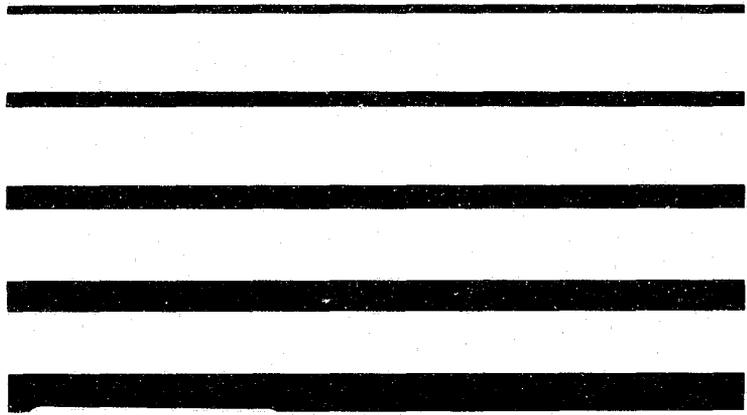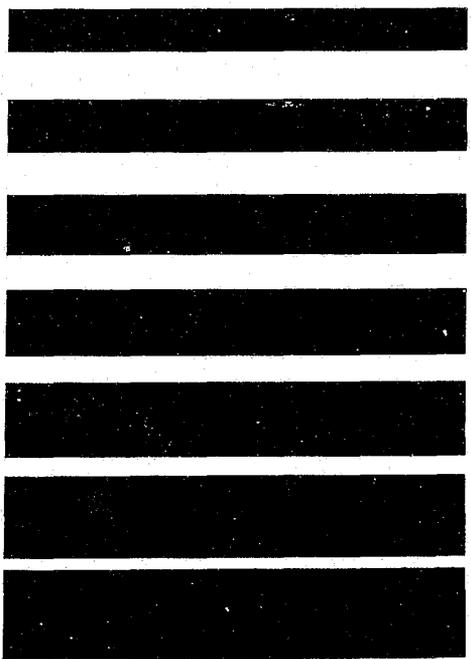U.S. Department of Justice   National Institute of Corrections

Making Literacy Programs Work

Volume I: A Practical Guide

for Correctional Educators

128010

MAKING LITERACY PROGRAMS WORK

VOLUME I: A PRACTICAL GUIDE FOR CORRECTIONAL EDUCATORS

Donna Bellorado, Project Director
Far West Laboratory for
Educational Research and Development

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NATIONAL INSTITUTE OF CORRECTIONS

Raymond C. Brown, Director
William K. Wilkey, Chief, Prisons Division
Stephen Steurer, Project Monitor
Joseph Barda, Project Monitor

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FOREWORD

The National Institute of Corrections is pleased to make this manual available to assist correctional administrators and educators in implementing new prison literacy programs or improving existing ones. This volume is based on the experiences of literacy teachers in prisons throughout the country and provides discussion of the basic elements essential to successful prison literacy programs.

It is well known that a majority of prison inmates need remedial education services. Six percent of the inmate population in the United States have not attended school or have only attended kindergarten. Only 40% of the inmates have completed high school. Literacy skills are essential to inmates obtaining and maintaining employment and otherwise succeeding in the community after release.

This volume resulted from a survey of prison literacy programs operating in the United States. Teaching strategies, program goals, student motivation, educational and psychological assessment instruments, and program evaluation methods are discussed. Volume II is a directory of the literacy programs in agencies whose staff responded to the survey. We appreciate the time and effort of those who responded and of those adult prison education staff who allowed visits to their noteworthy literacy programs.

Raymond C Brown

Raymond C. Brown, Director
National Institute of Corrections

ACKNOWLEDGMENTS

INTRODUCTION

A growing national concern about the high rates of illiteracy among adult offenders is complicated by conflicting views about the purpose of incarceration. Until fairly recently, the "medical model," introduced in United States prisons some 50 years ago, seemed a more beneficial way to deal with offenders than any method previously tried. At last, it appeared, criminals would no longer be seen as hopeless moral derelicts, but as emotionally sick people whose antisocial behavior derived from psychological, economical, or socio-cultural causes. Offenders could be cured, if their disease was diagnosed; at the very least, their behavior could be modified so that they were no longer a danger to society. In its broadest outlines, the medical model satisfied both hard-liners who saw the goal of imprisonment as deterrence, punishment, and incapacitation, and humanitarians concerned about prisoners' rights and the availability of treatment.

By the mid-70s, it became obvious to legislators, criminologists, educators, and the public that prison treatment programs were not turning out responsible, law-respecting citizens. As the economy tightened and the huge postwar generation reached the prison-prone years of young adulthood, an upsurge in crime occurred. In response came a new sense of general anxiety and the "get tough" attitude that prisons should give offenders their "just desserts." The percentage of citizens who thought that the courts should deal more harshly with criminals steadily increased to 83% of those surveyed in 1977. Demands for more rigorous sentencing policies cut across characteristics of gender, race, education, occupation, income, age, region, religion, and political affiliation.

But while some researchers, such as Robert Martinson and Gene Kassebaumental, continued to confirm the "nothing works" idea, people involved in day-to-day prison operations warned of the consequences of using prisons to punish rather than to educate inmates: society would "continue to assure, through default, continued commission of crimes and high recidivism rates." Whatever the quality and effects of correctional education so far, one result could be predicted with certainty: ex-offenders lacking the opportunity to develop new skills would certainly return to their old habits, friends, and trouble-prone lifestyles. Some current statistics on America's prison population attest to the urgent need for such skills:[1]/

- Research shows a higher incidence of unstable homes among delinquents than among nondelinquents. More likely than not, state prison inmates have grown up in a home with only one parent present or have been raised by relatives. These families typically exhibit a high degree of conflict, instability, and inadequate supervision.

- Violent behavior is linked to childhood abuse and to neurological abnormalities. Violent offenders are more likely to have paranoid symptoms and to display severe verbal deficiencies. Violent offenders are likely to exhibit interpersonal difficulties and behavior problems both in school and on the job.

- About 40% of all jail and prison inmates have completed high school (vs. 85% of 20- to 29-year-old males in the U.S. population).

- The proportion of high school dropouts (those who started but did not complete high school) was about three times larger among the incarcerated.

- Six percent of all inmates have no schooling or only kindergarten. Their rate of incarceration was more than three times that of high school dropouts, the group with the next highest incarceration rate.

- College graduates have an extremely low incarceration rate. Inmates with some college prior to incarceration are more likely than those with less education to have been convicted of a nonviolent offense and less likely to have had a past record.

- Offenders are predominantly male (96%) and disproportionately young (50% under 20 years of age), black (47%), and unmarried (80%), as compared to the general population.

- Most offenders are likely to be poor, since the average unemployment rate for offenders prior to arrest in 1981 was about 40%. Of those who were employed prior to arrest, 80% made less than a poverty-level salary. Twelve percent of those who were employed only worked part-time.

- The typical woman offender is under 30, a single mother with two or more children, economically dependent, and troubled by physical and/or mental ill health and drug and/or alcohol dependency.

- For a significant number of female offenders, a lack of money was a motivating factor in committing a crime, as 60.2% of women inmates are serving time for robbery, burglary, forgery, fraud, or larceny. Prostitution, a crime viewed by some as a "fundamentally harmless economic transaction," accounts for 7.2% of prison admissions and drug offenses for 11.6%.

- It has been estimated that between 10-40% of the adults now incarcerated need special education services because of learning disabilities and other handicapping conditions, although only about 1% received such services in 1984.

Moreover, practitioners stressed, it was premature to write the obituary of education programs; they had never been sufficiently widespread or funded to come alive. Of the $6 billion spent in 1982 to house inmates in local, state, and federal facilities, less than 20% was spent on rehabilitation and training, and much less on educational services for inmates. According to Senator Pell:

> Of the 20%, the amount spent on basic and vocational education
> is very small; on the average a state spends only 1.5% of its

total correctional budget on inmate education and training programs.

Today, dollars and cents arguments exist for upgrading correctional education services. But it is unrealistic to gauge the success of a program by how many of its graduates "go straight" permanently:

> It sometimes seems as if society expects us to take hardcore criminals with a lifelong record of failure and...in a short period of time turn them into Boy Scouts with college degrees...
>
> Employment, the length of such employment, increased levels of pay and skills, more self-sufficiency, more self-esteem, longer periods of staying away from crime, lesser offenses if crime recurs--all are measures of the "success" of an educational program.[2]/

Although support continues for keeping prisoners on a bleak routine, un-relieved by self-development programs, former Chief Justice Warren Burger's concern with the costs and benefits of warehousing prisoners is spreading throughout the criminal justice system. For the past several years, he has frequently stated that the country cannot afford to incarcerate the same people repeatedly without giving them the skills to function outside prison:

> We must accept the reality that to confine offenders behind walls without trying to change them is an expensive folly with short-term benefits--a winning of battles while losing the war.[3]/

The Chief Justice further recommends that "every inmate who cannot read, write, and do simple arithmetic" be given that training, "not as an optional matter but as a mandatory requirement."

The purpose in the discussion that follows is not to enter the debate over punishment vs. treatment. Rather, the purpose is to develop two premises:

● Prisons present inherently difficult settings for offering educational services.

● Despite the constraints, compelling reasons exist for providing adult prisoners with up-to-date literacy instruction, and a growing number of programs are effectively managing to do so.

As the academic superintendent of one state prison says: "Providing quality education is a difficult enough challenge in any setting, but educators in a correctional facility confront some special problems which require some special efforts to overcome."

Chief among such challenges, of course, are the students themselves, most of whom enter prison with a history of failure in schools and other institutions, poor self-esteem, emotional and/or drug-related problems, and a lack of social skills. Part of the educational challenge is helping them overcome an initial apathy or even hostility toward education. Success requires convincing them not only of education's practical value but also of their potential for success. Moreover, while most inmates are under-educated, great diversity exists in their learning abilities, social maturity, and functional levels.

Another problem is time. The open-entry/open-exit policy required by the constant flow of inmates into and out of the facility means that a student's participation in an educational program may range from a few months to several years. High rates of turnover prevent the use of a definite time schedule. Accordingly, instructional methods and materials must allow adjustment to such time restrictions. Educational goals must be broad enough to encompass a wide range of ability and need, yet specific enough to ensure success within short spans of time.

Finally, program goals must be cognizant of what is possible within a correctional setting, with its rigidly controlled environment and explicit emphasis on security. Educators must work within their facility's regulatory restrictions and be alert to security demands and adaptable to them.

A number of programs are successfully meeting such challenges. They have not solved all the problems facing correctional educators, and no two programs have the same strengths and weaknesses, but they do share certain fundamental strengths.

TRAINED AND DEDICATED STAFF

At the top of every list of primary strengths are the quality and commitment of a program's staff:

- "Start with an inspired staff and build on it....Our staff is the key to the whole ballgame. They are stable, committed, interested in the inmates, and have high standards of professional competence."

  Educational Director,
  Washington Correctional Center

- "Most of the teachers here are very special. They have the gift of getting through to those who don't want them to."

  Inmate, Buena Vista
  Correctional Facility, Colorado

- "Our teachers have a strong sense of self, like what they're doing, are committed. They know they're not going to get rich but they may help change a few lives."

  Teacher, Lebanon Correctional
  Institution, Ohio

● "The key to a sound program is the preparation and commitment of a
   growing cadre of excellent teachers."

                                              Educational Director,
                                              Maryland Correctional
                                              Institute at Jessup

ADMINISTRATIVE SUPPORT

     Not every educational program can rely on an innovative warden, but suc-
cessful programs succeed in gaining the support of wardens, superintendents,
and other administrative staff:

          "If I have a question or a problem, I can get on the phone and
          call the regional education administration and I get a direct
          answer. The supervisors and specialists are very accessible
          and helpful. You don't feel inhibited talking to them."

                                              Supervisor of Education,
                                              Petersburg Federal Correctional
                                              Institution

COOPERATION OF SECURITY AND GROUP LIVING STAFFS

     Closely related to administrative support is the necessary cooperation of
prison staff at all levels. An initial resistance and even hostility of
security staff toward education programs has been common. Correctional
officers may understandably feel that the teacher is interfering, increasing
the difficulty of maintaining order and control. Educators who do not manage
to bridge this gap may face situations like that described by one program
director:

          The captain is only as supportive as he has to be, and when
          you get down to the lieutenants and sergeants, they are
          torpedoing the hell out of us. It's like: "Teacher, you've
          got to put on a flak jacket before you go into the unit;
          teacher, you have to wait a half hour because we're not ready
          to send an escort with you; teacher, we don't know where your
          books are--are we responsible for your books?"

     On the other hand, the educational programs highlighted in this report
have found various ways to create cooperative relations with security and
living staff, even enlisting their support to maximize the effectiveness of
educational services to inmates.

A FUNCTIONAL EDUCATIONAL PHILOSOPHY

     Effective correctional programs have a cohesive educational focus, a
coherent philosophy that teachers believe in, that can guide daily practice.

As the New York Department of Corrections' Academic Programming states: "Without a comprehensive, detailed, and agreed upon statement of philosophy, there can be no consistency of program content, no rational approach to planning, and no logical or comprehensive delivery service."

SOLID BASIC LITERACY PROGRAM

Many prisons do not offer a program designed for inmates at the low literacy level. They may have some tutors or "try to do what they can" for the nonreader, but they lack a formally developed program. The approaches to literacy education described here are characterized by effective basic skills programs for low-level and nonreaders. These programs vary from site to site but typically are individualized, utilizing one-to-one and/or group instruction; use a flexible, often competency-based curriculum; are staffed by trained reading teachers and/or trained tutors; are often supplemented with computers; and are part of an integrated educational program that can advance the nonreader to college level courses if he or she has the time, motivation, ability, and length of sentence that allows for this level of involvement.

This guide was developed as a practical aid to help correctional administrators and educators across the country implement new programs and improve existing programs. It summarizes effective procedures in correctional education for adults. The information presented here is based on the experience of teachers in a variety of effective literacy programs in prisons around the country and on a thorough examination of existing research. The guide begins by reviewing some of the successful programs.

CHAPTER ONE: SOME NOTEWORTHY CORRECTIONAL EDUCATION PROGRAMS

The following descriptions are not intended to be comprehensive. Thus, although all the programs highlighted here have trained and committed staffs and well-balanced curricula ranging from Adult Basic Education (ABE) to General Educational Development (GED) and often post-secondary offerings, specific information is outlined in Volume II, the Directory of Prison Literacy Programs in the United States, and is not provided here. The pertinent information these programs provide about instructional methods and materials has been incorporated into appropriate sections in Chapter Two, which offers specific suggestions on how to establish and operate a sound learning program.

This chapter is concerned primarily with how a literacy program succeeds in an institutional context, how it acquires crucial support and cooperative relations, and how it becomes integrated with other services essential to rehabilitation. Correctional education is often perceived as a teacher and a classroom. As this guide demonstrates, it is much more. Literacy programs function within, and must be integrated with, the total institutional system. As one educational director puts it, "There is nothing intrinsically rehabilitating about improving an inmate's reading scores or getting a GED."

Rather, the aim is to make academic skills as relevant as possible to other learning crucial to re-entering society. In order to lead crime-free lives on the outside, most inmates need more than basic academic and occupational skills; they also need to alter attitudes, values, and behavior, the way they feel about themselves and society. They need to acquire better interpersonal and life-coping competencies. Without the kinds of linkages illustrated shortly, literacy courses may end up operating as little islands unto themselves, with no actual relevance to the inmate's current or future survival needs.

Selection Process: Readers should not infer a claim that these are the best correctional education programs in the country or the only good ones. Of over 400 prisons in America, 225 responded to our national survey. The responses were rated according to a comprehensive set of criteria, including: stated philosophy and goals, well-developed basic literacy program, identified strategies for student motivation, a variety of instructional methods and materials, clear procedures for both student and program assessment, program for staff development, effective approaches to working within the prison environment, integration of basic skills with vocational/life skills, vocational counseling, English as a Second Language (ESL), post-release focus, community/business links, and special education program.

Of a maximum score of 30 points, 26 programs scored above 23. The project staff gathered further information on these, then visited 14 of them. The most noteworthy are summarized here. As subsequent descriptions show, there is no single path to success, no one best approach. Indeed, programs were selected in part to illustrate the range of creative solutions possible.

BUENA VISTA CORRECTIONAL FACILITY
BUENA VISTA, COLORADO

Medium security: Male
Total population: 740 inmates
Students served each year: 525
Average age: 26
Staff: 1 director; 11 instructors; inmate aides

PROGRAM FOCUS:

"They are sent to prison as punishment, not to be punished
while they're here."

"Rather than negative behavior modification, we use rewards--a
system of increasing privileges."

The entire institution, every facet of its programming, is geared toward
promoting the social responsibility, personal initiative, and positive motiva-
tion of inmates as means of helping them get out of the criminal mode. This
philosophy is shared by an "enlightened, highly supportive administration" and
teachers who have the freedom (and encouragement) to be innovative. There is
strong emphasis on "active communication with other staff involved in the
students' lives," maintaining sensitivity to different learning modalities,
and offering a positive impact as role models. Like living unit staff and
vocational instructors, academic teachers often function as counselors.

