

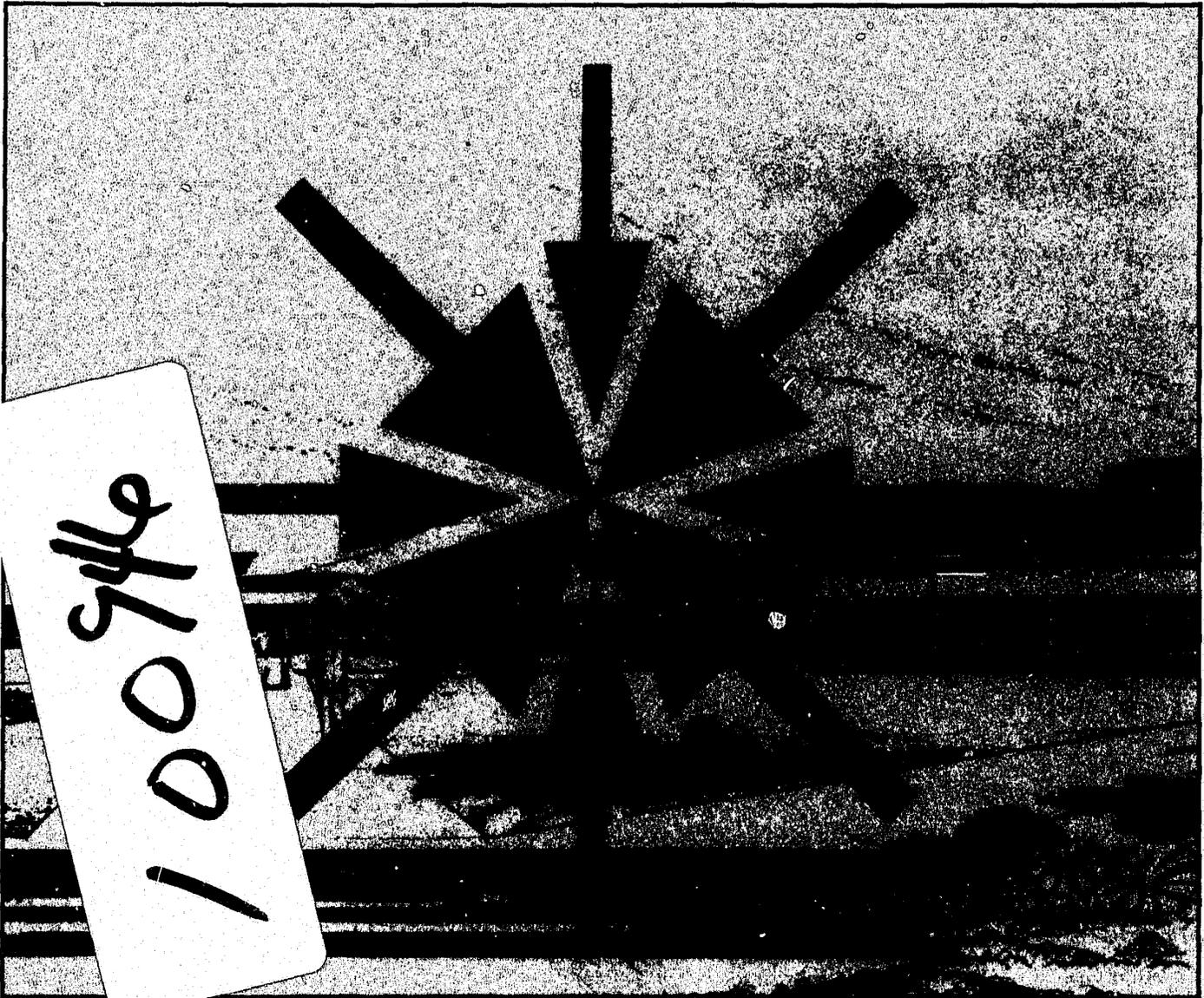
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U.S. Department of Justice
Federal Bureau of Prisons



Education Department Activation



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NCJRS

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ACQUISITIONS

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EDUCATION DEPARTMENT ACTIVATION

This manual is designed to assist staff in the activation of an education department in a new federal correctional institution. The recommended procedures are based largely on past experiences. Although many of the responsibilities described in this manual are assigned initially to Central Office and/or regional staff, and to specific department heads later, much of the decision-making must take place in conjunction with appointed institution executive staff as soon as possible.

