study is set at 12 for a total maximum enrollment capacity of 84. It was reported that at any given time some 65 to 70 inmates are actually enrolled in vocational training.

Staffing and Administrative Arrangements

Instructors are selected by the vocational director at Eddyville with approval by regional and State personnel. Instructors are certified by the State and are required to have a minimum of an Associate of Arts degree. Salary levels are the same as comparable instructors at the Area Vocational School and turnover has been very low.

Costs and Funding Sources

All vocational programs in Kentucky are operated with State Department of Public Instruction, Bureau of Vocational Education administered funds for salaries, equipment and materials. These funds are matched by the Bureau of Corrections for programs operated in the correctional institutions. Institution budgets are reviewed by regional and State vocational education officials for approval.

Summary

The features that contribute to the success of the KSP program include the following:

219

- o A competency-based, mastery learning approach to vocational curriculum that concentrates on job verified skills.
- o Use of a case worker and counselor to monitor individual inmate progress.
- o The Living Skills program that deals with problem solving/ planning, daily survival skills, and jobmanship.
- o The Employment Clearinghouse to help inmates secure jobs.
- o Formal program and student evaluation procedures to monitor program effectiveness.

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220

210

S Y S T E M S C I E N C E S . I N C .

VARIABLES THAT ACCOUNTED FOR PROGRAM SUCCESS

Delineation and description of the variables that accounted for program success was one of the major concerns of the project. Information about variables was collected within each exemplary program through interview and observation. The discussion of the information has been grouped into three major headings in this report. First, there is a brief introduction that includes mention of variables that did not make a difference. Second, by way of brief introduction, a typical program description highlighting many of the difficulties regularly encountered in correctional education is provided. This summary establishes the background within which successful programs have created or adapted program components--called variables--that function to overcome typical difficulties. The description is a composite, drawn from information in the literature, previous research studies by the project staff, and several of the preliminary visits for the present project.

Third, the report contains brief descriptions of the most important program variables as perceived by local program staff and research project staff. Major points and examples within each variable are noted.

Introduction and Variables of Lesser Importance

A variable was defined as a program component--an organizational or structural entity--that functioned to provide definition, direction, and substance to the educational effort. In order for a variable to have been considered significant, it had to be perceived as critical in at least seven of the nine exemplary programs. Several components that potentially were thought to have been important early in the study did not seem to make a consistent difference in successful programs even though logic and the literature suggested that they should have made a difference. These variables, together with brief comments about each, are listed below.

1. Selection and in-take programs--most, but not all, successful programs had formal selection and in-take procedures. Similarly, many procedures ended, however, with the simple fact of their existence. There was no similarity about how data were collected, when data were collected, how data were used, or the overall importance of the component.

2. Area of skill training and degree of technicality of occupational offerings--there was great variance among successful programs in terms of the curriculum offerings. Highly technical curriculums such as electronics, data processing and optical lens grinding were found among successful programs as were less technical offerings such as home construction trades and auto body repair. The market for employment demand together with the cost of equipment to run the program seemed to be the determining factors.

3. Environmental factors such as rates of unemployment and socio-economic level of the area seemed to make little difference in program success.

4. Inmate characteristics--while most successful programs attended to collecting data about the inmates within the program, there was no evidence that the information was systematically used. No variable other than previous job experience was demonstrated to serve as a predictor of program success.

Typical Case Example

One of the best ways of explaining the makeup of successful programs is by describing a more typical and less successful program in terms of its problems. The example is a composite drawn from the literature, from other visits conducted during the project, and from data collected during prior research projects on adult-level state prisons.

Four persistent problems plagued less successful programs, each of which inhibited overall success. The first problem was the lack of policy and priority for rehabilitative programming and particularly vocational education services. In less successful programs, there was a lack of consensus about the role of vocational education; few, if any, formalized goals or objectives for programming existed and no parity with other functions within the institution had been established. Administration, staff and participants could not be sure exactly what to expect from the program or how the vocational program fit within the overall correctional or institutional system.