NOTEWORTHY FEATURES:

1. Incentive system.
2. Staff structure and communication across components.
3. Additional courses in social responsibility, resident psychology,
   marriage and family.
4. Pre-release program.

1. Group Living Incentive Program

This backbone of the institution is a system of increasing inmate
privileges to encourage positive behavior within the facility and program
involvement. "The inmate just doesn't get a GED for going to school; he
gets a 'room with a view'--literally." Through this system, inmates can
improve in all aspects of their daily lives.

Upon intake, inmates are placed in the first, least privileged, most
restrictive level. They are encouraged to work their way out by desir-
able conduct and continue to progress to the fifth, most privileged
level.

Step I Orientation Unit. The newly arrived inmate is first housed for approximately 30 days. In this unit, inmates begin setting realistic goals in the form of a performance plan (which may include participation in academic school) to change attitudes and behavior patterns that contributed to their incarceration.

Step II West Wing. This unit consists of single cells, bars, and no windows to the outside. Here inmates have no free time and are permitted to leave only for assignments and meals (as a group). After two weeks (sooner, if warranted), if the inmate is working satisfactorily and shows appreciable positive changes in conduct, attitude, and motivation, he may move on to the next step.

Step III North Wing. These inmates get their first taste of "freedom." They continue to work in their assigned jobs and are expected to continue following their Performance Plan. Inmates will normally be housed in North Wing for 30 days. Each inmate is counseled by unit caseworkers/counselors (see staff structure below). This wing offers new privileges such as:

- a door instead of bars
- gym or yard access three times a week
- free time and TV one night a week
- one movie a month
- five showers a week (up from only three)
- radio/cassette players.

Step IV South Wing. This unit offers an "outside" cell with a window, a door instead of bars, and other privileges, including:

- gym or yard access four times a week
- free time twice a week
- two movies a month
- lights-out extended to one hour later--11 p.m. instead of 10 p.m.
- personal TV sets.

If the inmate is presently working a full-day assignment or is on half-day assignment in the academic school, is progressing on all aspects of his Performance Plan, has received no write-ups, and has been in South Wing for at least 90 days, he becomes eligible for the final level.

Step V East Wing. Inmates in this unit must hold full-time jobs, or half-day academic assignments. Many additional privileges, opportunities, and freedoms include:

- gym or yard access five times a week
- open free time, seven days a week
- option to attend all movies
- no lights-out restrictions
- option to wear civilian clothing
- keys to own cell.

Through misconduct or failure to meet commitments, an inmate can be assigned back to a lower level. But the whole system is geared to moving forward--maintaining a positive attitude, good conduct, and progress toward completing the goals of the Performance Plan. A vocational education teacher comments on the positive effect of this approach: "If I give a guy the truck to take something down, he's really careful not to dent it or anything. They try to excel in whatever responsibility you give them. If you assign them an area of the shop, they love it and go for the best job they can do."

2. Staff Structure and Communication

"Everyone participates in running the prison--the whole institution works together."

In the past, professional caseworkers were located in an office apart from the living units. But former Warden Tanksley, as part of his innovative restructuring, converted all housing staff into caseworkers/ counselors so that now an inmate's counselor is always available. "The guy is right there." The change also reflects management's emphasis on the decentralization of authority, based on the belief that decisions are best made at the lowest possible level.

The teachers, also Department of Corrections (DOC) employees, feel very much a part of the (treatment) team; they do not feel isolated from prison operations. They can move without escort to housing, administration, or classification. Thus, if a teacher is having a problem with an inmate in his class, he may easily visit the inmate's counselor to gain a better understanding of the problem and how to deal with it.

The kitchen manager, outside foreman, and vocational instructors "do a lot of counseling, about everything--basic living."

3. Courses in Social Education and Responsibility

Social education is considered at least as important as the 3 Rs. "It's the other 16 hours a day in their lives we're concerned about," as one staff member puts it. "There is nothing intrinsically rehabilitating about getting a GED. It's the positive changes in attitudes, understanding, and behavior that make the difference." To help promote these basic changes, the educational program offers three important courses daily:

Social Responsibilities Class

* group discussion process and roles
* journal keeping
* self-awareness and personality
* values and the evaluating process
* feelings: facts, rational and irrational beliefs
* negative and irrational self-talk
* finding causes of negative feelings
* communication and communication skills: listening habits, sending messages

Marriage and Family/Resident Psychology Class

- anatomy and physiology of human reproduction
- human erotic response--male and female
- social attitudes toward sex, myths, sexual disorders
- venereal disease and cancer
- child abuse
- marriage/alternatives to marriage
- divorce
- parenting/single parenting

- introduction to transactional analysis
- ego states
- strokes, scripts, time structuring
- defense mechanisms
- anger
- erroneous zones
- life script

The Social Responsibility and Resident Psychology courses draw on such materials as Born To Win (James and Jongeward), Games People Play (Berne), and I'm OK, You're OK (Harris).

Life Skills Class

- career education
- employer/employee relationships
- taxes
- budgeting
- consumer education

- money management
- credit
- government and law
- health education

4. Pre-Release Program

In this program, designed to help the inmate/parolee make a positive transition back into the community, 20 inmates who are approximately two months from release all live, eat, and study together in a separate dormitory. Instruction consists of a combination of classes and counseling. The Independent Living Skills series (developed by Ken Cook Educational Systems), which takes 30-40 days to complete, consists of 30 booklets covering such topics as shelter, clothing, employability skills, comparative buying, alcohol and drug abuse, credit, first aid, human services, and citizens' rights. These booklets are supplemented with "visual textbooks"--films which can be stopped for discussion. Another segment of the program deals with career awareness and self-directed job search, using commercially prepared materials and computer links to the DOC job referral system. The teacher has developed a 900-item pre-test coded for the content in the booklets to identify areas of greatest need. Similar tests, created by the teacher, are given after completion of each booklet to provide the student immediate feedback on his progress.

A mental health social worker presents a weekly session addressing self-concept and personal attitudes, using lecture, films, and handouts, and introducing outside social service agency contacts.

Contact Person: Director of Education
Phone: (303) 395-2418, x 283 or 295
Address: Buena Vista Correctional Facility
Box R
Buena Vista, CO 81211

KANSAS STATE INDUSTRIAL REFORMATORY (KSIR)
HUTCHINSON, KANSAS

Maximum security: Male
Inmate population: 1,500
Students served each year: 529
Average age: 23
Staff: Superintendent; chapter I director; counselor/learning specialist; 14
classroom teachers

PROGRAM FOCUS:

"Our major emphasis is on achieving a zero-reject model
whereby any student can progress with whatever ability he
has....This ranges from teaching the alphabet tactually to
upper-level critical reading and creative writing skills."

Stressing the great range in individual capacity and the right of each
student, regardless of ability, to develop to his maximum potential, this pro-
gram seeks to meet each inmate's particular needs as fully as possible. For
those inmates who have the capability, the entire program is geared toward
eventual completion of the GED. More specific objectives include helping each
student: (a) attain at least functional literacy, (b) learn to adapt to a
changing social environment, (c) form a more positive self-image, (d) gain
specific knowledge in reading, math, social studies, science, English, and
practical living skills, and (e) acquire adequate social perception skills.

KSIR has an excellent full-time vocational training program, covering
nine occupational fields and staffed by 15 instructors. This program is pro-
vided under contract between the Kansas Department of Corrections and Central
Kansas Area Vocational Technical School.

NOTEWORTHY FEATURES:

1. Educational continuity from basic levels through GED.
2. Relationship with Hutchinson Community College.
3. Life skills integration.
4. Cooperative relations with prison staff.

1. Educational Continuity

Educational programming is structured according to a "stair-step
approach," progressing from the Basic Education Program--BEP--(0-5th
grade level) to the Regular Education Program--REP--(grade levels 5 to
7.5) to GED and college programs. The Support Education Program (Chapter
I, full-time program) supports the BEP, REP, and GED programs by pro-
viding remedial assistance as needed. The four program levels are con-
ceived as a continuum, throughout which basic skills training is pro-
vided--tailored as nearly as possible to the inmate's time in the insti-
tution, his personal goals, and his abilities--to facilitate progress to

the eventual completion of the GED. The program is "totally voluntary." KSIR believes that a week-long visit by interested educators and corrections officials provides the fullest understanding of the program's operation.

2. Relationship with Hutchinson Community College

The Kansas Department of Corrections has a contractual agreement with Hutchinson Community College (HCC) to provide the academic education services for KSIR, ranging from level 0 through the AA degree. HCC recruits and supervises teaching staff and the instructional process. The Superintendent of the Academic Education Program, who coordinates with the KSIR Deputy Director of Programs, is immediately accountable to the HCC Dean of Continuing Education. The superintendent regards the competency and professionalism of the staff as "the primary reasons for the success of our program." (Staff credentials include 9 BAs, 6 Masters, 1 PhD; 6 are certified in elementary, 7 in secondary, and 4 in special education.)

3. Life Skills Integration

Life skills instruction is integrated with the Basic Education Program and the Regular Education Program. Practical Living Skills (e.g., budgeting and banking, values clarification, decision-making) and employability skills are taught through commercial and teacher-prepared materials. Teachers also incorporate daily living skills into other content areas as opportunities arise. For example, students bring to class forms and order lists from the canteen for help in filling them out, and the math class uses the canteen price list to develop computation skills.

4. Cooperative Relations with Prison Staff

"Achieving success has meant overcoming the initial skepticism, even hostility, toward educators on the part of correctional staff." Success has required earning respect and credibility through results with students. It has also required establishing the conviction that education is a positive and viable part of the whole institution, a program that strengthens the overall mission of the institution without becoming a security risk or a "bleeding heart" adversary of correctional staff. "Now the education program is not only accepted as a function within the institution; it has become an integral part of the correctional and rehabilitative process provided for inmates from their initial orientation to KSIR throughout their tenure of incarceration."

Contact Person: Superintendent of Education
Phone: (316) 662-2321
Address: Kansas State Industrial Reformatory
P.O. Box 1568
Hutchinson, KS 67504-1568

LEBANON CORRECTIONAL INSTITUTION (LCI)
LEBANON, OHIO

Medium to maximum security: Male
Inmate population: 2,200
Students served each year: 2,000
Average age: 24
Staff: 1 director; 4 administrative staff; 26 instructors; 5 support staff; 2
        librarians

PROGRAM FOCUS:

> "The most important thing we do is to relate personally to
> the inmates, work with them to make them feel self-esteem
> and hope. We teach the person, not the inmate."

The Shaker Valley Campus at Lebanon, a branch campus of the Ohio Central
School System, chartered by the State Department of Education in 1973, serves
as the educational system of Ohio's Department of Rehabilitation and Correc-
tions. It offers a comprehensive curriculum ranging from Adult Basic Educa-
tion to Associate Degree college programming. The approach at Lebanon
emphasizes the following: the importance of recognizing and meeting diverse
inmate needs through flexible, highly individualized programs; and
strengthening self-image, creating positive attitudes, and developing the
coping skills necessary for inmates to successfully re-enter society.

This approach requires that: (a) students must be given opportunity to
experience immediate and daily success in the classroom and increased
opportunity to exercise personal responsibility and educational decision-
making, and (b) teachers should be models, motivators, and facilitators of
learning.

Lebanon effectively illustrates the importance of a clear and accepted
philosophy in building program continuity and staff rapport and in promoting
support throughout the institution. The success of this philosophy is demon-
strated by the fact that 50% or more of the population are enrolled in pro-
grams at any given time.

NOTEWORTHY FEATURES:

1. Strong community involvement.
2. Excellent relations between educational and prison staffs.
3. Life-coping skills and pre-release program.

1. Strong Community Involvement

Wilmington College, a fully accredited four-year Quaker school with
a strong commitment to service, is extensively involved with the correc-
tional education program. It began offering college courses at LCI in
1968 and subsequently developed several special programs. Its Project

Enterprise is a sequential life skills program based on the philosophy that inmates should change their life-styles before they are released from prison. Project Enterprise consists of interrelated components, each focusing on a different aspect of employability and transitional skills.

At the request of LCI officials and the Department of Rehabilitation and Corrections, the college also developed Project Talents, a full-time curriculum which offers inmates Associate Degrees in computer science, business administration, social science, and industrial technology. A Baccalaureate program is just underway. "Ten years ago the inmates who were respected were the troublemakers; now it's the college grads."

Business and industry are actively involved, both as members of advisory groups and as guest lecturers. Inmate tutors use materials developed by a local newspaper.

2. Relations between Education and Prison Staff

Several features have resulted in positive staff relations.

An AA and BA college program is offered at the institution to all prison staff. Everyone interested and qualified may attend, but particular emphasis is given to recruiting security and treatment staff. Resulting benefits are that security now knows education program people and respects their work; security staff have completed degrees and, hence, promotions; the program cuts down on resentment and promotes learning others' points of view. Wilmington College has developed a Criminal Justice major out of this program and correctional officers now teach in it.

The AA/BA program is considered by both the Dean of Continuing Studies at Wilmington College and the Director of Education as "the most beneficial thing we've ever done to bring everyone together, the thing that most solidified the staff at this institution."

Lebanon also provides other kinds of training for security personnel on such topics as public relations and supervision--areas requested by security staff. The college has volunteered the training and resources.

Computer literacy classes are offered to all staff in the institution. Security, teachers, secretaries, social workers, and the warden all have attended (released-time is given to attend classes or they are offered at convenient times on the grounds). The classes have helped everyone become better acquainted and understand each others' needs.

The Director of Education conceives his role as providing liaison with all the key people in the institution: business administration, personnel director, superintendent, and security staff. He spends up to 15 hours a week with various personnel, explaining the program's philosophy and needs, and in turn learning their concerns and how education

staff can be of help. For example, he mingles with correctional officers on the block, asks directly, "How can we work with you to make your job easier; what should we do to help you maintain security?" This practice results in concrete suggestions and increased cooperation.

3. Life-Coping Skills

This Adult Performance Level (APL) program covers the basic skills required for daily survival in the real world in a socially acceptable manner. The student acquires specific information about community resources, occupational knowledge, consumer economics, health, and government and law. The primary purpose is to relate academic skills with necessary survival skills to allow the adult offender to return to society as a responsible and productive citizen. Each student is assigned individual study areas based upon his Life Skills pre-test scores. Student contracts specify the coursework to be performed.

Contact Person: Educational Administrator
Phone: (513) 932-1211, x182
Address: Lebanon Correctional Institution
                 P.O. Box 56
                 Lebanon, OH 45036

MARYLAND CORRECTIONAL TRAINING CENTER (MCTC)
HAGERSTOWN, MARYLAND

Minimum to medium security: Male
Total population: 2,480 inmates
Students served each year: 2,500
Average age: 23
Staff: 1 supervisor; 2 assistant principals; 17 instructors; 1 librarian;
        inmate tutors/aides

PROGRAM FOCUS:

> "Staff hired at MCTC are judged on a whole person basis.
> They must possess classroom management skills, instructional
> and content knowledge, creativity, and most importantly, be
> skilled in individualizing instruction. This is the thrust
> of the program."

In 1978, the Maryland Department of Education assumed responsibility for
the state's correctional education programs, previously managed by the Depart-
ment of Corrections. The program philosophy, developed through a joint effort
of the Director of Correctional Education (akin to the Superintendent of
Schools), supervisors at each institution, and experts in the field,
emphasizes providing basic skills, job preparedness, and personal develop-
ment. All of these skills are essential to function successfully in con-
temporary society while observing social norms.

The program is based on individualized instruction and the student's
needs and interests. ABE is mandatory for 90 days if an inmate scores under
5.0 grade level (raising the level to 8.0 is under consideration). At that
point, education is voluntary. "Mandatory schooling provides the reluctant
student with a crutch to start, the hook to get them in. Most of them stick
with it." Maryland plans to implement a statewide competency-based curriculum
in 1986.

NOTEWORTHY FEATURES:

1. Peer tutoring reading academy.
2. Excellent relations with security.
3. Related subjects class in vocational education.
4. Computer lab.
5. Employability skills.

1. Peer Tutoring

See the description of the Reading Academy under Maryland Correc-
tional Institution at Jessup. Both the Jessup and Hagerstown facilities
use the same Johns Hopkins University Reading Academy program.

2. Relations with Security Staff

Classification staff and educational staff share facilities. This close quartering promotes constant communication; educational people are consulted about security and case management decisions, and the education staff seeks and uses input from correctional officers about particular students. "Education staff do not reflect the 'holier than thou' attitude of the past. Security staff are treated as peers and are included in social activities."

3. Literacy Skills Tied to Vocational Education

MCTC has a large competency-based vocational curriculum consisting of 12 full-time vocational shops. Applicants are given a shop entry test (taken from the textbook for that shop), an Informal Reading Inventory, and a math test. Inmates who do not pass this screening are given a 1 1/2 hour daily shop prep course to build needed skills. A Related Subjects class is scheduled on a twice weekly mandatory basis as part of the shop instruction to improve shop-related reading and math skills. The teacher uses shop manuals and texts as the basis for instruction. Education staff also offer tutorial assistance.

4. Computer Lab

A full-time instructor coordinates the computer assistance program for students referred by classroom teachers for drill work, use of new and supplementary materials, and for individual attention in areas of difficulty. Students can be referred for assistance in any subject area on any level.