CENTRAL OFFICE PLANNING

Probably the very first decision made in the activation of a new institution is that a certain facility is needed based on population pressures, demographic characteristics of the inmate population and related factors. The Central Office then prepares a request for money from Congress for planning and constructing the new institution. The Office of Budget Development includes the new institution in the budget document sent to the Department of Justice for review. The Department weighs all requests and approves or disapproves the level of resources it will request from the President. Later in the year a new budget request, which reflects the Department's authorization level of resources for the Bureau, is submitted to the Office of Management and Budget (OMB) for analysis. OMB completes its analysis and informs the Bureau how much the President will request from Congress. Several months later a new budget request, which reflects the President's authorization level for resources for the Bureau, is submitted to both the House and Senate Appropriations Committees. Assuming Congress agrees, the Federal Bureau of Prisons receives an appropriation equal to about 10 percent of the total construction cost of the new institution in order to acquire a site and design the facility. After the site is acquired, the money needed for construction is requested during the next budget cycle. As soon as these early site identification and acquisition procedures are in motion, Central Office education managers become involved.

A. Education and UNICOR

The Education Division in the Central Office of the Bureau functions as an integral component of Federal Prison Industries (UNICOR). Financial support for many occupational, pre-industrial, and special experimental programs, including major equipment, come directly to institution education departments as a result of this integration. These funds are provided, in addition to congressional appropriations, for the operation of education and recreation programs throughout the Federal Bureau of Prisons.

Federal Prison Industries actively encourages inmates to raise their academic levels by requiring specific educational achievements for placement in certain industrial positions. Ultimately, this means that more highly trained inmates with useful, marketable skills will return to the community. Inmates also receive pre-industrial training before they begin work in the various factories and other operations. This basic training teaches inmates the rudiments of the occupations in which they will be engaged and provides a more productive, safety-conscious worker, who is ready to be integrated smoothly into a quality production setting.

B. Academic, Occupational, Social, and Leisure-Time Programs

The education department in each institution provides both academic and occupational training programs to prepare inmates for employment on release. Enrollment, except for Adult Basic Education (ABE), is voluntary. Program options are extensive, ranging from literacy education to college courses. Occupational training includes accredited vocational training and apprenticeship programs, as well as pre-industrial and world-of-work courses, live work, and a limited number of study release opportunities. Cooperative arrangements with the Women's Bureau of the U.S. Department of Labor, and the Bureau of Apprenticeship and Training, as well as with state and local government agencies, enhance many programs. Social education courses are offered to inmates to strengthen their self-esteem and their ability to live in the community. Constructive use of leisure-time is also encouraged through athletic activities, self-help groups, and hobbycrafts.

To operate these programs in 47 institutions, the Congress and Federal Prison Industries provide approximately \$25 million annually. Approximately 500 full-time, career, civil service employees staff these education programs which are designed to meet the academic, occupational training, and personal growth needs of inmates.

The following activation procedures are presented as working guidelines for establishing quality education, training and leisure-time programs.

ARCHITECTURAL PLANS

The Regional Education Administrator is responsible for contacting Central Office education and industry staff to discuss new institution designs and programs. These contacts should be initiated soon after the decision has been made to construct, acquire, or lease a new facility.

A. Preliminary Steps

The Regional Education Administrator will discuss with Central Office education and industry staff the concept plans for the new institution. The following are some initial steps to be taken:

1. determine type of industry planned for new facility through contact and coordination with Central Office industry staff
2. explore with Central Office education and industry staff occupational and pre-industrial training options consistent with industry(ies) planned
3. discuss any special construction requirements with Central Office staff based on tentative selection of occupational and pre-industrial programs
4. plan for appropriate classroom and training space in the industrial portion of the facility

B. The Education Areas Design

The Regional Education Administrator will review preliminary education, vocational, and recreation area architectural drawings. At this point the Regional Education Administrator will:

1. review the mission planned for the institution considering security level, planned inmate capacity, and any special features, e.g. protective custody unit
2. provide, in cooperation with facilities staff, architectural drawings for review by other regional education administrators and Central Office education staff
3. consult with other selected institution staff for suggestions, especially staff in institutions which have a similar design
4. submit to the Central Office, in cooperation with facilities staff, recommended changes in the design
5. obtain a copy of final architectural plan for education and related areas

STAFFING

The Regional Education Administrator will develop and submit a staffing pattern for the Education Department based on planned institution size, mission, design, and other education or training related factors.