The second major problem was isolation. In less successful programs there was little or no communication between vocational program administrators or instructors and other prison officials, the community, outside helping agencies, or state level officials. The vocational program was incarcerated within the institution just as were individual inmates.

The third major problem was funding. Less successful programs found themselves the victims of uncertain funding due to money squeezes, multiple agency funding, soft money and low priority for services. Further, the administrators of these programs were unsure about how to address this problem.

The fourth and perhaps most significant major problem was the lack of comprehensive programming. Less successful programs often suffered from initial over-selling of vocational skill training as the total rehabilitation programming. Further, many programs were locked into operations that emphasized traditional school models in which the inmates had failed in the past; likewise, program planners too often had a tendency to overlook or omit the structure of the prison in providing services. Most critically, less successful programs often provided only skill training to the inmate while ignoring other needs--personal, social and educational.

Program Variables

Ten program variables were found to account for the particular success of exemplary vocational programs in correctional institutions. The ten variables were administration, coordination and cooperation, curriculum and instruction, facilities and equipment, funding, placement and followup, planning, policy, staffing, and support services. Each was important; the following text describes how each variable functioned within the programs to enhance their probability of success.

Administration

In too many less successful programs educational program administration was characterized by isolation; lack of priority; and little consistency, authority or imagination. Too frequently educational program administration was an afterthought and/or adjunct of security operations. In successful

programs, these situations did not obtain. In fact, strong, imaginative leadership and administration was cited as a contributing factor to the success of each of the exemplary programs. Importantly, several characteristics of administration and leadership were shared by most successful programs and suggest the ways through which this program component can function to make a difference. The five most important characteristics of administration as a critical variable within successful programs were:

- 1) Programs were administered by trained educators;
- 2) Administrative style was characterized by decentralized decision-making;
- 3) The primary tasks of the local administrator were public relations and funds seeking;
- 4) Programs were characterized by well-defined administrative procedures and relationships; and
- 5) Historically, programs were the vision of one person who guided the effort to fruition.

Each of the more successful programs was directed by a trained educator rather than an administrator whose training and experience were solely in corrections. This situation provided a programming and operational perspective that could incorporate both the best of current educational practice and a noticeable difference from the security administration that permeated the rest of the institution. As a result, the exemplary programs were using the most recent of educational technology such as competency-based materials, performance testing, and individualized instruction.

Administrative style was the second important characteristic of administration that accounted for the importance of the variable. This style was different from the administrative style of most security operations. It functioned to call attention to the educational program and with the benefit that the program was sometimes viewed as a novelty. More importantly, the administrative style within most successful programs was decentralized decision-making. Instructors were expected to exercise a great deal of autonomy in directing their own courses, creating new courses of study, and establishing,

maintaining, and using contacts outside the institution. This autonomy, decentralized decision-making, coupled with the noticeable difference in administrative style between educators and security personnel, served to create within the educational staff a commitment to the program and an esprit de corps within successful programs that was perceived to be extremely important to program success.

The primary role of the local administrator as well as the decision-making style functioned to increase commitment of staff as well as serve to increase the importance of the educational program. Within successful programs local program administrators carried out their role responsibilities primarily as facilitators. Their emphasis was on public relations, funds seeking, and establishment of policy. Day-to-day program operations, while a concern to the administrator, were delegated to other staff as long as the content was routine operations.

The fourth important characteristic of administration was that successful programs were characterized by well-defined administrative procedures and relationships. Within successful programs, due to success over time, clear expectations of the function of education and the products of the educational endeavor have been established within the correctional institution. Spheres of influence and responsibility have been delineated clearly through experience among correctional and security staff. Further, the education staff had established contacts outside the institution with other educational agencies and the business community. In doing so, the educational program had found ways to overcome their isolation even though educational staff occasionally recorded feeling cut off.