5. Employability Skills

The purpose of supplemental guidance activity is to provide employability skills training to prepare inmates over 21 years of age for release. Each enrollee receives a total of 20 hours of instruction in the following key areas:

- career interest inventory
- self-awareness/self-assessment
- values clarification/job values
- career exploration
- goal-setting/decision-making
- mock interviews

- the effective employer
- community resources/labor market information
- job application/resumes
- interviewing techniques

Contact Person: Supervisor, Correctional Education
Phone: (301) 791-7200, x401
Address: Maryland Correctional Training Center
Route 3, P.O. Box 3333
Hagerstown, MD 21740

MARYLAND CORRECTIONAL INSTITUTION AT JESSUP
JESSUP, MARYLAND

Medium security: Male
Total population: 1,000 inmates
Students served each year: 700
Average age: 22
Staff: 1 supervisor; 1 assistant supervisor; 1 senior teacher; 8.5
      instructors; 1 librarian; 1 vocational counselor

PROGRAM FOCUS:

> "Our teachers are committed to humane interaction, creating
> an atmosphere of personal growth. They value the uniqueness
> and contributions of each student."

The Jessup Institution was created with education as its mission, as a
reintegration institution. Like the Maryland Correctional Training Center, it
operates under the Maryland Department of Education, which certifies all its
teachers, and subscribes to the same educational philosophy and habilitative
focus. As at Hagerstown, education is the largest inmate employer in the
facility and has established cooperative working relations with the rest of
the prison staff.

NOTEWORTHY FEATURES:

1. Peer tutoring programs.
2. Part-time vocational program for special needs students.
3. Supplementary night school.

1. Peer Tutoring Reading Academy

Although peer tutoring is used informally by all teachers, a formal
training program is provided for interested inmates who have the ability
to peer tutor nonreaders through the third-grade levels. These are paid
positions, posted in the education department. The program is structured
like the Johns Hopkins University Reading Academy, which is designed to
improve basic skills and self-esteem using materials essential for func-
tioning in daily life. The Johns Hopkins tutor training manual provides
tutors specific directions for a complete course, including the Directed
Listening-Language Experience approach, teaching sight words through the
Fernald Method, word attack and comprehension skills, the Neurological
Impress Method, and Sustained Silent Reading (for details, see Chapter
Two, Section III).

Under the direction of a reading teacher, the inmate tutor and
student diagnose needs and write a program, including reading, writing,
and sometimes math, to be completed by the student under the tutor's
direction, approximately eight hours a week. Tutors are trained in the
academy method by other tutors; applicants are carefully screened by cur-

rent tutors, who meet regularly to discuss problems and share solutions. A tutor preparing to leave trains another to replace him. Tutors gain in self-esteem and feel some ownership of the education program; and inmates relate well to their tutors.

2. Vocational Training for Special Needs Students

As an alternative to regular, prohibitively difficult vocational classes, the special education teacher and the auto mechanics instructor collaboratively established a special training program for low functioning students to help them acquire skills for entry-level positions as gas station attendants. The special education teacher assists the vocational teacher to sequence into simpler units such tasks as checking oil and pumping gas, and in class works with students on related words, concepts, and academic and social skills essential to functioning on the job. This process offers an excellent example of the effective cooperation of interdepartmental services.

3. Night School

To supplement day classes, regular public school teachers in the areas are contracted to teach evening classes, thus providing additional opportunity for those inmates on waiting lists to attend school. Because the supplementary night school teachers are not locked into a commitment with the prison and can "test the waters," this practice has provided an excellent recruitment tool for the daytime program.

Contact Person: Correctional Education Supervisor
Phone: (301) 799-7610, x306
Address: Maryland Correctional Institution at Jessup
                 P.O. Box 549
                 Jessup, MD 20794

Medium security: Male
Students served each year: 956
Average age: 29

PROGRAM FOCUS:

> "A good education program is the best security you have.
> The key is making the inmate's day as meaningful as
> possible."

> "Half the worth of the program is that for the first time in
> their lives someone is taking the time, cares, is showing
> concern. Having someone give to them and not expect a pay-
> back."

The education program at Mt. McGregor began as a volunteer-run program,
using VISTA, LVA, and other community people. Administrative priority
expanded it into a successful comprehensive education program reflecting "an
enlightened administration and a committed staff." Teachers are allowed to be
innovative within a pragmatic philosophical framework. Since correctional
educators are staff members within the institution, and thus responsible for
security, they must fulfill two roles simultaneously. First, they must pro-
vide a stable environment in which rules of conduct are clearly stated and
enforced. As one teacher states: "I'm constantly being tested here....If I
want to teach, I must be in control." At the same time, teachers allow
inmates the freedom needed to develop independence and self-direction,
encouraging them to assume increasing responsibility for their own learning.

The aim is to involve them as much as possible in the whole process, from
initial diagnosis of strengths and weaknesses through planning instructional
activities and evaluation of progress. The program presents learning as a
means of solving problems and helps students see its immediate application.
"Since the inmate's major concern is usually surviving or coping within the
facility, the requisite skills can be a primary source of motivation and
application."

NOTEWORTHY FEATURES:

1. Well-developed life skills program.
2. Highly successful drug rehabilitation program.
3. Excellent volunteer tutoring program.

1. <u>Adult Functional Competencies Curriculum</u>

Especially developed for use in ABE programs in the New York Depart-
ment of Correctional Service facilities, this competency-based curriculum

serves the dual purpose of (a) defining content appropriate for incarcerated adults, and (b) providing a vehicle for instruction in reading, writing, and math skills. Approximately 80 topics are covered in five sequential courses: (1) Personal (decision-making, self-expression, and functioning in the facility); (2) Occupational; (3) Family; (4) Home; and (5) Social Awareness (topics related to the larger community including government and law). Specific competencies (214 of them) define the important issues for the topics covered, including both performance objectives and assessments designed to test mastery. Related competencies are clustered in modules.

2. Substance Abuse Program

Run by the prison's chaplain in Dorm C, this live-in, full-time drug rehabilitation program is mandatory for 90 days, then voluntary. The inmates themselves, with the assistance of staff and community resource people, manage the program, which focuses on building self-esteem and life management skills. The treatment centers on group discussion sessions, counseling, and information seminars on related topics (e.g., pharmacology of addiction, family relations, and religion) and is supplemented with audiovisual materials. One key to the program's success is inmates who work, in Father Young's words, "as wounded healers in helping others." As one inmate volunteer explained: "At first, I just wanted to do my 90 days to look good for the 'Board,' get my certificate and get out. Now I give out the certificates."

The C Dorm program interfaces with the education program in a number of ways. It provides quiet study hours and promotes the value of improving through education. "When guys start feeling good about themselves, we direct them toward the school." Teachers, willing to work around drug treatment priorities, alter schedules to accommodate the needs of C Dorm residents. Teachers are in close touch with C Dorm staff and inmates; if a classroom problem arises, it is dealt with in the group sessions. The program has established strong linkages with halfway houses throughout the state to assist the inmate's re-entry into the community. Mt. McGregor is currently being considered as a possible model for other correctional facilities in the state.

3. Volunteer Tutor Program

This program is operated by one teacher/coordinator, two inmate office interns (who have both progressed from ABE to junior college students at Mt. McGregor) and a pool of volunteer tutors, most of whom are inmates. The tutors are carefully screened and formally trained in LVA training workshops. The program's aim is twofold: (1) to advance inmates' literacy skills to fifth-grade reading level, and (2) to build the skills and attitudes necessary to enroll in the formal education program.

A primary reason for its success is that inmates are receptive to help from other inmates. As one student explains: "He helps me get over

some rough spots and I can say things to him I can't say to anyone else."
At the same time, this one-to-one learning relationship builds the self-esteem of the tutors who take pride in helping others. "It's a new experience for many of these guys to get attention for helping others. It's an adjustment to learn to accept praise."

Contact Person: Education Supervisor
Phone: (518) 587-2960, x219
Address: Mt. McGregor Correctional Facility
                   P.O. Box 2071
                   Wilton, NY 12866-0996

MUSKEGON CORRECTIONAL FACILITY (MCF)
MUSKEGON, MICHIGAN

Medium security: Male
Total population: 850
Students served each year: 1,000
Average age: 27
Staff: 1 principal; 12 instructors; teacher aides; inmate aides; volunteer
tutors

PROGRAM FOCUS:

> "We pay <u>at least</u> as much attention to developing a
> resident's personal and social responsibility as to his
> learning academic and personal skills."

In the belief that most inmates have "abdicated personal and social
responsibility," the education program at MCF is committed to helping each
individual become responsible for his own behavior and "less subject to what-
ever alienating controls are in his environment." The aim is to help him
acquire new behavioral options necessary for crime-free lives instead of
having to rely on inappropriate, ineffective, and dangerous ones. These new
understandings and options develop only if a resident can apply education to
his current reality. The relevance of new alternatives must be "immediately
observable and useful within a correctional setting and must have a carry-over
value to the free community." Accordingly, the MCF education program strongly
emphasizes (1) the functional application of information, and (2) the active
contribution of students to all aspects of the education program.

Conceptually, the whole program is structured in terms of a dual emphasis
on Skills Acquisition and Application--<u>acquiring</u> academic and vocational
knowledge through regular courses, and <u>applying</u> it to solve actual problems
and to gain self-confidence. Learning activity categories are arranged in a
"rational flow," allowing a resident to start at his current level of perfor-
mance, and to progress both academically and vocationally according to his
interests and abilities as far as programming will allow. For instance, a
resident who needs basic level academic skills could move through the fol-
lowing sequential program:

A. Fundamental reading, writing, mathematics
B. Survival reading, writing, mathematics, career awareness
C. Occupational exploration
D. Specific occupational training
E. Job-readiness learning.

All learning activities are defined in terms of performance objectives, which
are criterion referenced. Instructional methods are designed to match the
differing learning styles of residents.

NOTEWORTHY FEATURES:

1. Student education group.
2. Skills application program.
3. Student-run newspaper.

1. The Student Education Group

This elected committee of inmates is allowed constant input into the operation of the facility. Consisting of one black and one white student from each of the school's education programs (ABE, GED, vocational, college), the group meets twice a month to suggest ideas for program improvement, to alert teachers and administrators of problems, and to evaluate classes. Faculty's respect for the committee makes the inmates feel genuinely part of the school.

2. The Skills Application Program

Inmates develop and teach subjects of their expertise, giving students wider options to meet their personal needs and interests. The program consists of four types. First, the Self-Paced Courses consist of 12 courses developed by inmates and written up in workbook format that students can pursue at their own pace (e.g., small business, spelling, first aid, writing for everyday living, sexuality, and financial survival). Resident (inmate) tutors and aides are available for help. Second, the Life School offers six practical life skills courses for those who read below the fifth-grade level (health, consumer economics, interpersonal relations, employability skills, community resources, and government/law). Third, the Group-Paced Courses are taught by the inmates themselves with teacher supervision. The content varies, depending on available inmate talents (e.g., CPR, drafting, investing, real estate, street law, Arabic, journalism, gardening, and garden-to-table). In the last course, which provides 44 individual garden plots, the inmates get to keep what they grow, learn how to preserve, and on Wednesdays prepare meals for friends. These courses are considered "great morale boosters," teaching responsibility, patience, and survival skills. Inmate instructors are highly respected and provide peer role models. A fourth set of courses focuses on the APL curriculum.

3. The Student Newspaper

"The Factor" is a high quality monthly produced by the journalism class. (During the past two years it has won 11 national awards.) Its news, editorials, photographs, original art, and poetry all represent contributions of residents.

Students also design and publish pamphlets publicizing MCF's educational programs.

Contact Person: Principal
Phone: (616) 773-3201, x221
Address: Muskegon Correctional Facility
2400 S. Sheridan Road
Muskegon, MI 49442

PETERSBURG FEDERAL CORRECTIONAL INSTITUTION
PETERSBURG, VIRGINIA

PROGRAM FOCUS:

> "We want to place him on the street so that he not only
> wants to stay but also has a fighting chance."

This institution, where the average sentence is 10 years, places strong emphasis on basic skills and a marketable trade. It strives for a "comprehensive and integrated approach" to occupational training and education; it believes that "academic learning, skills development, and work are inseparable," and considers even leisure activities as opportunities for self-development. The goal for each inmate is "post-release employment and a socially contributing and law-abiding life-style."

The Federal Prison System now requires basic literacy instruction for all inmates who score below an 8.0 reading level. Petersburg previously ran an experimental program in which the cut-off point for mandatory ABE was set at 8.0 or below on the SAT. Curriculum is competency based and the teachers work hard to individualize learning for each inmate.

The ABE program is considered a springboard for the other academic, social, and vocational programs. The immediate goal is for students to achieve an 8.0 reading level. Special emphasis is placed on learning survival reading, writing, and mathematical skills. A self-paced, computer-assisted training program is available for remedial work.

NOTEWORTHY FEATURES:

1. Excellent coordination between education and prison staff.
2. Good relationships among teachers within and between departments.
3. Social and pre-release education.
4. Community support.

1. Coordination Between the Education Program, Corrections Staff, and Administration

Almost all education staff members have previous experience in prison work other than correctional education. Some, for example, are former corrections officers. As teachers in a prison setting, they maintain an ability to relate to inmates (e.g., they are not easily manipulated), an understanding of the prison's whole operation, and an appreciation of the need to maintain security. The supervisor of education rotates the job of institution duty officer among other prison staff who hold similar administrative positions. The added perspective that comes from this mix of roles helps create a close-knit community and a smoother operation.

2. Working Relationships Among Teachers

Teachers discuss student needs and coordinate their approaches to reinforce the efforts of one another. If a student in a vocational class is lacking skills necessary for learning his trade, vocational teachers will refer him to the appropriate academic teacher for specific remediation, and if possible help remediate the problem themselves. For example, the welding teacher who is good in math will often teach an inmate the math he needs.

3. Social and Pre-Release Education

Social education activities at Petersburg are designed to develop awareness and competency in life skills such as household management, income tax preparation, and comparison shopping. The pre-release program is mandatory, scheduled for inmates about six months prior to release, two sessions a week for six weeks. The program, which stresses confidence building, is built around a combination of coursework, guest lectures, and counseling; it also utilizes videotape. The core curriculum focuses on basic survival skills and attitudinal readjustment.

4. Community Support

Petersburg utilizes a wide variety of community resources, obtained through the efforts of its staff. "We figure everyone on the staff knows at least 10 people. We follow up on leads, personal contacts." Examples:

- John Tyler Community College provides all post-secondary training.

- The Virginia Department of Education accredits all vocational programs and offers the use of the film library.

- The local public library oversees and trains staff at the prison for free; it also provides rotating stock.

- Virginia Commonwealth University donates books, most recently 6,000.

- Volunteers teach classes in Black History and help with recreation programs.

- Apprenticeship and vocational training advisory boards review programs and help staff keep abreast of changes in the field.

Contact Person: Supervisor of Education
Phone: (804) 733-7881
Address: Federal Correctional Institution at Petersburg
Petersburg, VA 23802

WASHINGTON CORRECTIONS CENTER
SHELTON, WASHINGTON

Medium security: Male
Inmate population: 750
Students served each year: 650
Average age: 22
Staff: 1 director; 1 assistant director; 21 instructors; 1 librarian; 1
       counselor

PROGRAM FOCUS:

> "We take a fellow where he is, knowing he might not be with
> us long enough to accomplish everything, and do what we can
> to build his confidence and skills."

From the outset in 1964, when Washington Corrections Center was built for
young offenders, its explicit focus was on education. While its inmate
population has since then become more "hard core" and longer term, inmates are
still young and the emphasis is still on education--on developing the social
and survival skills most likely to ensure successful new lives for them.

The institution's commitment to education and its philosophy of
responsiveness to student needs are reflected in the physical layout. The
education building is literally the centerpiece of the grounds; the housing
units are attractively laid out around it, like campus dorms across a quad.

Education is voluntary, but inmates must program six hours a day to be
eligible for good-time certification. To be placed on the waiting list for
vocational education, all inmates testing below 7.0 grade level must enroll in
a reading class.

NOTEWORTHY FEATURES:

The following features also contribute to what one evaluation report
calls an "excellent school climate conducive to learning."

1. Involvement with local college.
2. Excellent motivation program.
3. Good rapport with custody.
4. Media center.

1. Involvement of College

Within the institution, the Garrett Heyns Education Center functions
as a branch campus of Centralia College, by the terms of an interagency
agreement between the Department of Corrections and Community College
District Twelve. The Center is accredited by the Northwest Association
of Secondary and Higher Schools. The faculty and staff (totaling more
than 30) are employees of District Twelve as well as Centralia College

and South Puget Sound Community College. The Shelton administration credits the strength and commitment of the Center's staff, their "high standards of professional competence," primarily to their recruitment and employment through this college process. The Heyns Education Center provides a comprehensive program on basic education, high school/GED, vocational education, and college degree. These programs meet the requirements and standards of the Community College District.

Although the college operates on a quarter schedule, the education staff respond to inmate needs with flexible scheduling. For example, a course that usually takes 56 days of classroom instruction has been changed from one hour daily to two hours daily to allow a student who only has a 30-day stay to complete the course. Similarly, during the middle of the semester, when 12 inmates were interested in a typing class, a typing class began the next day. Industrial Safety is a one-time course required for vocational students, but not offered on a regular basis. This 12-day course is repeated until those students who need it have taken it.