A. Functional Needs

The Regional Education Administrator will identify positions for the following functions or combination of functions:

1. education administration
2. secretarial services
3. basic education (Adult Basic Education, General Educational Development, and English as a Second Language)
4. occupational education (pre-industrial, exploratory, vocational training, on-the-job and apprentice training)
5. related trades
6. social education
7. library services (leisure and law)
8. team education representatives
9. postsecondary coordination
10. apprenticeship coordination
11. pre-release coordination
12. staff relief
13. education technician
14. recreation supervision
15. recreation specialists
16. hobbycraft activities
17. group activities coordination

B. A Timetable for Action

The Regional Education Administrator, in cooperation with regional personnel staff and the new institution's designated Chief Executive Officer, will develop a timetable for announcing positions and reporting dates for staff. The Regional Education Administrator will:

1. coordinate the Supervisor of Education selection procedures and the reporting date at location 6-8 months prior to the institution's opening
2. coordinate the Recreation Supervisor selection procedures and the reporting date at location 4-6 months prior to the institution's opening
3. assist the selected Supervisor of Education to coordinate reporting dates for other staff with personnel and institution executive officers
4. assemble and/or prepare current position descriptions for all education positions to be announced and filled for the new institution at the regional level
5. assist the Supervisor of Education to prepare current position descriptions for all other education, training, and recreation jobs to be announced and filled at the institution level

C. Minority and Other Recruitment Requirements

The Regional Education Administrator will analyze the need for minority recruitment, the projected inmate population, and any special demographic or other characteristics of the new institution. The Regional Education Administrator will:

1. assist the Supervisor of Education in minority recruitment
2. utilize the regional office Equal Employment Opportunity (EEO) specialist to assist in recruitment
3. develop a plan for using contract employees

The Supervisor of Education will contact local community sources for potential candidates.

DEMOGRAPHIC PROFILE OF INMATES

The Regional Education Administrator will request inmate demographic projections from the Office of Management and Productivity Improvement in the Central Office approximately 6-8 months from the projected dedication date in an effort to identify the following about inmates likely to be designated to the new institution:

1. education achievement levels
2. occupational training needs
3. ethnic and other relevant characteristics
4. special program needs (handicapped, bilingual, etc.)
5. length of sentence and probable length of sentence served
6. inmate release areas
7. age range
8. sex

PROGRAM PLAN

The Regional Education Administrator will plan a tentative education program for the institution following the Bureau's Program Statement on "Education, Training, and Leisure-time Program Standards" prior to the selection of the Supervisor of Education. The Regional Education Administrator will perform the following, in order to accomplish this goal:

1. compile information about occupational needs, opportunities, and job projections for the future in the targeted areas to which inmates may be released
2. determine the industry(ies) planned for the new

- institution and potential vocational training and pre-industrial program areas
3. develop an occupational training proposal, coordinating efforts with local community-based agencies and other resources; develop a rationale for proposed vocational course selections
4. identify, in cooperation with the selected Chief Executive Officer, occupational programs that can be conducted by civil service staff and by contract staff
5. submit a tentative program plan to the Central Office Education Division for review and comment; incorporate recommended modifications into the plan
6. designate a Recreation Supervisor from an institution in the region to assist in reviewing recreational needs and preparing a comprehensive design/program plan, as well as ordering equipment; include in the plan recommendations for the physical layout of the recreational fields, keeping in mind the need to centralize activities in order to facilitate supervision and control

BUDGET

The Regional Education Administrator, in cooperation with the Regional Comptroller, will develop a budget plan for institution activation and first year operation.