The fifth important characteristic of administration focused on program development. Each of the successful programs was reported to have been the vision of a single person who guided the effort to fruition. More importantly, even though each program started out as a personal model of a single individual, the program operation had become established such that when the founder moved to other responsibilities, the program continued to grow, expand and to become even more successful.

Coordination and Cooperation

As a counter to the major variable of isolation and insulation, successful programs had developed mechanisms through which they maintained a high degree of contact and communication with personnel and agencies at four levels--the state agency level, the state-institutional agency level, the institutional-community level, and within the institution between vocational education, security, industry and maintenance/services. At each level, successful programs were characterized by frequent and regular contacts between education personnel and these agencies.

At the state agency level these contacts had become institutionalized. In most instances either formal contracts, memos of agreement, or legislative mandate outlined the appropriate role and function of both corrections and education within corrections and the other state agencies that were associated with the program. Such agencies included the Department of Vocational Rehabilitation, the State Department of Public Instruction, the State Department of High Education, the court system, the Department of Labor, the Department of Commerce, and a variety of volunteer organizations.

Institutional-community cooperation was one of the two most important levels of coordination. Exemplary programs demonstrated sizable commitments of resources, particularly in terms of time, that were devoted to developing and maintaining this relationship. Strategies such as the use of advisory committees, the common sharing of facilities, the purchase of services from organizations and agencies, public relations campaigns, and community service work were used in successful programs. The community service work, whether it be the maintenance of public vehicles or the provision of emergency medical service treatment, was an extremely successful strategy, even in maximum security institutions. Equally successful was the establishment and use of advisory committees. When properly used to participate and contribute to the vocational programs, advisory committees were found to function in ways that secured equipment and curriculum for programs, found job placement opportunities for program graduates, and provided instructional services behind the walls. Each function mitigated the isolation of most vocational correctional programs.

Within institutions coordination and cooperation also was critical. Successful programs were characterized by working arrangements within institutions between vocational education and security, vocational education and prison industry, vocational education and maintenance/service operations, and vocational education and other treatment components. In most instances the arrangements were created through the efforts of the vocational education program and resulted in the vocational program providing services for the other program. In return, over time, the vocational program was able to demonstrate its viability and ability to train inmates to successfully perform work functions. In addition, the successful discharge of responsibilities of the vocational program served to establish the expectation among personnel within other programs that the vocational program personnel knew exactly what they were doing. In addition, the frequent contact that resulted from such arrangements also mitigated the isolation of working within the institution.

Curriculum and Instruction

The basic difficulties encountered in providing curriculum and instruction within vocational education were found to be related to the problems of lack of comprehensive programming. Too few programs took into account the nature of the institution, the nature of the target population, and the potential of vocational training to remedy personal problems when developing their curriculum and instruction models. However, within successful programs, strategies had been developed to overcome the barriers of illiteracy, failure, lack of job experience, and isolation. Specific strategies dealt with the design of curriculum and instructional materials. Within successful programs there were extensive skill training components that were characterized by the following: (1) open-entry, open-exit formats, (2) competency-based modularized, self-paced materials, (3) live work and hands-on training experiences, and (4) extensive performance evaluation.

Each of the successful programs had a comprehensive curriculum that not only included a skill training component but also utilized academic instruction, remedial instruction, related instruction, and frequently experiences in specifically altering inmate behavior. There was an impetus in providing

students with an opportunity to learn reading and writing skills as well as work skills. Most exemplary programs also included a career education component and a job survival or social skills development component. The programs that aimed specifically at altering inmate behavior seemed to be particularly effective. These programs focused on group and individual experiences that ultimately resulted in each student increasingly accepting the responsibility for their own behavior.