2. Inmate Incentives

In 1975, to provide students with a tangible symbol of success, the Educational Center instituted a graduation ceremony. Occurring twice a year, it has proven effective in boosting inmates' self-esteem and contributes to the "high morale" evident at Shelton. The most recent graduation awarded 12 high school diplomas, 18 two-year college degrees, and 22 proficiency certificates in trades. The ceremony, complete with caps and gowns and speaker, is preceded by a formal dinner for the graduates, who are served by other inmates. This occasion is made special by the use of plates instead of trays and tablecloths on the tables. Staff, board members, and special guests are invited to eat with the inmates, with placecards used to ensure a social mix. Even teachers with no students receiving awards attend. Graduates have a further opportunity to visit with guests following the ceremony.

A special award is presented to "Student of the Quarter." Each instructional area (auto body, history, basic skills, etc.) may select one student per quarter. His selection, not based on academic achievement alone, includes factors such as motivation, effort, social adjustment, and other positive indicators. Individual pictures are taken of each award winner and posted in a display case for students, faculty, and visitors to view.

Another means of involving students is in the creation of the large mural in the hall of the Education Building. Designed by drafting students and painted by inmates, it "breaks up the institutional look" and allows inmates a sense of ownership (no more pencil marks or graffiti to be cleaned off by the custodian).

Each quarter the education director meets with representatives from each living unit to discuss school programs and problems. Each living

unit selects two representatives, one from the vocational program and one from the academic program, to serve on this committee. In addition, the education director periodically attends Resident Unit Advisory Committee meetings in the living units to discuss the school program.

3. Rapport With Custody

"It's better to see the counselor's face than just hear a voice over the phone." Washington Correctional Center is primarily responsible for custody and treatment, while the Garrett Heyns Education Center is responsible for the education programs, including vocational instruction. The two maintain mutual respect for these responsibilities and have established close working relations. For example, the graduation ceremony, which takes place in the gym, "really takes a lot of cooperation with custody to clear all those people, provide escorts back and forth, and all the things that go with getting that many guests into the ceremony." To accomplish it, the Education Director works closely with the associate superintendents and captains. Similarly, because of the security risks posed by access to dangerous tools in the vocational education building, custody proposed a precautionary policy which, from the educators' point of view, "would have turned the teachers into expensive tool checkers." The two groups worked out a compromise solution together. "When custody sees a problem, they come and talk to us. They don't put new policies into place before we have a chance to react."

4. Media Center

Located on the first floor of the Education Building, the Media Center provides a wide variety of audiovisual resources to both teachers and students. Slides, transparencies, audio cassettes, reel-to-reel tapes, records, video cassettes, 16 mm. films, and filmstrips are available for: vocational education materials, self-instruction aids in English grammar and study skills, consumer education, logic, applied mathematics, five languages, literature, economics, and history. Students visit the Media Center via a pass from an instructor or make appointments to use materials in their free time.

Contact Person: Education Director
Phone: (206) 426-4433, x252
Address: Washington Corrections Center
P.O. Box 900
Shelton, Washington 98584

CHAPTER TWO: TEACHING BASIC LITERACY

INTRODUCTION

This chapter offers practical suggestions for developing successful literacy programs like those described in the previous chapter. It is based on the experience of teachers and administrators in prisons all over the United States, and on an extensive review of the literature. To aid in initiating programs or improving existing ones, this information is presented in six sections:

1. Defining the Program's Purpose and Goals
2. Student Assessment and Goal Setting
3. Student Motivation, Teaching Methods, and Materials
4. Life Planning for Inmates
5. Forming Partnerships with Businesses and the Community
6. Program Evaluation.

Each of these sections first provides some background on the particular program feature, focusing on practical guidelines for implementing it, and then suggests training activities that can be adapted to fit particular circumstances.

SECTION 1: DEFINING THE PROGRAM'S PURPOSE AND GOALS

As the review of various effective programs suggests, only those designed with thoroughness and care, those based on clear goals and a solid educational philosophy, are likely to overcome the difficult challenges of correctional education and achieve actual success with adult inmate learners. Such comprehensive planning begins with the program purpose.

WHY DEVELOP AN EDUCATIONAL PHILOSOPHY FOR TEACHING BASIC LITERACY?

The purpose of a prison literacy program seems obvious--to teach inmates to read. But teach them how? And to what end? Which inmates should the teaching focus on and why? Just as views differ about the purpose of incarceration--punishment, retribution, protection of society, or rehabilitation of the offender--beliefs vary about the value of correctional education. Is it a means of maintaining order and control, an antidote to debasing idleness, a way to help reduce high recidivism rates, or to meet some basic human needs within a civilized society? Moreover, teachers may differ about how inmates learn best, and whether instruction should focus on the 3 R's or other areas, such as inadequate life skills or low self-esteem. It is important that staff members agree about the kind of program desired and its purposes. A shared practical vision of what is possible and worth attempting becomes the basis for successful programs. Such a vision gives staff members a common language and helps sustain the commitment, cohesiveness, and communication necessary to work effectively within the difficult constraints of correctional settings.

Programs that don't focus upon a clearly stated philosophy often limp along from crisis to crisis. Or they rely on a "more-is-better" approach even if the classes they currently offer aren't effective. Experience shows that many literacy programs never really get off the ground if staff members don't assist in planning the program's goals and methods. On the other hand, those who participate in shaping a program's essential features and goals are more apt to acquire the sense of "ownership," the personal stake in its success, that marks a high quality program.

Accordingly, this first section reviews the key elements in forming a program's overall purpose. Such planning provides a blueprint for making subsequent program decisions. In fact, once an effective philosophy for teaching basic literacy has been established, many key decisions will also have been made. Thus, while program planning will range with available funds, facilities and instructional materials, a sound program philosophy can be based on the following core questions:

- What is the designated inmate population?
- What skills and knowledge should the student acquire?
- What kind of staff is required?
- What institutional constraints must be accommodated?
- How should the community be involved?

WHO SHOULD BE A STUDENT?

As an essential standard, the American Correctional Association (ACA) advocates that "a comprehensive education program [be] available to all eligible inmates," but the Association does not define the term "eligible." This statement is generally interpreted that education be provided to everyone who needs it and not denied to anyone because of disabilities, sex, race, type of offense, offender class, or length of sentence.

In practice, correctional programs apply diverse criteria in selecting students. For example, one program within the Louisiana Department of Corrections has voluntary enrollment but gives priority for GED and vocational training to inmates of average intelligence who are clearly motivated and read at a level of 5.0 or higher; they should also be in good physical and mental health, have either no history of drug abuse or a good prognosis for rehabilitation, and be first or second offenders with nonviolent crimes serving three years or less. The Michigan Department of Corrections, on the other hand, gives priority to students who score in reading and math from the zero to sixth-grade levels, and requires these inmates to attend school.

VOLUNTARY OR MANDATORY ENTRY

Programs often may determine whether some or all students may participate voluntarily. Since inmates who choose to enroll are usually more motivated than those required to enroll, some programs prefer voluntary students because they are easier to work with. Inmates required to attend classes are often defensive and hard to reach. Most of these students are drop-outs or "ease-outs" who are afraid that if they fail again they will be ridiculed by their peers. On the other hand, forced attendance may provide a "face-saving" justification, giving them the push they need to start. As many teachers attest, even a small taste of initial success can "hook" inmates who at first seemed unmotivated.

In any event, certain inmates may be present because of prison regulations or legislation. For example, inmates in federal prisons with achievement below an eighth-grade reading level must attend school for 90 days. Other institutions may have to ensure that prisoners serving a term of two years or more are trained in basic skills as well as a marketable job skill as a condition of parole. A program philosophy must observe such regulations.

In determining who should be served, program development staff must also consider legal requirements and the length of inmates' sentences as well as inmate status.

INMATE STATUS

Limited funds often restrict the capacity of a correctional education program. This restriction raises questions about which students should be given priority in literacy training. Should prisoners likely to be released or paroled within three years have priority over those serving longer

sentences? Should literacy education be provided for inmates in lock-up, segregation, hospital, death row, or other restricted environments?

ACHIEVEMENT LEVEL

Most inmates, like most adult learners in the "free world," have the ability to learn. Studies indicate that the learning potential of low-achieving inmates, even the illiterate, is equivalent to that of inmates achieving at the high school level or beyond.[1]/ Despite serious deficiencies in skills and low achievement scores among inmates, most seasoned correctional educators recognize that failure to learn in the past proves little and that "anybody can learn at any age."

Most adult inmates with low levels of literacy have experienced a history of school failure. Some are limited- or non-English speakers. Typically, they have a poor sense of self-esteem and are easily frustrated in learning. Nevertheless, they already possess a rich set of experiences and are usually interested in learning content that has immediate application to their lives. Even illiterate students often have a moderate mastery of reading readiness skills.

GENDER

Although female inmates make up only 4% of the total prison population, they must not be ignored or provided with less extensive services than male inmates if educational opportunities are to be equitable. Currently, female inmates have less access to educational and vocational training than their male counterparts. This situation is often justified on the basis of their small numbers. Vocational programs tend to be offered in areas traditionally associated with women such as laundry work, sewing, cosmetology, or clerical work. Such jobs pay less than a range of nontraditional jobs available to women with appropriate training. Women also have less access to work and study release than men. Women in prison, moreover, like women everywhere, are affected by general social and economic discrimination. These factors need to be acknowledged if female inmates are to benefit from literacy programs.

ETHNIC AND CULTURAL BACKGROUND

Sensitivity to ethnic, cultural, and class differences is also essential to providing an effective basic literacy program. For example, many studies indicate the importance of sensitivity to Native American customs and values. Cultural conflicts can be frustrating and can lead to further alienation of students. Consequently, teaching staff at the Southeast Regional Resource Center in Juneau, Alaska, where nearly 75% of the students are Native Alaskans, have adapted their teaching methods to their students' cultural style. For example, many Native Alaskans do not respond immediately when asked a question. Teachers show respect if they wait for an answer instead of demanding one immediately. Because the Native Alaskan culture emphasizes a visual, intuitive approach to learning, films and personal experiences are used to stimulate discussions, parts of which are written down and used as the basis of reading lessons. Also, Native Alaskan cultural groups are invited to speak with inmates as part of their "life skills" classes.

Hispanic, Asian, and Black inmates may also experience problems in learning as a result of cultural conflicts. A 1981 study conducted in one Georgia facility found that whites from non-poor backgrounds tended to succeed in GED attainment whereas poor blacks were more likely to fail.[2]/ Thus, it is important to examine the patterns of success in a program. If students from a particular ethnic group are consistently failing, teaching methods and materials may be in conflict with their background and thus present obstacles to their learning.

WHAT DO STUDENTS NEED TO LEARN?

All available evidence suggests that inmates have poorer academic and vocational skills, have lower self-esteem, and have less success in taking responsibility for their lives than non-inmates. Each of these traits constitutes a very real learning problem. As the programs described above illustrate, correctional educators tend to emphasize one of these problems or needs which serves as the focus of their educational program. Whatever particular focus is chosen, it is important to examine the staff's convictions and work out an educational philosophy that is consistent with them.

EMPHASIZING STUDENTS' ACADEMIC AND VOCATIONAL SKILL NEEDS

When the most critical inmate needs are deemed to be academic or vocational skills, an educational philosophy should stress math, reading, writing, vocational, and job-seeking skills. Often program staff choose certain competencies that students should attain in these skill areas. In addition, goals are tailored to an individual's diagnosed needs. For example, one Maine correctional institution operates on the following premises:

> A disadvantaged person may become an asset to society if the necessary vocational, academic, and social skills are learned.

> The primary goal of the vocational classes is to enable the students to develop entry-level skills in the vocational trade of their choice.

> The primary goal of the academic classes is to raise the level of academic achievement of the student with special emphasis on reading skills and attaining a state high school equivalency diploma.

Increased self-esteem and positive changes in social behaviors are often viewed as an integral part of basic skills development, so they are not addressed directly. Sometimes, as in the Maine program, they are described as part of enrichment:

> "The primary goal of the enrichment classes is to teach students basic living skills and to develop new interests and create outlets as alternatives to troublesome behavior patterns."

EMPHASIZING STUDENTS' SELF-ESTEEM AND SOCIAL SKILL NEEDS

Some correctional education philosophies place primary emphasis on inmates' social deficits. They don't ignore academic and vocational skills; rather they use skills development to foster student self-esteem and/or they directly teach social attitudes and skills.

For example, the educational philosophy of a men's prison in Georgia is based on the ideology of self-worth and personal fulfillment:

> "It is our belief that the development of a positive mental attitude, learning responsible work habits, and the setting and achieving of achievable goals increases an individual's self-worth and personal fulfillment. The primary objective of the Education Department is to provide each inmate with the opportunity to develop and improve himself in the academic area and, therefore, enhance his self-worth."

Similarly, a prison education program in Washington seeks "to counter the student's image of himself as a failure." The California Youth Authority, serving inmates up to 25 years of age, stresses the need to enhance social skills, helping students learn to express statements of self-worth, to work in small groups and complete tasks, to demonstrate ways of coping with anger, stress and failure, and to develop techniques for coping with conflict. Sometimes consumer skills are included as a necessary component of social skills training.

In some programs, inmates participate in defining goals if the program philosophy emphasizes that self-esteem and positive social attitudes and behaviors can be developed when they participate in setting their own learning goals.

EMPHASIZING STUDENTS' NEED TO TAKE RESPONSIBILITY FOR THEIR LIVES

Increasing responsible behavior can be combined with academic, vocational, and social skills development. If a program philosophy stresses self-direction students not only learn specific skills and build self-esteem, they also become "creators" and "utilizers" of knowledge to acquire control over their own destinies as well as a reasonable degree of autonomy. Such programs seek to reinforce achievement, emphasizing social responsibilities and self-discipline. Staff adopting this viewpoint typically encourage inmates "to take a more active role in the learning process--in diagnosing and evaluating needs, in setting goals, and in evaluating success and progress."

Most correctional educators, of course, acknowledge and try to attend to all three of these skill areas, but in order to gain maximum program coherence and impact they focus on one set of needs. Program development staff must decide which needs are most important. These beliefs will determine the staff roles and program components emphasized.

An effective philosophy must be explicit. If a staff carefully examines its beliefs, it can plan more consistently, remembering that beliefs are not static and will change with experience and new ideas.

WHAT STAFF ROLES AND COMPETENCIES ARE REQUIRED?

Program purpose has clear implications for staff roles. Over a period of 18 months, one researcher found that inmates at an urban detention facility saw their teachers in one or more of five different roles, which the researcher interpreted as: (a) socratic teacher; (b) radical peer; (c) paternalistic friend; (d) guidance counselor; and/or (e) father-brother. The "socratic teacher" was concerned with inmates' thinking and knowledge, but not their feelings. A "radical peer" acted like "one of us," but did not do much teaching or guiding. Teaching and advocacy were the role of the "paternalistic friend," whereas the "guidance counselor" advised inmates whether enough trust had developed. The "father-brother" expected achievement; served as a role model; and was patient, understanding, and a good listener. He also indicated problems in maturity, judgment, and logic. A teacher who could handle a number of roles was usually the most successful.[3]/

A clear sense of appropriate roles and skills for correctional educators is an integral part of a well conceived program. Generally, there are three categories of teacher roles and competencies which reflect the learning priorities described in the above paragraph. These center on teaching academic and vocational skills, social skills and self-esteem, or self-directed, responsible behavior. In 1984, Tom Gehring, Planner for the Virginia Department of Correctional Education, conducted a study to identify the relevant competencies of successful correctional educators.[4]/ Work such as his contributes significantly to the body of knowledge in correctional education.

IMPROVING INMATES' ACADEMIC AND VOCATIONAL SKILLS

Programs that focus on developing academic and/or vocational skills have a particular view of teachers' appropriate roles. These programs stress the diagnosis and remediation of student deficiencies. For these functions, teachers must be thoroughly familiar with the subject matter and be able to prescribe appropriate curriculum objectives and learning activities for each student. Other skills often deemed essential to teaching low functioning adults are: (a) knowledge of task analysis; (b) understanding individual learner characteristics, especially learning style, cognitive developmental level, and such specific learning difficulties as a student's inability to detect his or her own errors; and (c) commitment to functionally integrating academic and vocational training.[5]/

IMPROVING INMATES' SELF-ESTEEM

Many people in the field of correctional education stress that acting as a positive role model, providing empathetic support, and demonstrating effective human relations and communication skills are as important as knowledge of subject matter and the ability to teach academic skills. This view stresses the following teacher traits:[6]/

* non-condemning attitude
* non-possessive warmth

- communicated competence and wisdom
- genuine humaneness, sincerity, and openness
- empathy, understanding, and patience
- sensitivity and awareness
- objectivity
- flexibility
- absence of serious emotional disorders or disruptive values
- personal style.

Because inmates are particularly aware of injustice and dishonesty, they need role models who demonstrate honesty and integrity. As inmates are easily humiliated and lack self-esteem, staff must act as people with "knowledge and skills" who are "eager to assist others in acquiring similar knowledge and skills." Teachers should not present themselves as saviors or as superior to their students. Also, correctional educators should be able to recognize the inmates' "con games" and not be deceived or intimidated by them.