- A. The Regional Education Administrator will, after approval of programs and modifications, establish a level of start-up funding and determine how the money should be provided. **IMPORTANT:** Specific commitments in writing should be solicited. Future expenditure of designated funds may be determined by these written commitments.
- B. The Regional Education Administrator will request start-up money for Cost Center 312 during the fiscal year prior to planned activation and:

1. establish equipment and furniture costs (3100 money). Base the cost on the equipment and furniture lists compiled for the last new institution. Examples:
 - a. shop equipment
 - b. vocational benches and stools
 - c. audio-visual equipment
 - d. classroom desks and chairs
 - e. mounted/portable chalk boards
 - f. study carrels
 - g. library furniture

- h. shelving
- i. lecterns
- j. office furniture
- k. typewriters
- l. file cabinets
- m. computers
- n. word processing units

2. establish operating costs (2600 money). Base the cost on supplies and materials required for opening the last new institution. Examples:

- a. ABE, GED, ESL tests (refer to Federal Bureau of Prisons' "Adult Basic Education Curriculum Standard")
- b. library reference books (refer to Federal Bureau of Prisons' "Organizing a Prison Library")
- c. leisure reading materials (refer to Appendix)
- d. legal and other subscriptions, (refer to current Federal Bureau of Prisons' "Law Library Inventory")
- e. law library volumes (refer to current Federal Bureau of Prisons' "Law Library Inventory")
- f. vocational texts
- g. occupational references books
- h. lab manuals
- i. filmstrips, cassettes, tapes, records
- j. tests: SAT, GED, etc.
- k. office supplies, miscellaneous
- l. classroom materials, maps, globe, etc.
- m. shop materials, tools, visuals, etc.

C. The Regional Education Administrator will request start-up money for Cost Center 313 and will:

1. establish equipment and furniture costs (3100 money). Base the cost on the equipment and furniture required for opening last new institution. Examples:

- a. pool/ping pong tables
- b. weight machines and weights
- c. stationary bicycles
- d. rowing machines
- e. music equipment: amps, instruments, etc.
- f. VHS recorder/player
- g. stereo/sound system
- h. chalk line marker
- i. physician's scale

- j. shuffle boards
- k. game tables
- l. crafts equipment
- m. benches, chairs, and stools
- n. kiln(s)
- o. bleachers
- p. color television sets
- q. art easels
- r. potters wheel
- s. portable air compressor
- t. jewelers model work center
- u. bingo set
- v. set-up boards
- w. washer & dryer

2. establish operating costs (2600 money). Base the cost on supplies and materials required for opening last new institution. Examples:

- a. baseballs, bats, gloves, and bases
- b. basketballs and nets
- c. bocce ball sets
- d. boxing heavy bag, striking bag, and gloves
- e. catchers protective clothing, hard and soft balls
- f. footballs, flag sets, markers, and chainset
- g. frisbees
- h. handballs, gloves, and racquets
- i. horse-shoe sets
- j. jogging trampolines
- k. medicine balls
- l. pool cues, tips, and chalk
- m. pump, air inflater
- n. shuffleboard disc sets
- o. soccer balls
- p. bats, gloves, and bases
- q. table games—cards, dominos, chess, pinochle, checkers, Scrabble, Monopoly, backgammon, Trivial Pursuit, cribbage, African chess, etc.
- r. tennis balls, rackets, and nets
- s. volleyballs, standards, and nets
- t. pool/ping pong tables, balls, paddles, and nets
- u. uniforms: baseball, basketball
- v. weight lifting bars
- w. individual weights
- x. weight room rubber floor and wall pads
- y. intramural vests

D. Depending on when funds are made available, the Regional Education Administrator or the Supervisor of Education will follow through to see that purchase orders are issued and delivery of all items completed.

PROGRAM IMPLEMENTATION

The Supervisor of Education is the Cost Center manager responsible for coordination and implementation of the education program. The Education Supervisor should be identified 6-8 months in advance of the institution's opening and should be on site, if possible, 4-6 months prior to dedication ceremonies.

A. The Regional Education Administrator will prepare position descriptions and performance standards for education administrative staff.