In addition to the characteristics of the curriculum and the types of curriculum that were offered within exemplary programs, there was also an organizational design component within curriculum and instruction that functioned to make this a critical variable. The organizational design set the stage for curriculum and instruction to be effective. Design components included a recruitment function, a reward function, and a scheduling function. Each successful program had a systematic recruitment component that operated within the institution to make potential students aware of the training opportunities and benefits that would accrue to them as the result of participation in and completion of the vocational program. In some instances, a counselor worked to recruit students; in other settings flyers, slide shows, and frequent orientation programs served the same function.

Each exemplary program also included a reward structure. In most instances the reward was a cash payment for participation in education. In a number of institutions the educational program was considered a work assignment and carried a regular salary even though the amount per day or hour was usually less than other work assignments. Within some successful programs, the educational component had achieved parity in terms of remuneration for students. Other rewards were also in evidence. In some programs students could earn "good time" while in other programs specific privileges within the institution were the reward.

Each of the successful programs also had a scheduling function that served to increase the viability of curriculum and instruction. Specifically, successful programs had uninterrupted blocks of instructional contact time that were guaranteed each day to the instructor for purposes of training. The largest blocks of time occurred for providing vocational skill training; however, a number of programs also included priority time for academic and

223

related instruction as well as work and individual therapy. The uninterrupted contact time was important because it meant that the student was not permitted to miss the instructional period for any reason. Other routine prison responsibilities had to be conducted at hours not scheduled for vocational skill training.

Facilities and Equipment

Facilities and equipment as a program variable served an enabling rather than an operational function. Only one characteristic was common among all successful programs. Each successful program had a designated area for providing vocational education and only vocational education. Sometimes this was a separate building; sometimes it was a section within a building used for a variety of purposes; and sometimes it was only a shop area. Whatever the situation, it was an area recognized by everyone within the institution as the place where vocational training and only vocational training took place.

Funding

The funding variable served as an enabling function for successful programs. Historically, each successful program started as a pilot project, often on soft money. Over time, with the demonstration of positive results, the programs moved to more secure funding status. However, even with more secure funding status, exemplary programs were characterized as operations that existed through the combination of funds from many agencies and sources for purposes of providing training.

Placement and Followup

Successful programs had systematic procedures for providing placement services that emphasized employer contact. Among the mechanisms used for placement were a placement officer, advisory committees, instructor contacts, release centers, job counselors, institutional contacts with other placement agencies, and occasionally, professional placement services. Among the programs studied, the placement officer strategy and the advisory committee strategy were particularly successful in placing students. In each instance, the isolation of the institution was overcome by someone who was a part of the

employment community and who could interact with potential employers as a peer. Findings suggested that placement was enhanced by these responsibilities being assigned as full-time or major responsibilities of the institutional representative. In addition, successful programs provided an expense account for the individual to use in making contacts. When the job placement officer strategy was used, the strategy also included systematic instruction by the placement officer to the student about job getting and job keeping skills. Such instruction included information on grooming, punctuality, interviews and conversation, and the expectations that employers have toward employees.

Successful programs were initiating followup systems using many of the same strategies used for placement as well as parole board assistance and self-reporting questionnaires. The most successful strategies to date seem to be parole information and information collected by advisory committee members. Followup procedures concentrated on skill level of students placed, employer satisfaction with the student, and compensation rates. Each piece of information was proposed for use in revising the instructional program.

Planning

Most successful programs had systematic procedures for planning on two levels, the programmatic level and the instructional level. At the programmatic level, planning procedures within successful programs utilized employment demand and supply data, often on a regional level, for program development purposes. Expansion or deletion of different curricular areas was based on projected employment demand and projected rates of compensation for employees within an occupation. New curriculums in most programs required both an expected high demand for trained workers as well as a wage level compensation rate that would be attractive enough to attract able trainees. This information was usually collected from the State Department of Labor and/or from the advisory committees. In some programs the information was available on a regional basis and curriculums were developed for inmates based on the location of their homes outside the institution. Successful programs also had clear procedures for phasing out training programs that were no longer considered viable; these phase-out operations tended to require

more time than the initiation of a new curriculum. The existence of such procedures differentiated successful programs from the less successful programs investigated during the study.