Equally important in promoting self-esteem, according to an extensive study of teacher competencies in correctional education,[7] is personal and professional self-awareness. This includes the ability to be assertive; skill in avoiding discussion of "sensitive" or "classified" materials with inmates; ability to be objective rather than punitive or emotionally involved; and tactfulness in avoiding the creation or aggravation of a problem situation. Knowledge of subject area and the ability to resolve discipline problems without using external force are also essential.

IMPROVING INMATES' ABILITY TO TAKE CONTROL OVER THEIR LIVES

In order to help prisoners assume responsibility for their learning and their lives, teachers need to be able to facilitate self-directed learning and personal responsibility. The teacher and the learner together must make decisions about what and how to learn. Thus, the teacher must be skilled in involving learners in diagnosing their own needs and designing and evaluating their own learning. Yielding some control of content and lesson plan is essential. According to one teacher at Walpole Correctional Institution in Massachusetts, fostering self-determination is not easy. It required a "change in my attitude." This teacher explains that not all inmate students can cope with self-directed learning. Consequently teachers must sometimes move gradually from teacher-directed to self-directed learning by providing for daily monitoring of progress and support for problems in learning and motivation.[8]

Related skills that help a teacher facilitate self-directed learning are a command of subject matter and knowledge of how to individualize instruction and adapt curriculum to student needs. Being able to articulate learning problems to supervisors and knowing how to acquire materials and equipment are also valuable.

WHAT KINDS OF PRISON REALITIES AND CONSTRAINTS MUST A PROGRAM ACCOMMODATE?

Correctional education, as one observer states, is often "tolerated by the custodial staff, ignored by the treatment staff, apologized for by the education department, (and) underfunded by management."

The overall goals of the prison administration and those of the correctional education program often conflict. Prison management is mainly concerned with security, order, and discipline. The education program, on the other hand, focuses on teaching academic and vocational skills, positive social attitudes, and self-reliance.

These basic conflicts are reflected in lack of funding or support for the education program, and lack of communication and positive relations between the education staff and administration, classification, treatment, and security staff. This conflict exists not only between prison administrators and educators but also among education staff. For example, in a survey of New Mexico corrections teachers, 50% agreed that maintaining order is the most important responsibility of a teacher in a correctional institution.[9] As prisons become increasingly overcrowded, the impetus to maintain control becomes stronger. Within the prison setting, however, educators have some choice about how to manage the problem. A carefully thought-out educational philosophy can provide a basis for agreement with the prison administration about the role of the education program in the institution. For example, an Illinois correctional educational philosophy states that:

> The educational department has a special interest in func-
> tioning as a unit within the structure of the center. To
> effectively carry out its expressed philosophy and purposes,
> the Department of Education must undertake to extend its
> activities to other functions within the larger organiza-
> tion. In all areas where the sharing of information or
> functions is of benefit to the institution, the educational
> department will cooperate.

A Washington program's philosophy states: "It is the responsibility of the faculty...to facilitate formal communication channels among students, teachers, correctional officers, and administrative staff." Such statements can also highlight the education program's ability to counter the isolation and anonymity of prison life and keep inmates busy and, hence, out of trouble.

An education program may have conflicts with the treatment and classification staffs. When classification controls placement in the education program, the program may be treated as a "dumping ground" for certain inmates. Classification may also be slow to provide the educational program with needed data on inmates.

The security and education staffs can also experience conflict. Security staff may resent the free schooling available to inmates. They may feel that they and their children have been denied the educational opportunities offered to inmates. Correctional education programs can also be regarded as nuisances that place extra burdens on the security staff because of the added need to supervise inmates going to class. Lines of authority between custodial staff and education staff can also be blurry and therefore problematic.

Lack of funding may be the most consistently cited problem for correctional education programs. Limited funds reduce every aspect of a program from the number of students a program can serve to the quality of its physical facilities.

How can an educational philosophy deal with these rather overwhelming and seemingly inevitable aspects of prison reality? Philosophical beliefs can be a basis for planning strategies to mitigate the inherent conflict between custody and education. Many programs advocate <u>promoting a positive image</u> through high visibility, using cable TV, posters, and memos to keep the prison staff and inmates aware of program accomplishments. In Oklahoma, for example, the Department of Corrections education staff deliberately makes overtures to security personnel, serves on classification committees, and includes wardens, chaplains, psychologists, security personnel, teachers, and students in program planning.

The BANANAS (Basic Adjustment Needs and Necessary Adaptation Skills) Program at Oklahoma's Jess Dunn facility has a philosophy of <u>team management</u> to monitor overall program continuity and assure that inmates receive the benefits of all prison programs. Team members include the educational facilitator, the psychological assistant, a recreation staff person, a health services staff member, a dorm officer, the Born to Win facilitator, a senior case manager, and the resident.

As noted in Chapter One, the education director at Lebanon Correctional Facility regards himself as a liaison with all key people in the institution, including business administration, the personnel director, the officers on the block, and the superintendent. He spends up to 15 hours a week discussing with them their concerns and sharing education's philosophy and need. "It's the wisest 15 hours I've ever spent; they've gotten to know what they're supporting."

When education wanted to establish a new program, the director asked security how his staff could help the officers. They suggested a system where inmates would be given schedule cards to be signed by teachers. Perhaps their most beneficial action to unify the prison staff was to offer a college program in the prison, emphasizing classes for treatment and security staff. These staff members acquired familiarity with the education program and respect for it, and they obtained higher degrees and promotions. Some security officers now teach in the program. The success of this approach can be summed up best in the words of one of the inmate students: "Guards give people respect who are going to school and trying to get an education. Guards won't bother you if they see you trying to get something out of life. If they see you mess up...they gonna bother you, gonna get you. I've even seen a guard try and help a couple of inmates in math or something."

The prison reality obviously affects the education staff's relationship with students as well as with the institution. This issue should be addressed when considering students, staff, and program components in developing a philosophy (Section 3, "Motivation," contains more discussion).

HOW SHOULD USE OF THE COMMUNITY BE INCORPORATED INTO AN EDUCATIONAL PHILOSOPHY FOR TEACHING BASIC LITERACY?

Currently correctional education community relations focus mainly on using **local educational resources,** most typically the local public school district, community college, or university. However, a correctional education program can interact in other ways with the "free world" to be more effective.

Public awareness of the correctional education program can lay the groundwork for developing community resources. Publicity techniques that some prison education programs are now using, for example, include press releases; free public service announcements on radio or TV; talks to local church, business, civic, and human service groups; and monthly tours of the program for interested service groups. In some cases local citizens participate in classes offered for inmates.

Programs have also developed their own **community advisory boards** composed of leaders in business, industries, churches, civic groups, and community agencies. Other programs participate in local **community service councils** in order to sensitize and coordinate community agencies providing services to inmates. Former inmate students can also participate on advisory boards to contribute advice based on their first-hand experience.

Use of community resources can be expanded beyond these examples to include **volunteer tutoring programs**; training, workshops and volunteers from **local businesses, industries, unions,** and apprenticeship programs; and local library services. **Local community groups** such as Alcoholics Anonymous, church groups, and women's and ethnic advocacy groups are also likely to offer free services. Community groups can often provide their services within the prison, but, where possible, work and/or study release programs can be established. In some areas inmates perform public service to establish positive relations with the community and to foster inmate growth.

Increasingly, correctional education programs consider it important to provide students with access to as many educational resources as possible. Educators believe that they cannot adequately meet the diverse needs of students by operating in isolation from the outside world. Their philosophy of correctional education includes use of community resources (Section 5 includes a more detailed discussion).

WORKING WITH THE STAFF

The following outline suggests ways to work with staff in developing or refining an educational philosophy. Ideally the whole staff should read this guide; however, the activities below are written to allow one or two staff members to read the guide and work with the rest of the staff. The ideas can be adapted to the needs of individual programs.

OBJECTIVE ONE: To increase awareness of different educational philosophies.

Activity 1: Presentation of a mini-lecture on educational philosophy developed from Section One.

Activity 2: Review of examples of philosophies that emphasize academic and/or vocational skills; self-esteem/ social skills; and self-determination/responsibility skills. Volume II, Directory of Prison Literacy Programs in the United States, provides examples of philosophy statements. Various strengths and weaknesses of each can be listed and discussed.

Alternative Activity: A comparison of the present philosophy with information from the mini-lecture can yield a discussion of similarities and differences.

OBJECTIVE TWO: To achieve consensus on a literacy program philosophy, by developing philosophy statements about students, learning goals, institutional constraints, and community resources.

Activity 1: Discussion based on the following questions:

1. Which inmates should be enrolled?
2. What skills and knowledge should they learn?
3. What kind of staff does this require?
4. What institutional constraints must be accommodated?
5. How should community resources be incorporated?

Brainstorming is one means of determining everyone's views. Also, a consensus philosophy statement might be drafted to incorporate answers to these questions.

OBJECTIVE THREE: To sharpen program goals.

Activity 1: The following pages provide detailed CHECKLISTS that will help articulate assumptions about what constitutes an effective program and how this vision compares to actual resources. The checklists cover these areas: (1) students, (2) student learning needs, (3) staff competencies and composition, (4) staff development, (5) student assessment, (6) student goal setting, (7) motivation, (8) counseling, (9) learning methods, (10) learning materials, (11) program relations and prison relations, and (12) community relations. Focus can be limited to one or two areas of the checklists. Following are suggestions on how to use the checklists:

A. Based on the agreed-upon philosophy of education, the IDEAL column should be filled in.

B. The REAL column should then be filled in.

C. Items which indicate a discrepancy between the IDEAL and the REAL should be checked, noting briefly the nature of the discrepancy. For example, if the IDEAL indicates that students' goals should be written in the form of learning contracts and the REAL is that only some students' goals are written this way, a discrepancy should be noted; e.g., "only some students have contracts, because not all teachers know how to do this."

OBJECTIVE FOUR: To decide which discrepancies are high priority needs.

Activity 1: In each instance of a discrepancy the questions from the handout, "Criteria for Determining Priority of Need," at the end of this section, can be applied to assess the importance and feasibility of a particular need. Some kind of numerical rating sheet may be developed based on the criteria suggested in the handout. Once the priority of each need has been determined, needs can be ordered from maximum to minimum priority.

Handout: Criteria for Determining Priority of Need

OBJECTIVE FIVE: To decide program goals for literacy education.

Activity 1: The CHECKLISTS should be reviewed for items in which the REAL and the IDEAL match. These represent goals which are successfully being met. These goals should be listed.

Activity 2: The prioritized list of program needs represents goals which haven't been achieved. This list should be combined with the above list.

Activity 3: All goals should be prioritized in accordance with institutional constraints, understanding that it is important to continue achieving the goals already met as well as working towards goals reflecting new needs.

Alternative Activity: Previous program goals should be reviewed to determine which goals to keep and which to add from the newly developed list of goals.

OBJECTIVE SIX: To develop action plans for implementing new goals and maintaining existing goals.

Activity 1: Action plans should be developed for top priority goals using the ACTION PLAN FORM attached (or a form created) to facilitate this process. The goals can be divided into areas similar to the areas on the CHECKLISTS: (1) students, (2) student learning needs, (3) staff competencies and composition, (4) staff development, (5) student assessment, (6) student goal setting, (7) motivation, (8) counseling, (9) learning methods, (10) learning materials, (11) program management and prison relations, and (12) community relations.

Sections 1 through 6 of this guide provide further information about these areas that may be useful in developing action plans.

CRITERIA FOR DETERMINING PRIORITY OF NEED

The following questions suggest criteria to consider when assessing the discrepancy between the real and the ideal needs:

1. Does this discrepancy reflect an urgent need?

    For example, if the ideal is to have literacy classes for disabled students, but no teachers are trained in special education, the need is urgent, since 10% of the students are learning disabled. Training or hiring staff in this area is clearly a high priority. Other aspects of the program may be adjusted so that special training or expansion of staff becomes feasible.

2. Are there state or federal regulations which serve as obstacles or supports to overcoming the gap between ideal and real needs?

    For example, if program philosophy honors voluntary programs, but the state mandates education for inmates who score below sixth-grade level on a particular standardized test, these persons cannot be offered a voluntary program.

3. What kind of institutional support exists for overcoming the discrepancy?

    For example, if the prison administration favors an employability skills program but no health education programs, perhaps the program with the most support should be emphasized.

4. What time, staff, facilities, and funds are available to overcome the discrepancy?

    For example, if special education and a life skills program are planned, and grant money is available for developing career education programs that incorporate life skills, perhaps life skills should be given a higher priority than special education.

STUDENTS	IDEAL	REAL
A. Inmates Served:		
Literacy level of inmates		
1. 0-3	1. ( )	1. ( )
2. 4-6	2. ( )	2. ( )
3. 7-12	3. ( )	3. ( )
4. Other _____	4. ( )	4. ( )
Sentence length of students		
5. 0-1 years	5. ( )	5. ( )
6. 2-3 years	6. ( )	6. ( )
7. 3 plus years	7. ( )	7. ( )
8. Life	8. ( )	8. ( )
9. Other _____	9. ( )	9. ( )
Status		
10. General population	10. ( )	10. ( )
11. Segregation	11. ( )	11. ( )
12. Mental health	12. ( )	12. ( )
13. Hospital	13. ( )	13. ( )
14. Other _____	14. ( )	14. ( )

DISCREPANCIES:

STUDENTS	IDEAL	REAL
B. <u>Student Participation</u>: 1. Mandatory 2. Voluntary 3. Both--indicate criteria: Mandatory for _____ Voluntary for _____	1. ( ) 2. ( ) 3. ( )	1. ( ) 2. ( ) 3. ( )
C. <u>Student Characteristics Considered in Planning</u>: 1. Motivation 2. Student interests 3. Learning abilities 4. Learning handicaps 5. Gender concerns 6. Cultural/ethnic concerns 7. Ability to speak and read English 8. Other _____ 9. Other _____	1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7. ( ) 8. ( ) 9. ( )	1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7. ( ) 8. ( ) 9. ( )

DISCREPANCIES:

CHECKLIST 2

STUDENT LEARNING NEEDS	IDEAL	REAL
1. Literacy skills	1. ( )	1. ( )
2. Math skills	2. ( )	2. ( )
3. Vocational skills	3. ( )	3. ( )
4. Employability/job skills	4. ( )	4. ( )
5. Consumer skills	5. ( )	5. ( )
6. Use of community resources	6. ( )	6. ( )
7. Health and safety skills	7. ( )	7. ( )
8. Parenting and family skills	8. ( )	8. ( )
9. Civic skills	9. ( )	9. ( )
10. Self-concept/self-esteem	10. ( )	10. ( )
11. Positive social attitudes/skills	11. ( )	11. ( )
12. Social responsibility	12. ( )	12. ( )
13. Personal responsibility	13. ( )	13. ( )
14. Ability to take control over one's life	14. ( )	14. ( )
15. Problem-solving skills	15. ( )	15. ( )
16. Basic skills integrated with vocational skills	16. ( )	16. ( )
17. Basic skills integrated with life skills	17. ( )	17. ( )
18. Other _____	18. ( )	18. ( )
Other _____		

DISCREPANCIES:

CHECKLIST 3

STAFF COMPETENCIES AND COMPOSITION	IDEAL	REAL
A. Staff Competencies:		
1. Ability to diagnose the literacy and math needs of adult inmates	1. ( )	1. ( )
2. Ability to diagnose the learning handicaps of adult inmates	2. ( )	2. ( )
3. Ability to write learning objectives and plans consistent with student needs and program goals	3. ( )	3. ( )
4. Ability to teach literacy and math skills to adult inmates	4. ( )	4. ( )
5. Ability to individualize instruction	5. ( )	5. ( )
6. Ability to be empathetic	6. ( )	6. ( )
7. Awareness of nonracist and nonsexist educational methods	7. ( )	7. ( )
8. Awareness of inmate culture	8. ( )	8. ( )
9. Personal and professional self-awareness	9. ( )	9. ( )
10. Ability to facilitate self-directed learning	10. ( )	10. ( )
11. Security awareness	11. ( )	11. ( )
12. Other _____	12. ( )	12. ( )
13. Other _____	13. ( )	13. ( )
14. Other _____	14. ( )	14. ( )
B. Staff Composition:		
1. Certified teachers	1. ( )	1. ( )
2. Paid aides	2. ( )	2. ( )
3. Volunteer aides	3. ( )	3. ( )
4. Paid inmate aides	4. ( )	4. ( )
5. Inmate volunteer tutors	5. ( )	5. ( )
6. Vocational teachers in cooperation with academic teachers	6. ( )	6. ( )
7. Other _____	7. ( )	7. ( )

DISCREPANCIES:

STAFF DEVELOPMENT	IDEAL	REAL
Kinds Available:		
1. Ongoing-frequency _____	1. ( )	1. ( )
2. Based on staff needs	2. ( )	2. ( )
3. Planned by staff	3. ( )	3. ( )
4. Attendance at professional conferences and seminars	4. ( )	4. ( )
5. Individual evaluation conferences with administration	5. ( )	5. ( )
6. Other _____	6. ( )	6. ( )

DISCREPANCIES:

STUDENT ASSESSMENT	IDEAL	REAL
A. Areas of Assessment:		
1. Basic skills: general and specific literacy and math skills	1. ( )	1. ( )
2. Vocational skills: vocational interests and abilities, work history, employability skills, and literacy and math skills in relation to vocational skills	2. ( )	2. ( )
3. Life management skills: social skills, problem-solving skills, decision making skills, goal-setting skills, ability to take responsibility	3. ( )	3. ( )
4. Human development: self-concept/self-esteem, interests, motivation, gender and cultural/ethnic concerns	4. ( )	4. ( )
5. Learning handicaps: communication handicaps, physical handicaps, emotional handicaps	5. ( )	5. ( )
6. Ability to read and speak English	6. ( )	6. ( )
7. Other _____	7. ( )	7. ( )
B. Assessment Procedures Account for:		
1. Inmate attitudes toward testing	1. ( )	1. ( )
2. Anxiety of new inmates	2. ( )	2. ( )
3. Cultural differences	3. ( )	3. ( )
4. Other _____	4. ( )	4. ( )

DISCREPANCIES:

CHECKLIST 5

STUDENT ASSESSMENT	IDEAL	REAL
C. Means of Assessment: 1. Student records 2. Standardized tests 3. Competency-based tests 4. Interviews 5. Observations 6. Informal diagnostic tests 7. Other _____	1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7. ( )	1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7. ( )

DISCREPANCIES:

STUDENT GOAL SETTING	IDEAL	REAL
1. Objectives competency/performance based 2. Objectives written in individualized learning plans or contracts RATING OF ITEMS BELOW from 1-5 (very involved to not involved at all): 3. Staff diagnoses learning needs 4. Staff plans learning objectives 5. Student diagnoses learning needs 6. Student plans learning objectives 7. Other _____ 8. Other _____	1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7. ( ) 8. ( )	1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( ) 7. ( ) 8. ( )

DISCREPANCIES:

MOTIVATION	IDEAL	REAL
Students Motivated by:		
1. Positive teacher behaviors and attitudes: high expectations; specific, positive feedback; patience; flexibility; humor; active listening; empathy	1. ( )	1. ( )
2. Staff sensitivity to cultural and gender concerns	2. ( )	2. ( )
3. Use of student and/or family support groups	3. ( )	3. ( )
4. Formal recognition of achievement	4. ( )	4. ( )
5. Student participation in assessment, goal setting, choosing learning methods and/or materials	5. ( )	5. ( )
6. Use of material incentives: money, free time, gifts of books, etc.	6. ( )	6. ( )
7. Linking educational achievement to promotions, vocational training, parole, good or earned time, etc.	7. ( )	7. ( )
8. Flexible scheduling	8. ( )	8. ( )
9. Other _____	9. ( )	9. ( )

DISCREPANCIES:

CHECKLIST 8

COUNSELING	IDEAL	REAL
Types of Counseling Available from Education Staff:		
1. Academic counseling	1. ( )	1. ( )
2. Vocational counseling	2. ( )	2. ( )
3. Counseling for post-release	3. ( )	3. ( )
4. Informal personal counseling	4. ( )	4. ( )
5. Life problem solving integrated into basic skills classes	5. ( )	5. ( )
6. Other _____	6. ( )	6. ( )

DISCREPANCIES:

LEARNING METHODS	IDEAL	REAL
A. Individualized Methods:		
1. One-to-one teaching and tutoring	1. ( )	1. ( )
2. Independent work with teacher guidance	2. ( )	2. ( )
3. Individualized small group work	3. ( )	3. ( )
B. Supplemental Technological Aids:		
4. Computers	4. ( )	4. ( )
5. Video programs and cassettes	5. ( )	5. ( )
6. Audio cassettes	6. ( )	6. ( )
7. Films	7. ( )	7. ( )
8. Film strips and slides	8. ( )	8. ( )
9. Other _____	9. ( )	9. ( )
C. Other:		
10. Performance/competency based	10. ( )	10. ( )
11. Ongoing assessment and feedback	11. ( )	11. ( )
12. Use of sequential skills approaches to teaching reading	12. ( )	12. ( )
13. Use of language-based approaches to teaching reading	13. ( )	13. ( )
14. Use of methods appropriate for non- and limited-English speaking	14. ( )	14. ( )
15. Use of methods appropriate for the learning disabled	15. ( )	15. ( )
16. Other _____	16. ( )	16. ( )

DISCREPANCIES:

CHECKLIST 10

LEARNING MATERIALS	IDEAL	REAL
1. Variety appropriate for diverse learning styles and needs	1. ( )	1. ( )
2. Variety appropriate to performance-based goals	2. ( )	2. ( )
3. Relevant to adult inmate concerns	3. ( )	3. ( )
4. Culturally appropriate	4. ( )	4. ( )
5. Nonsexist	5. ( )	5. ( )
6. Nonracist	6. ( )	6. ( )
7. Other _____	7. ( )	7. ( )

DISCREPANCIES:

RELATIONSHIPS	IDEAL	REAL
Existing Relationships Between Education Program and the Institution Involves:		
1. Methods for communicating and establishing positive relationships with-- a. Administration b. Classification and treatment c. Security	1. ( ) a. ( ) b. ( ) c. ( )	1. ( ) a. ( ) b. ( ) c. ( )
2. Integrated role for correctional education within the overall mission of the institution	2. ( )	2. ( )
3. Use of team approach to work with inmates	3. ( )	3. ( )
4. Other _____	4. ( )	4. ( )

DISCREPANCIES:

COMMUNITY RELATIONS	IDEAL	REAL
Programs and Partnerships with the Community Involve:		
1. Public relations program	1. ( )	1. ( )
2. Advisory boards for various educational programs: literacy, vocational, pre-release, etc.	2. ( )	2. ( )
Name programs _____		
3. Participation in resource network or councils	3. ( )	3. ( )
4. Cooperative arrangements:	4. ( )	4. ( )
a. Business	a. ( )	a. ( )
b. Labor	b. ( )	b. ( )
c. Industry	c. ( )	c. ( )
d. Education agencies	d. ( )	d. ( )
e. Community service groups	e. ( )	e. ( )
f. Government agencies	f. ( )	f. ( )
g. Other _____	g. ( )	g. ( )
5. Other _____	5. ( )	5. ( )

DISCREPANCIES:

SAMPLE ACTION PLAN FORM

Following is a sample action plan:

Program Area: Methods.

Goal(s): To use a variety of individualized methods for teaching reading to nonreaders.

Reality: The Laubach methods are used in one-to-one tutoring.

Desired Action(s): Train all teaching staff, including inmate tutors, in language-based methods; hire a teacher trained to teach reading to adults; set up a reading lab in which students can work independently and in small groups; get computers and software to supplement tutoring and teaching.

Obstacles: Little funding to implement any of these activities.

Supports: Staff enthusiastic about making changes; prison administration in favor of these changes, may be willing to help secure some funding; contacts with local university--possible source of training.

Procedures, Including Who Is Responsible and Time Line:

1. Contact university and discuss options for inservice training in language-based reading. (Mr. Jones, week of Sept. 3)

2. Report of inservice possibilities to staff. (Mr. Jones, week of Sept. 9)

3. Meet with prison administration about funding possibilities. (Director, week of Sept. 3)

4. Begin planning to convert storeroom into reading lab. (Smith, O'Hara, and Jackson, week of Sept. 9. Determine all steps necessary to complete conversion, divide up the work, and report back at next staff meeting for discussion.)

ACTION PLAN FORM

Program Area: _____

Goal(s): _____
_____
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Reality: _____
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Desired Action(s): _____
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Obstacles: _____
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Supports: _____
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Procedures, including who is responsible and time line: _____
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SECTION 2: STUDENT ASSESSMENT AND GOAL SETTING

> "They shouldn't test you when you first come down because
> the people when they come down here they got a lot of pres-
> sure on them, they just been sentenced. They thinkin' about
> home and how to get out; they don't care."

> (Inmate in an Ohio prison)

> "None of the tests on the market are that reliable for the
> kinds of disadvantaged learners you get in corrections. You
> have to take the scores with a big grain of salt."

> (Director of an ABE program
> in a New York prison)

New inmates taking an achievement test experience stress, bewilderment, and anger. A pencil snaps as one inmate simply gives up in frustration. Another writes defiantly random marks on the test page. Yet another stares stonily or indifferently into space. More disruptive acts often occur as well.

Like disadvantaged adult learners on the "outside," most inmates find testing a threatening process. It recalls a grim history of negative or irrelevant school experience that may long since have turned them against reading or education itself, and confirms what one educator calls "a continually reinforced conviction of failure and incompetence." In the bleak and stressful custodial setting, testing seems an extension of the coercion imposed by the system, one more tool to manipulate or suppress. In addition, a high percentage of inmates suffer from severe learning disabilities, drug-related problems, and limited language development. They may not be able to read, understand instructions, or control impulsive behavior well enough to take a test.

This section discusses how best to meet challenges in defining learning goals. For if assessment is what one national study calls a "weak link" in the program chain, it is nevertheless a crucial link. Careful diagnosis and progress monitoring are essential to individualized learning and for providing inmates tangible evidence of success. Also, assessment supplies the "hard data" required for continued support, "bottom-line" evidence that a program is achieving its goals.

It's important to reassert at the outset that coping with the kinds of challenges just mentioned begins with program design. The examination of correctional literacy efforts around the country confirms that the most effective assessment systems are found in programs that include the following:

- have a well-defined philosophy, clarifying what is expected of both teacher and learner;

- involve students in the process of setting goals, translating them into specific skills and knowledge, and make those student goals the benchmark of success;

- relate testing directly to those goals and to the instruction developed to achieve them;

- tailor testing methods and materials to the particular affective and special learning needs of imprisoned adults.

WHAT SHOULD ASSESSMENTS DISCOVER?

There is nothing random or magic about testing. Testing always fulfills a purpose: to acquire information for making decisions about learning. Reasons for testing can vary considerably, depending on the kinds of decisions necessary:

- Placing students in correct programs at their appropriate general level of functioning.

- Diagnosing students' specific learning needs, pinpointing strengths and weaknesses, to provide appropriate instruction.

- Monitoring progress to gauge the day-to-day relevance of subject matter, making adjustments in methods and materials and even objectives to suit students' real needs.

- Measuring achievement to determine how successfully students have achieved their objectives to certify mastery and eligibility for the next level of instruction.

- Evaluating a program to determine its overall merit, the effectiveness of its various components, and the kinds of changes needed.

Since these functions are clearly interrelated, one instrument may serve more than one function. But no single test can serve them all. Therefore it is essential to clearly define the information needed, which tests and other indicators can provide it; and to select, adapt, or design those that will suit the particular purpose.

CHOOSING THE RIGHT INSTRUMENT

Adult education programs employ three kinds of tests: standardized achievement tests, criterion-referenced tests, and informal measures. They differ significantly in purpose, content, and methods for administering.

Standardized Achievement (Norm-Referenced) Tests

Tests such as the TABE, WRAT, or ABLE measure an individual's performance in such traditional academic areas as vocabulary, comprehension, and spelling, relative to the performance of others who have taken the test, in order to determine whether that individual performs below or above a certain grade level. One reason these tests are widely used in correctional programs is that they are mandated by federal and state policy. The Bureau of Prisons, for example, requires that all inmates confined in federal institutions must

be given the Stanford Achievement Test to determine for training purposes whether they read, write, and compute below the 8.0 grade level. Various states have similar requirements, using grade-level scores as screens for vocational training and education programs. Such measures also provide program credibility. Standardized tests, with their grade-level indicators, are a conventional way of documenting gains to show that a program is meeting its goals.

Criterion-Referenced Tests

The R/EAL, APL, or CASAS, for instance, measure performance in real-life skills, in terms of specific objectives stated in behavioral terms, according to a predetermined standard of acceptable performance. Here, an individual's performance relative to others is irrelevant. What matters is how well the student has mastered particular competencies. These tests are widely used in competency-based programs, geared to mastery of such practical tasks as reading and completing job applications; interpreting labels on household items like groceries, medicines, or machine instructions; and understanding lease and rental agreements.

Informal Measures

These are various types of performance indicators generally used to gain more precise information about particular learners' knowledge and skills. For example, Informal Reading Inventories--sets of graded paragraphs from real life reading material--assess word recognition skills and problems in comprehension and determine learners' independent, instructional, and frustration reading levels. Other forms include word checks, cloze tests, miscue analysis, teacher-designed content tests, student demonstrations, work samples, and teacher observation. Significantly, informal tests (as the term implies), unlike standardized tests, which are group-administered, are administered individually, fostering interaction between the teacher and learner and an informality that can reduce anxiety.

In matching particular tests and other performance indicators to a particular purpose, an important yardstick is validity.

A test is valid when it measures desirable information, when the content and purpose of its items are relevant to particular assessment questions. A test can be valid or invalid in different ways. For example, one national study recently described standardized tests as "the most widely used and least understood instruments in literacy programs."

To assess the general ability of a group of students in terms of grade-level scores in order to acquire the pre- and post- "hard data" required for funding, achievement tests are valid. To determine an estimate of a learner's general level of competence for placement prior to in-depth diagnosis, an achievement test such as the TABE can designate a specific level of performance. Moreover, a very low score may serve as an initial indicator of a learning disability.

If the purpose is diagnosis, which many educators deem the most crucial component of literacy instruction, achievement scores become less relevant. Literacy is of course multifaceted, encompassing a spectrum of skills for which standard composite scores offer little information. A fourth-grade reading level score doesn't indicate specific phonic or comprehension problems; it provides no information about the specific strengths and weaknesses pertinent to planning individual instruction and monitoring progress. Similarly, standard scores and grade level equivalencies don't indicate what functional tasks a person can or cannot perform. For example, vocational shop staff at Maryland Correctional Training Center discovered that the standardized achievement test used to screen inmates for entry was irrelevant for that purpose. Many inmates who scored above the required entry level (6.0) could not function adequately in the work setting. They could not read the textbook and related materials well enough to learn and perform the vocational skills. The shop staff, in cooperation with the reading/math teacher, devised their own Informal Reading Inventory, using material from the auto mechanics textbook and produced more accurate results.

Standardized ability tests may also be invalid as social and psychological indicators for inmates. When a test is developed, it is used on a sample population, a group of students at a designated grade level from a state or number of states. The performance of that sample group becomes the basis, or norm, against which future groups and individuals are compared. The issue of norming is very important for correctional programs because traditionally tests have not been normed on adults or, specifically, on inmates.

Most reading tests are normed on children. For example, the achievement test most widely used in correctional institutions, the TABE, is essentially the California Achievement Test for grades 2-9 rewritten for adults. The norm group for the Iowa Test of Basic Skills was a fifth-grade class, in the fifth month of school, in Iowa, in 1943. How valid is that standard when applied to adult learners in the 1980s? Is it likely to reflect adult reading or adult purposes in reading?

Similarly, if a test's norming sample did not include large proportions of people from racial and ethnic minorities, of low socio-economic background, educationally disadvantaged, and with histories of criminal activity, it could not provide a valid measure of the skills and academic needs of most inmates in this country. Poverty, it is well known, acts as a "barrier to the enriching cultural experiences built into standardized achievement tests," and numerous studies confirm the inappropriateness of such tests for disadvantaged learners. An item analysis of the Woodcock-Johnson battery, for example, revealed an "anti-urban bias." For example, many urban ghetto children may never have seen a mouse, yet if they identified a picture of a mouse as a rat, they were scored incorrect.

The final part of this guide, Chapter Three, lists assessment measures used in the more successful prison literacy programs and describes their specific purpose.

TAILORING ASSESSMENTS TO THE REAL NEEDS OF INMATES

As with instructional approaches or work constraints, assessment methods and materials vary considerably in correctional programs around the country. Yet, some fundamental principles underlie such differences. The following suggestions reflect generally successful practices in a wide variety of correctional settings.

Creating a Positive, Failure-Free Climate

Testing is an intimidating experience for most inmates, for whom school has presented frustration, repeated failure, and low self-esteem--all of which may have left them "reluctant learners." Many are hard-to-reach adults--the "least literate and most alienated"--for whom literacy programs on the "outside" are designed, and testing can easily deter them from voluntary programs or alienate them in mandatory ones. Consequently, it's important at the outset to begin easing their fears, defusing their anger and defensiveness, and fostering their expectations of success.

Testing methods can provide means of building rapport, demonstrating concern, treating inmates like adults, and establishing trust.

Establishing a Non-Threatening Informal Atmosphere

At the Lebanon Correctional Institution in Ohio, for example, inmates are initially tested in a room with murals painted on the walls and a sign reading, "Welcome to Success." They are encouraged to unbutton their collars, smoke, and feel at ease. Some teachers use humor to relieve anxiety. Informal measures, as noted earlier, can be easily and quickly administered, and are conducive to easy interaction between teacher and student.

The importance of assessment can be demonstrated to students by explaining its value in focusing instruction and in setting specific goals. Some teachers call it a "skills check," assuring students they cannot fail and stressing the benefits of testing; e.g., a necessary step in acquiring the ability to write letters, read newspapers, prepare for jobs that match their skills, and understand the legal aspects of their case.