B. The Supervisor of Education will meet with the Regional Education Administrator to discuss architectural plans, demographic profiles, program plans, equipment purchases, budgets, staffing patterns, and related matters.

C. The Supervisor of Education will obtain a list of equipment and supplies recommended for purchase by the Regional Education Administrator, follow through on their procurement, and order any other additional items required.

D. The Supervisor of Education will obtain from the Regional Education Administrator:

1. approved staffing pattern
2. physical lay-out of education, vocational training, and recreational areas
3. education/recreation program plan
4. inmate profile data

and will:

1. fine tune academic, vocational training, social, education, and recreation programs
2. follow-up the Regional Education Administrator's previously established community and business contacts; personally meet representatives of the state, county, and local education, labor, and recreation agencies, postsecondary and vocational training schools
3. request Sentry equipment for Education Department; integrate it with personal computer, if appropriate
4. provide additional product information for educational/recreational equipment and follow through on contact with sales representatives and/or manufacturers
5. prepare position descriptions and performance standards for education and recreation

staff--may require Regional Education Administrator's coordination

6. establish law and central libraries with appropriate supplements for the units
7. develop local resources to supplement institution staff, e.g. volunteers, mobile or inter-library services, continuing education programs, and work-study programs

E. Additionally, the Supervisor of Education will plan a testing program designed to assess inmate education needs, measure progress, provide certificates of achievement, and meet professional standards; and will follow the Bureau's Program Statement on "Minimum Standards for Administration, Interpretation, and Use of Education Tests." In connection with this, the Supervisor of Education will:

1. order an ample supply of the Intermediate Battery II edition, Stanford Achievement Test (SAT); it is important to order the most recent test available and to order several versions to ensure validity of test results
2. order an ample supply of the Spanish version, Level II of the Comprehensive Test of Basic Skills (CTBS) for Spanish-speaking inmates
3. arrange with the General Educational Development (GED) Commission of the American Council on Education, One Dupont Circle, Washington, D.C., 20036 for GED testing services
4. order a secure cabinet for storage of education test materials
5. if necessary, contract for the consulting services of qualified professionals or organizations who understand the importance of test administration procedures and who appreciate the limitations as well as the significance of test results

F. The Supervisor of Education will develop an ABE program with small classes and intensive individual instruction for those who score below the 6.0 grade level on any of eight subtests of the intermediate battery of the SAT. Follow the Bureau's "Adult Basic Education" Program Statement in developing this program.

G. The Supervisor of Education will develop a secondary education program which leads to a GED certificate which meets state standards, and/or a high school diploma. In

connection with this, the Supervisor of Education will:

1. design an incentive program to encourage completion of, or steady progress toward, a GED certificate or high school diploma before release
2. contact a local high school that may be willing to issue high school diplomas directly to inmates who complete certain course requirements

H. The Supervisor of Education will plan a postsecondary education (PSE) program which consists of courses designed to serve the inmate's educational or vocational aspirations above the high school level, including any and all courses offered or approved for college level credit by community colleges or other institutions of higher learning. The Supervisor of Education will follow the Bureau's "Postsecondary Education Programs for Inmates" Program Statement in developing this program. Planning will include:

1. involving junior and community colleges to make it possible to offer the kinds of occupational training not readily provided in a prison, e.g. paramedical, wastewater technology, laboratory technician, computer programmer, travel agent, aquaculture, petroleum technology, and other relevant occupational training opportunities available from junior and community colleges
2. exploring of study release potential and opportunities in community

I. The Supervisor of Education will develop a social education (SE) program which consists of planned learning activities designed to assist inmates in their adjustment to the institution, their personal growth, and their ability to cope with problems encountered in society upon their release, and will follow the Bureau's "Social Education" Program Statement in developing this program. Activities will include:

1. designing social education activities to develop competence in "life skills"-connected with family relationships, money management, preparation of a job resume, job interview techniques, locating a job, developing socially acceptable life styles, expressing responsible community citizenship, and similar "how to" programs
2. developing programs which motivate the inmate to start questioning basic human attitudes and behaviors and examining how people relate to each other in a wide variety of situations

J. The Supervisor of Education will develop an occupational education (OE) program which focuses on skill development and good work-safety habits. As part of these activities the Supervisor of Education will:

1. refer to program statements which deal with vocational training
2. design pre-industrial program(s) in support of selected industrial operations
3. develop procedures to establish job sequence assignments for inmates who complete training in areas which have counterpart jobs in the institution
4. design occupational programs that include emphasis on live work as a regular, functional part of training
5. develop occupational programs directed at future employment trends
6. refer to Federal Bureau of Prison's curriculum standards for machine shop and welding if developing these programs

K. The Supervisor of Education will contact local and state education, recreation, and labor market agencies and will:

1. utilize Bureau community programs managers where available
2. initiate contacts by correspondence
3. make telephonic contacts
4. schedule visit(s) to area and initiate personal contacts

L. The Supervisor of Education will also:

1. draft local education and related policy statements and supplements
2. develop inmate performance standards for those assigned to the Education Department
3. order two sets of required Bureau program statements, one for education and one for the main law library
4. develop an open-ended school schedule allowing inmates to enter and exit at any time; this schedule will include:
 - a. supervised activities during evenings and weekends
 - b. supervised activities at least 10 hours per

day, not necessarily consecutive, e.g. 7-11 a.m., 1-4 p.m., or 6-9 p.m.

- c. full-time instructors whose teaching duties encompass 75% of their work week
- d. minimum teacher/student ratios of 10:1 for ABE and 15:1 for all other classes

M. In addition to all of the above, the Supervisor of Education will:

- 1. prepare an education handbook for distribution to inmates
- 2. direct the development of competency-based curriculums for all programs to include pre-and-post assessment procedures
- 3. initiate a plan to obtain accreditation status through state or other recognized associations or agencies such as the Regional Associations of Schools and Colleges
- 4. develop procedures to insure compliance with all education, vocational, library, and recreation standards; follow "Commission on Accreditation for Corrections Standards" in developing these procedures.
- 5. develop a record keeping system utilizing a uniform three station file folder and education transcripts for all inmates who participate in any activity under the supervisor's control
- 6. plan at least an annual graduation ceremony to recognize inmates for program accomplishments

N. The Recreation Supervisor or Supervisor of Education will develop a leisure activities program that encourages an inmate to make constructive use of leisure-time and offers the interested inmate an opportunity to participate in a wide variety of sports, social activities, physical fitness programs, table games, reading, and arts and crafts and will follow the Bureau's "Recreation Programs (Inmates) Administration Guidelines" Program Statement in developing this program. In this connection the Recreation Supervisor will:

- 1. design a program to involve *all* inmates in some phase of recreational activity during incarceration
- 2. develop a specific plan of action to identify those inmates who do not participate in recreational activities; initiate special programs to meet their needs

- 3. plan a minimum of four hobbycraft activities
- 4. plan a minimum of three on-going intramural competitive activities for the appropriate season of the year
- 5. develop cardio-vascular strengthening programs like aerobic and calisthenic exercises
- 6. plan a music program to provide inmates an opportunity to learn basic theory and develop appreciation as well as musical skills
- 7. plan a program for constructive inmate involvement with community groups
- 8. develop written procedures for the selection, training, and use of inmates as recreation program assistants
- 9. develop a procedure to assess the leisure needs and interests of the inmate population

O. The Recreation Supervisor will review recreation potential in units and central areas and will develop a partial program for use by the first inmates assigned to the institution.

P. The Recreation Supervisor will coordinate the implementation of commissary arrangements for supplies which inmates may purchase for arts and crafts and other education/vocational training/leisure activity programs.

While this manual is intended as a guide, specific information should not be interpreted as mandatory and individual institution staff's creativity in expanding upon the basics should be encouraged.

For additional information write to:

Education Administrator
Federal Bureau of Prisons
320 First Street, N.W.
Washington, D.C. 20534

APPENDIX

Free books, magazines, and newspapers can sometimes be obtained from the following sources:

1. local book, department, or other stores which sell books and want to donate surplus copies to non-profit groups
2. local post-offices which have supplies of undelivered periodicals
3. Brandeis University National Women's committee:

Mrs. B. Berler
11702 Whisper Bow
San Antonio, Texas 78230