At the instructional level within the institution successful programs were characterized by the use of evaluation designs that monitored the relative in-program success of inmates. While fully developed management information systems were rare, successful programs had adequate information to demonstrate the effect of their program on participants for justifying funding requests and for justifying expanded services. In addition, such information was used by individual instructors to revise instructional materials and techniques to improve student learning. Particular emphasis was placed on performance evaluation within the vocational training area.

Policy

One of the major problems encountered by less successful programs was the lack of priority for vocational education. In more successful programs this problem had been overcome by the creation of policy, both written and functional, which clearly defined the role, objectives and expectations for the vocational training program. Frequently, a formal mission statement for the vocational education program had been developed. This included state level mandates and purposes as well as local initiatives. Further, within successful institutions there was a common understanding of the mission of vocational education both within the vocational education staff and staff of other operations such as security in the institution.

Local level policy within successful programs specified the role of the program within the institution, the job descriptions of the training staff, and the expected outcomes or benefits for the inmates. Frequently, local policy resulted from the everyday routine of the educational program staff. Usually those routines had been consciously molded by the program administrator in order to establish a certain role for the vocational program. Equally important within successful programs, position and role of the vocational education program was recorded. If the program was to discharge a service to the institution or claim to create a certain benefit or outcome for the

student, the program could in fact prove that it did these things. In this way, the educational program demonstrated its viability to other operational components within the institution.

Staffing

Successful programs were characterized by staffing arrangements that emphasized a team approach to the provision of treatment services. In addition, successful programs emphasized the development of a personal relationship between the vocational instructor and the student. Frequently, the vocational instructor and the vocational and personal counselors were sought out by the students for addressing particular problems.

The staffs of the successful programs were energetic and composed of experienced tradespersons in their particular craft. In addition, the staffs of successful programs were certified equal to the requirement of the state agency responsible for certification of educational personnel of that state. This did not mean that every staff member had completed teacher education certification. Rather, they had met the requirements for that state. It is noted that in those programs where teacher certification was not required the educational program provided extensive in-service staff development programs for teachers that were focused on developing teacher competencies and teacher skills.

Support Services

The support services provided in successful programs included counseling, substance abuse, recreational programs, adult basic education, general education, assessment services, therapy, work details, survival skills, and so forth. Of these support services, counseling was considered to be the most important. The counseling functions provided in successful programs included diagnosis and assessment, individual and group personal counseling, program selection, career education and orientation, vocational counseling, and job placement. Of particular importance were vocational and personal counseling. In addition, frequently the counselor was the individual assigned responsibility for developing and monitoring the individual treatment program of each inmate involved in education. Such plans seemed to be effective

individual goal-setting strategies that enhanced inmate progress. The plans were created by the counselor and the inmate and specified services to be provided, expected inmate behaviors, performance levels, and time considerations. Sometimes the plans were formally incorporated as MAP contracts and included parole dates.

Counseling services also frequently included systematic instruction on job getting, job holding, and living skills. Topics addressed included communications and interviewing, money management, grooming, punctuality, and looking for housing. Data indicated that such instruction was important to the street success of the inmate.

Transitional services were gaining increasing emphasis within successful programs. The importance of the role of the counselors and the former instructors for inmate self-concept improvement, for social readjustment, and for functional literacy on the job were noted within successful programs. Several programs were developing mechanisms that resulted in the counselor working behind the walls and on the street to provide continuation of services to the student after release from the institution. Other programs had worked out mutual assistance arrangements with community halfway houses in order to continue these provisions of comprehensive rehabilitation services to the student once the student left the institution. Each successful program indicated that transitional services was their next basic area of concern.

Taken together, these ten variables were reported to account for the particular rates of success of the exemplary programs. The structure and function of these variables should be of assistance to vocational education program planners with new directions as they revise and develop programs to serve inmates.

233

223

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