Assessment is Ongoing

According to the classification procedures used in most prisons, initial assessment occurs soon after sentencing when individuals who have not yet adjusted to confinement are unmotivated or unable to perform at their full potential. As one inmate states, "I was thinking about the street and not being here and didn't try to do well." Moreover, the testing environment of reception centers is often busy, noisy, and distracting. Thus, preliminary test scores are often unreliable. But even if intake placement testing occurred under ideal circumstances, it would still yield very limited information. Only practical observation over time and actually working with students can yield an accurate assessment of their abilities and needs.

Once enrolled in the literacy program, students should be further assessed, under non-threatening conditions, by the teachers who will be working directly with them. At this point, the purpose is to obtain more specific information to determine where instruction should begin, with what materials, and in what mode.

Periodic assessment is essential to monitor student progress, give them the continuous feedback (both written and oral) they need, and to make necessary adjustments. Are students mastering content? Do they need review? Are changes needed in instructional materials, pace, or mode of presentation?

Some programs conduct regular monthly evaluations of all students to "see that progress." Most teachers develop their own progress sheets or "progress plotters," making weekly or even daily entries. Students themselves are also encouraged to judge when they are ready to advance.

Giving and Interpreting Tests with Caution and Flexibility

The serious shortcomings of standardized tests have already been noted; their grade-level scores (which are sometimes inaccurate by as much as a year) are not specific enough to indicate the learning needs of beginning readers, and their content renders them inappropriate for disadvantaged adult inmates. Moreover, the low assessment test score reveals little about an individual's cognitive potential. The experience of correctional educators around the country confirms Feuerstein's view that failure to learn in the past does not indicate an inability to learn. Further, in light of the disproportionately high numbers of inmates who are members of racial and ethnic minorities and the well-documented tendency of I.Q. scores to underestimate the intelligence of Black inmates, test scores should always be treated with a healthy skepticism.

The testing process should not be measuring a person's ability to take a test, follow instructions, concentrate, or maintain attention. Also one must be careful not to measure students' general knowledge of a subject rather than their reading skills. Such care must be exercised even with criterion-referenced tests. Such information about students is important but should not be confused with what the test is designed to measure. Some teachers use "dry runs," giving students practice with format prior to testing.

Similarly, it's important to allow for "bad days," and other problems affecting students' performance. Students having a bad day should do something else and try again later. It is best to test early in the day when students are fresh.

Making Testing as Meaningful and Functional as Possible

Assessment should be directly linked to the skills being taught, skills which relate directly to students' learning needs. As one correctional educator suggests, "Test what you teach, and teach what students need to learn." This functional trilogy, this clear interrelationship between learning objectives, instruction, and measuring mastery, is the focus of

assessment and is essential to student motivation and progress. Although these notions may seem indisputable, in educational practice--from elementary school to college--these three elements are often not sufficiently integrated: tests do not measure actual content and instruction may be irrelevant to students' particular deficiencies or priorities.

Accordingly, some educators practice "diagnostic teaching," integrating assessment into the instructional process through interaction, questions, and feedback.

One major advantage of a competency-based approach is that both instruction and testing are tied directly to mutually agreed upon learning objectives; each step of improvement can be easily monitored, and students can see immediate progress.

Use Multiple Measures

Because of the limitations of all (not just standardized) tests and the complex nature of literacy, assessment should always be based on a breadth of sources. At the Maryland Correctional Institute at Jessup, for example, the TABE is supplemented with the Detroit Mental Age, Botel Word Opposites, Daniels' Word Recognition List, and a phonics test. Such broad testing at the outset defines students' strengths and problems and provides a clearer sense of where instruction should begin.

To help ensure accurate assessments and to accommodate the range of individual differences, most programs assemble a "package" of tests, combining whatever standard test is required with criterion-referenced measures, informal inventories, and teacher-made indicators.

WHAT LEARNING NEEDS SHOULD BE ASSESSED?

A program's approach to planning instruction will, of course, reflect the staff's judgment about students' learning needs and the primary student characteristics to consider when setting learning goals. If the focus is on improving academic and/or vocational skills, the following areas of need are important to assess:

- general literacy and mathematical skills; e.g., grade-level equivalent in reading and math

- specific literacy and mathematical skills; e.g., ability to identify short vowel sounds or subtract two-digit numbers

- vocational interests; e.g., working with people, working outdoors, etc.

- vocational abilities and skills; e.g., mechanical skills or human relations skills

- literacy and numeracy skills in relation to vocational skills; e.g., ability to read a repair manual or measure area

- employability skills; e.g., interview skills or resume writing.

If the program emphasizes the need to develop inmates' social skills and sense of self-worth, the following needs should also be assessed:

- esteem/self-concept
- life management skills
- social skills.

If the program is based on the belief that education should improve students' ability to assume responsibility for their own lives, in addition to the needs above, the following needs should be assessed:

- problem-solving skills
- decision-making skills
- goal setting skills
- the ability to take responsibility
- areas of learning that interest the student.

In determining what to assess, many of the following characteristics of the learner should be considered:

- motivation
- experience/work/school history
- learning ability
- learning handicaps
- communication handicaps
- physical handicaps
- emotional handicaps
- gender
- cultural/racial background
- ability to speak and read English
- length of sentence
- offender classification.

Following are some of the tests and other indicators commonly used at the general or global level in assessing basic skills.

- Student Records for General Background

    School records
    Work records
    Health records
    Prison records

- Achievement Tests to Determine Literacy and Math Skills

    ABLE Level I (Adult Basic Learning Examination)
    CAT (California Achievement Test)
    CTBS Level II (Comprehensive Test of Basic Skills) available in
      Spanish

SAT Intermediate Battery II (Stanford Achievement Test)
SRA Reading Index
TABE (Tests of Adult Basic Education)
Woodcock Reading Mastery Tests
WRAT (Wide Range Achievement Test)

- **Criterion-Referenced or Competency-Based Tests to Determine Literacy, Math, and Life Skills**

  APL (Adult Performance Level)
  CASAS (California Adult Student Assessment System)
  CCP (Comprehensive Competencies Program)
  Inventory of Essential Skills
  R/EAL (Reading/Everyday Activities in Life) available in Spanish

- **Tests for Learning Disabilities**

  Brigance Diagnostic Inventory of Basic Skills
  Evaluation of hearing and vision
  Evaluation of sensory-motor skills
  LPAD (Feuerstein's Learning Potential Assessment Device)
  Oral language tests
  Revised Beta
  Wechsler Adult Intelligence Scale
  Woodcock-Johnson Psycho-Educational Battery

- **Measures of Ability to Read and Write English**

  Ilyin Oral Interview Test
  LAS II (Language Assessment Scales II)
  LCGT (Listening Comprehension Group Test)
  STEL (Structure Test--English Language)

- **Methods to Determine Motivation, Interests, and Ability to be Self-Directed**

  Interview about experiences, school, and work history
  Observations about motivation
  Self-Directed Learning Readiness Scale

In order to acquire more accurate information about skills and deficiencies--the specific information needed to actually begin planning instruction--teachers supplement such global assessment with the following kinds of measures.

- **Informal Diagnostic Tests of Reading Skills**

  Adult Basic Reading Inventory
  Cloze Procedures
  GRI (Group Reading Inventory)
  Individual Reading Placement Inventory

IRI (Informal Reading Inventory)
Miscue Analysis
READ (Reading Evaluation-Adult Diagnosis)
Word Lists such as the Dolch Lists, Harris Graded Word List, or the
    Slosson Oral Reading Test

Descriptions of these and other measures are included in the following chapter, Assessment Aids.

HOW ARE STUDENT GOALS ACTUALLY SET?

Clear, achievable goals, tailored to individual need and ability, are essential to effective learning. Giving staff members total responsibility for setting inmates' goals is one option. Another is to directly involve inmates in assessing their own learning needs. These two alternatives can also be regarded as opposite points on a continuum. Between them lie many degrees of staff or student participation in goal setting.

Programs that focus primarily on academic and vocational skills usually equate such skills with student goals. Students may or may not participate in deciding which skills they will learn. If they have a choice it will not be unlimited; the program will usually offer a set of options. Achievement and competency-based tests of basic skills are generally the most appropriate assessment methods for this approach. Program-developed tests may also be used to diagnose students' current knowledge level. Once students are in a program, the teacher who will be working with them can look at their specific needs and develop a set of long- and short-range objectives. These should be measurable and written so that both staff and students understand what is expected.

Programs that focus on teaching self-esteem and social skills in addition to academic and/or vocational skills usually have a clear idea of the particular abilities inmates are expected to develop. For example, they may use the CASAS set of academic and life management skills as a basis for student goals (a description of CASAS appears in the next chapter). However, the staff may believe that allowing students to participate in setting their own goals is itself an important means of enhancing self-esteem and cultivating positive social attitudes. During interviews and informal discussions with their teachers to review various assessment results, students can choose some of their learning goals rather than be assigned a certain course of study.

Student participation is almost always a critical aspect of programs that emphasize inmates' need to learn to assume control of their lives. Students' active involvement in determining content is considered crucial to the development of responsible, self-directed behavior. Students work with staff to set realistic goals and develop specific learning programs. Often, these programs are set up in the form of written or oral contracts. Once again, as with any approach to goal setting, it is important to specify short-term and long-term objectives (which can be reviewed and modified periodically), to ensure that intended outcomes are measurable and clearly understood by students.

Following are some brief scenarios of goal setting to illustrate these different approaches. The first four focus on academic skills and minimal student participation.

SCENARIO ONE

During orientation Joe is given the TABE. He scores below the 3.0 level in both reading vocabulary and comprehension. As a result of this global assessment, the evaluator decides that his goals should be to improve his reading ability. He is assigned an inmate tutor who has three years of experience with the Laubauch method. The tutor starts Joe off with Book 1 "to see how much he knows. If he can go pretty fast, I'll put him in the next book."

This approach guarantees that the student will progress through a pre-determined, sequenced set of skills organized by lessons. Learning objectives may be implied or explicitly stated. It has the advantage of requiring little staff training. However, one disadvantage of this approach is that specific strengths and learning handicaps are not identified. Diagnosis is usually limited to "if he can do it, we'll go on to the next lesson." Desired or needed learning does not extend beyond the scope of the skills workbook and the student's progress can only be measured in terms of completion of a parti-cular lesson.

If it is possible to train or hire staff who are knowledgeable in assess-ment, the teacher can more thoroughly pinpoint strengths and weaknesses. The teacher can also design goals that lead to the mastery of specific literacy skills.

SCENARIO TWO

When Mary arrives at the prison, she is given the GATB, WRAT, TABE, and Revised Beta. These tests show that she is reading at about first-grade level, so she is assigned to a reading teacher. The teacher gives Mary an Informal Reading Inventory to determine her independent, instructional, and frustration reading levels. She also gives Mary some tests she has devised herself to check letter recognition, letter sounds, general phonetic rules, visual and auditory discrimination, and auditory memory and blending. Finally Mary is asked to read from a list of sight words. The teacher then writes a set of measurable long- and short-range goals for Mary and puts them in a record folder to which Mary and she refer. An example of a long-range goal is that Mary will read 90% of the words on the Dolch I sight word list. An example of a short-term goal is that Mary will learn at least 10 words from the Dolch list within a week.

Sometimes the staff will determine the students' learning goals in relationship to a predetermined set of performance-based competencies, which are set as overall goals for all inmate students. Students are screened using both global and specific procedures to determine which competencies they pos-sess. Their teachers then set up learning plans geared to achievement of competencies students have not yet mastered.

SCENARIO THREE

At the reception center Maria is given the TABE, CASAS, oral language development screening, and some vocational and aptitude tests. On the basis of her scores, she is assigned to an ABE program. The teacher in charge looks over her scores. He uses miscue analysis and cloze techniques to determine Maria's strengths in reading. He then develops a set of instructional objectives for reading geared to eventual achievement of the competencies set up by the Department of Corrections. For example, to master the competency "Read a prescription label," one objective set by the teacher is to learn a vocabulary list of medical terms.

SCENARIO FOUR

Mike, a high school graduate, scored at sixth-grade level on the TABE. On the basis of this score, he was placed directly into a vocational program-- plumbing. But he is now failing because he can't measure correctly. His shop teacher is concerned about Mike's ability to use a tape measure, figure distance and area, and work with fractions. He asks the academic teacher to test these skills. After seeing the test results, the shop teacher and reading teacher set new instructional goals for Mike.

Most correctional education staff don't allow their students much autonomy in goal setting. Although one researcher found that over 90% of the inmate students in Canadian prisons wanted to be involved in goal setting, 59% of the teachers and 49% of the administrators thought that prisoners shouldn't have this opportunity.[1]/ Inmates are often considered too immature or too unrealistic to set their own goals. Also, program organization may involve fewer difficulties if staff members set student goals. In an environment where the exercise of authority is central, allowing students power over goal setting runs counter to institutional practice.

Some educators argue, though, that inmate students should be involved in goal setting precisely because they live in a highly controlled environment. Generally, they have had very little experience in taking responsibility for their own learning and aren't likely to develop much sense of self-direction if they are told what they should learn. Even adult beginning readers can often identify what they know and don't know. In addition, students involved in their own diagnosis tend to become more successful readers than those who don't participate.[2]/ Goals set by students are more likely to accurately match student needs than goals derived from test scores and/or teacher observation alone.

The next two scenarios illustrate how students can participate in assessment and goal setting.

A common way to involve students is to explain their test results to them and let them choose an educational option that fits their diagnosed needs. This approach provides for some minimal participation and most programs can adopt it without much difficulty.

SCENARIO FIVE

Diandra is given the SAT and scores at second-grade level in math and reading. She is assigned to the ABE program, where the teacher reviews her test scores with her and explains what they mean. After telling Diandra what educational options are available based on her scores, the teacher asks Diandra what her interests are. Diandra hasn't been in school for 15 years; she doesn't want to be in a classroom situation and doesn't feel particularly motivated to improve her reading. But she is curious about the computers that the teacher says are available, and she and the teacher decide that she should use the computerized math program to work on improving her mathematical skills. The teacher suggests that when Diandra feels more comfortable with learning, they could add some reading goals.

Further involvement can occur if students have a chance to compare their own ideas about their needs with their test results. They can also be asked to talk about their interests and how these relate to their needs. A counselor, teacher, or evaluation team can then suggest realistic goals based on these discussions, and the student can choose from them. Since inmates are often swayed by the interests of their peers, an unrealistic view of their skills, and an inaccurate understanding of the skills needed for particular vocational goals, this approach requires that a staff member schedule time for a careful discussion with the student. It is also advisable to use a planned set of procedures that will lead to the creation of realistic, workable goals.

Several correctional educators suggest a five-step process for engaging students in setting integrated academic and vocational goals:[3]/

Step 1. Obtain students' records and let them know that their evaluations of their abilities and interests are an important part of the assessment/goal setting process. Explain that the process will involve them in identifying their own skills, deciding how these relate to different vocational training programs and jobs, choosing goals, and developing a plan to achieve those goals.

Step 2. Interview inmates to see how they evaluate their own educational, vocational, and social history and their skills, talents and needs. Use commercial tests and informal assessments to supplement inmate information. Evaluations should include reading, writing, and math skills; fine and gross motor skills; sensory-motor performance; receptive language ability; vocational motivation and aptitude; and work behaviors.

Step 3. Using the data gained, identify students' strengths and weaknesses, and inform students and appropriate staff of findings. Together, staff and students can set some general goals, including academic learning goals specifically related to vocational goals.

Step 4. Implement the plan developed in step 3 and reevaluate as necessary.

Step 5. Place students in appropriate training programs or jobs, and follow up to decide whether additional academic and life skills are needed for successful employment.

Student participation can be carried further through the use of learning contracts developed by inmates and teachers together. A written contract includes learning objectives, time lines, and other conditions for meeting the contract. At one maximum security prison for men, the learner takes full responsibility for completing the contract while the staff provides the resources and guidance.[4]/ This process works best with people who have good reading skills, experience in individualized instruction, little interest in the classroom, and high motivation. For inmates with severe reading problems, one-to-one teacher directed work is usually necessary initially. But if the teacher can monitor progress on a daily basis for the first two or three weeks, provide support, and look for learning problems and "conning," a contract can be worked out covering limited goals. Because it is up to the inmate to adhere to the contract, a contractual system doesn't allow for excuses or feigned interest in learning.

SCENARIO SIX

Bob took the Self-Directed Learning Scale and demonstrated a readiness to learn on his own. Teacher interviews confirmed his readiness. Together Bob and his teacher identified a lack of study skills as one of his problem areas. They decided on several learning objectives such as learning how to manage study time. They also identified resources and strategies available for meeting these objectives, including computer materials on study skills and a peer study group with two other inmates. Criteria for evaluation required that Bob maintain a log describing his activities, frustrations, and successes. Both men signed the contract and agreed to a five-week time limit for completion.[5]/

Inmate students can learn to formulate goals and make realistic decisions about their life. Section 4, Life Planning for Inmates, describes in detail several effective programs that served in this process: The Managing Independent Living Program, the Florida Life Skills Program, and the Pacific Institute Videos.

Whether or not a program encourages student involvement, it should be understood that goal setting is not a one-time event. Staff members or staff in conjunction with students need to continually monitor achievement and revise goals accordingly. Some programs monitor goals daily; others, on a weekly, monthly or other periodic basis. Monitoring of goals not only indicates accomplishments to staff and students; the review process allows the formulation of new attainable goals that will maintain student interest as their abilities develop.

WORKING WITH THE STAFF

OBJECTIVE ONE: To learn what staff knows about student goal setting.

                    Activity: Ask staff to describe how they think student goals should be set, based on their educational philosophy. Their description should specify: (1) what learning goals should be included; (2) how to assess these goals; (3) the

role of the staff and the student in goal setting; (4) the purposes of goal setting. (If the group is large, divide into small groups.) Have staff members read their descriptions to each other.

OBJECTIVE TWO: To provide staff with specific information about student goal setting.

Activity: Mini-lecture, summarizing material from "Section 2: Student Goal Setting."

Handout Checklist: What Needs and Characteristics Should Be Assessed?

OBJECTIVE THREE: To analyze and assess various approaches to student goal setting.

Activity 1: Have the staff read scenarios provided in Section 2. Use handout to see what needs and characteristics are being assessed. Decide to what extent staff and students in the scenarios are involved in goal setting. (This activity can be done in small groups.) Discuss the philosophy reflected in the approach (e.g., does it focus on academic/vocational skills, self-esteem or self-direction? Refer to Section 1: Philosophy.) Discuss advisable changes and the purpose for them.

Handout: Scenarios 1 through 6

Optional Activity: Develop several role plays exemplifying a particular approach to student goal setting. Discuss the advantages and disadvantages of each approach. (This activity can be done in small groups.)

OBJECTIVE FOUR: To identify and outline a procedure for student goal setting that is consistent with program philosophy.

Activity: Develop a procedure for student goal setting appropriate for the program philosophy.

Handout Checklist

What Learning Needs Should Be Assessed?

A program's approach to planning instruction will, of course, reflect the staff's judgment about students' learning needs and the primary student characteristics to consider when setting learning goals. If the focus is on improving academic and/or vocational skills, the following areas of need are important to assess:

_____ general literacy and mathematical skills; e.g., grade-level equivalent in reading and math

_____ specific literacy and mathematical skills; e.g., ability to identify short-vowel sounds or subtract two-digit numbers

_____ vocational interests; e.g., working with people, working outdoors.

_____ vocational abilities and skills; e.g., mechanical skills or human relations skills

_____ literacy and numerical skills in relation to vocational skills; e.g., ability to read a repair manual or measure area

_____ employability skills; e.g., interview skills or resume writing.

If the program emphasizes the need to develop inmates' social skills and sense of self-worth, the following needs should also be assessed:

_____ esteem/self-concept
_____ life management skills
_____ social skills.

If the program affirms that education should improve students' ability to take responsibility for their own lives, in addition to the needs listed above, the following abilities should probably be assessed:

_____ problem-solving skills
_____ decision-making skills
_____ goal-setting skills
_____ the ability to assume responsibility
_____ areas of learning that interest the student.

In determining what to assess, the following learner characteristics should also be considered:

_____ motivation
_____ experience/work and school history
_____ learning ability
_____ learning handicaps
_____ communication handicaps
_____ physical handicaps

_____ emotional handicaps
_____ gender
_____ cultural/racial back-
      ground
_____ ability to speak and
      read English
_____ length of sentence
_____ offender class.

SECTION 3: STUDENT MOTIVATION, TEACHING METHODS, AND MATERIALS

STUDENT MOTIVATION

Illiterate and semi-literate inmates entering correctional programs not only dislike school, but they believe they can't function academically. "When I was in high school," one inmate explained, "I thought, 'I can't do this. There's no way I can figure this out.' I didn't know how to write a letter. Big words, I didn't know nothin' about it." Even students with some interest in education often exhibit self-defeating behaviors and attitudes. Their resistance often derives from a concern for peer approval and such contradictory feelings as fear of displaying their ignorance to other inmates and the belief that schooling is "unmanly" or represents conformity to a straight world that they reject. They may be afraid to try something new and risk changing their self-image.

The preceding section described how involving students in their own learning assessment and goal setting can help motivate them. The same suggestions apply to helping them participate in choosing instructional materials and approaches. Other motivational methods that correctional educators have found most effective are:

- creating a positive classroom atmosphere
- developing and using communication skills that show cross-cultural and gender sensitivity
- encouraging peer, family, and staff support systems
- providing formal recognition of achievement
- using material incentives
- linking achievement to eligibility for special programs and to parole
- setting up flexible class schedules.

Success-oriented methods and use of a variety of relevant materials are also strong motivating factors. These resources will be discussed later in this section.

HOW IS A POSITIVE CLASSROOM ATMOSPHERE CREATED?

Teachers who not only provide instruction but show sensitivity to students' feelings of anxiety and inadequacy transform the classroom into a setting where enthusiastic discussion can take place and inmates feel they can actually learn something. As one student describes his teachers: "They don't yell at you; they explain things; they try to keep you in the mood. They have confidence in you and they let you know it." Some techniques that help create a positive classroom atmosphere are:

- <u>Use a Facilitative Teaching Style</u>

  Inmates do not respond well to authoritarian task masters. Although structure is essential, a facilitative style eliminates nonessential rules and coercive actions while alerting students to expectations and whether they are meeting them. "I don't get into a power struggle with them," observes one teacher. "If they don't want to work I say, 'OK, read the newspaper today.' After ten minutes they pick up their assignment. If you don't play the power game with them it's no fun."

- ## Convey the Value of Learning Through Behavior, Not Through Preaching

  Telling students that education is important and that they better work reinforces memories of rigid teachers and a climate of failure. It is more productive to focus on students' learning goals and to ask them whether their actions are helping them to achieve their goals. Disruptive students should be made to see that their behaviors are interfering with the learning process. As one Michigan teacher suggests, "If someone stops working or is bugging others I focus on the positive: 'Do you need some help? Are you finished?' I tell him, 'We prefer that you work, because if you stop others will quit too.'"

- ## Convey High Expectations

  Expect that students will do their best and help them choose tasks that will challenge without frustrating them. It is essential that they define some initial goals at which they can succeed. Teachers at one basic reading program require their students to correct all mistakes on every lesson; they stress "how well, not how fast." "The teachers won't give you a chance to give up on yourself," say the students. One teacher asks her students, "Do you just want to slide by or do it in style?" She "accepts no excuses and no rude language." Her students have picked up this attitude and give a "Sniveling Sheet Award" to their peers who complain too much. "I tell them, 'I can't push you if you've got the brakes on.'"

- ## Provide Clear, Specific Positive Feedback on Learning

  Rather than giving general praise, tell individual students what they did correctly. "You have learned the short vowel sounds. You pronounced each of these words correctly." Generous praise for students with a strong investment in a negative self-image can make them uncomfortable. A specific evaluation coupled with mild praise is less threatening and more difficult to deny. Some inmates need time to accept a new image as a successful learner.

- ## Make Learning Relevant

  When learning activities are matched to inmate need, students are more easily motivated. Many teachers have found that working with students on writing letters home is a catalyst for learning. "I wanted to write my girlfriend but I didn't know how to, couldn't spell or nothing but Mrs. Smith helped me and I got to writing. I saw my success, then I wanted to keep going [in school]." For low literacy students, a language experience approach is often successful. Students can use a computer with a word processing or typing program to copy and print letters. Such resources are often an additional incentive to learning.

  At a Colorado prison, an ABE teacher works with non-English-speaking inmates, using such practical reading items as daily menus, directions

for using the showers, and the questions on the driver's license exam. Some of these inmates were unable to read the menu and tell the food service staff their choice; some left the showers running after use or couldn't figure out how to get hot water. Acquiring this information helped them function better in prison and also avoid the disciplinary action associated with not following the rules.

- ## Let Students Know They Are Important

Minor considerations such as remembering each student's name or noting something unique about each can boost morale. "I memorize all my students' names the first day of class and use them whenever possible. I do this because it puts me in instant control and they're awed. It also emphasizes the importance of memory and underscores the fact that each student has been noticed and matters."

- ## Empathize

Wherever appropriate, it is helpful to share experiences of feeling fear or anxiety about learning something new. For example, prison rules can be explained to nonreaders so they won't get in trouble or correctional officers might be alerted to make them aware. If inmates are under particular stress or having a bad day, let them know it's all right. "If you don't give them a chance to talk about their anger," one teacher stresses, "they won't learn."

- ## Be Patient, Flexible, and Maintain a Sense of Humor

Although one can't consciously acquire these qualities, they seem indispensable to good teaching. In the voice of one amazed student: "If you ask the same question a hundred times they don't mind." If students get upset working in groups, let them work one-to-one with another student or tutor--whatever suits their frustration level.

- ## Use Motivational Visuals

Some teachers find that posters and other bulletin board displays promote a positive learning climate. Samples: "What do you have in mind for your future?" or "Will you be next?" accompanied by photos of recent program graduates; a poem entitled "I once said I couldn't do it."

HOW IS CROSS-CULTURAL AND GENDER SENSITIVITY CONVEYED?

Inmate students are often a culturally diverse group. This diversity can be a rich resource for learning as well as a stumbling block in communication. Proficiency at cross-cultural communication begins with a knowledge of how one's own cultural background affects expectations about students' learning styles and verbal behaviors.

- ## Check Out Assumptions

  When personal knowledge of particular groups is limited, people often rely on stereotypes or hearsay. Some common assumptions made by teachers are: Blacks aren't verbal; they don't like discussions. Women fear math. One member of a minority group can speak for the rest. Recognition of skin color may embarrass Blacks or Hispanics.

  These assumptions are usually inaccurate and limit teachers' effectiveness. One way to check out assumptions is to discuss them with the students. There will usually be a diversity of responses and everyone will be forced to reevaluate these notions.

- ## Avoid Reinforcing Stereotypes in Examples or Instructional Materials

  Common stereotypes to avoid involve family and occupational roles. For example, as U.S. family structures are currently diverse, they shouldn't be stereotyped as including married mother and father with two children. Black women who head households shouldn't be viewed as destroying the Black family. Also, men and women can be presented as capable of filling nontraditional jobs.

- ## Avoid Using Race- or Sex-Biased Language

  Sexually and racially offensive terms should never be used. Avoid ethnocentric or "blaming-the-victim" terminology; for example, referring to native peoples as "savages." Several resources are available that provide useful guidelines. These are included in the Resource section.

- ## Make Sure that Examples and Learning Materials Include Third World People and Women and Their Concerns

  For example, unvarying use of the words "him" and "he" excludes women. Curriculum materials that focus on such topics as ethnic history and nontraditional careers for women or men should be an integral part of the program.

- ## Try Not to be Paternalistic

  This behavior can be difficult to identify. A common example is over-complimenting students whose work exceeds expectations. It may be advisable to examine attitudes about such students. Another example is to discuss famous minority people in a tokenistic or simplistic way. A comment about Bill Cosby, for example, as "a credit to his race" is condescending rather than inspiring.

- ## Teach Standard English but Recognize and Respect Nonstandard Dialects

  Students need to be taught standard English as a functional tool. But their dialect should be regarded as an acceptable form of communica-

tion, as part of their cultural identity and important to their daily lives. Many dialects reflect an imaginative use of language that requires quick responses and the command of a large, vivid vocabulary. A student whose dialect or accent differs from standard English should not be judged inferior. The focus of classroom instruction should help students understand the differences in structure and usage between standard English and dialects without condemning the dialect.

● Understand that Different People Have Different Social Mannerisms

For example, Blacks and Italians are more likely to enter a discussion after a point has been made, but before a person has finished talking. They may expect others to act similarly.[1]/ Some groups of Native Americans believe that asking questions is a sign of disrespect to the teacher. Some third world people decide the winner of an argument on the basis of style and personal involvement whereas the teacher might judge on the basis of logic.[2]/

● Interact with All Your Students

Sometimes teachers ignore or pay less attention to students who in some way differ from them. They may unconsciously gravitate toward "favorites," soliciting their participation while overlooking or avoiding others. Instructors should notice whom they encourage to participate in class.

● Give Students the Option of Having Tutors or Teachers with Similar Cultural Backgrounds

Some students may feel more comfortable with teachers from their own culture, or who speak their own primary language. If possible, they should be given a choice.

HOW ARE PEER, FAMILY, AND OTHER SUPPORT SYSTEMS SET UP?

Peer support offers strong conviction to inmates that "your mind can change you into anything you want it to," as one inmate asserts. Another inmate describes the way prisoners at his correctional institution "got together and formed study groups....One inmate in my ABE class, he didn't know anything about English. He didn't know what a noun was, what a verb was. And I'm pretty high on my English....so I tell him: meet me on the yard and I'll help you....So I helped him along with his English and the teacher started noticing, well he's learning a little bit. How are you doing this? And he tells the teacher, 'B's helping me.' And then it got around and known and everybody started getting together and helping everybody out because nobody likes to see anybody else hurt. That's something they can't stand--being locked up."

Or, as another inmate simply states, "It makes you feel good if you're helping a guy out."

Educational staff also realize that inmates can often reach each other more easily than teachers or counselors. "We can relate better to the residents because we are residents too and build a tight bond," one inmate tutor explains.

A teacher in a women's prison explains: "Offender aides can approach students in a way we can't. They carry over our message of 'you can do it' because their experiences are similar to the students' and they've been able to make it through the program."

Peer support can be encouraged by:

● using inmates as tutors or aides
● setting aside time and space for students to work together
● matching students with similar backgrounds or complementary skills in one-to-one or laboratory teaching
● giving groups problems to solve where they can pool their skills
● using student experiences as a basis of group instruction.

Family support can also be a powerful source of student motivation. Inmates who are in regular contact with their families often feel reinforced by sharing their academic work with their family. As one inmate commented, "I enrolled in ABE and I figure now I'm pulling an A average when on the streets my grades were nothing but D's and F's. Yeah, now I send my papers home to my mom and dad!"

If possible, staff can inform students' families that their encouragement matters or hold periodic workshops for inmates and their families to discuss educational programs and ways families can provide support. Community programs that work with inmates' families can be useful resources (e.g., the California-based Friends Outside, Centerforce, and the Connecticut-based Women in Crisis, which assists wives and girlfriends of inmates). For inmates with few family ties, volunteer groups that visit them can often function as substitute families. Staff can also provide support, particularly in the form of counseling. Individual teachers usually become involved in personal counseling. One effective approach is to listen without expressing judgment, express empathy, and encourage students to name, analyze, and develop strategies for dealing with their problems.

HOW SHOULD ACHIEVEMENT BE FORMALLY RECOGNIZED?

The Federal Prison System and many programs in the state prisons hold annual or semi-annual education recognition ceremonies. Graduates from ABE and literacy programs receive certificates and in some cases wear the traditional cap and gown. Inviting family members to attend ceremonies provides additional incentive.

When formal ceremonies are not possible, certificates of achievement, especially when they appear like diplomas, can be very motivating. Other types of formal recognition include "student of the month" awards and special achievement awards.

WHAT TYPE OF MATERIAL INCENTIVES WORK WELL IN MOTIVATING STUDENTS?

One of the strongest material incentives is money. In some prisons, attending school is considered a work assignment. If inmates receive the same small wage they would earn at prison jobs, there is no monetary advantage in choosing work over education. Financial awards for achievement also encourage students to continue in the program. Federal prisons, for example, award $10 or $15 to students who reach the third-grade level of literacy. They also don't allow prisoners to be promoted above a certain labor level if they don't achieve eighth-grade literacy skills. The pay at the highest level is double the amount at the pre-eighth-grade literacy level. Research shows that this policy can contribute to program completion. Other material incentives include days off from work, picnics, time to play educational games (one program has "Trivial Pursuit" contests on Friday afternoons), or gifts of books or pens.

Another motivator is to link educational achievement to eligibility for vocational training, work release, special privileges, time off sentence, or parole.

HOW DOES FLEXIBLE SCHEDULING MOTIVATE STUDENTS?

Almost universal agreement exists among prison educators that open-entry/open-exit programs are far more successful than rigidly-scheduled programs. Flexible programs let students begin learning whenever they're ready, proceed at their own rate, and "graduate" when they have mastered their learning goals. Most of these programs let students drop out for a while and re-enter without losing progress.

It is important to schedule classes at times that allow all inmates to attend, especially in prisons where inmates are required to work and cannot make their studies a work assignment. Evening classes offer one solution, combined with incentives to enroll.

SUCCESSFUL TEACHING METHODS

Typically, illiterate adults have been unsuccessful in conventional classrooms. However, their reading skills and life experiences differentiate them from children who are beginning readers. Researchers characterize the illiterate inmate as having the following traits:[3]/

- the need to feel independent and capable
- a poor self-concept
- rich life experiences, both positive and negative
- a new role of "out of work and out of society"
- the desire for immediate application of learning
- a moderate mastery of reading readiness skills--some mastery of consonants; little or no mastery of vowels; difficulty in discriminating among words such as the, this, that, those, etc.; difficulty with words ending in "s," "ed," and "ing"
- difficulty reading from context
- preference for oral reading
- the desire to read from a book format
- the need for immediate feedback and success

There is general agreement that only an individualized, success-oriented, eclectic teaching approach can begin to address all these traits.

HOW IS LEARNING INDIVIDUALIZED?

An individualized approach is tailored to the individual learner's abilities, needs, and learning pace. It includes independent, one-to-one, and group work.

● <u>Independent Work</u>

Independent work with teacher guidance usually occurs in reading classrooms or "labs" arranged to provide students individual work areas. Inmates work on modular assignments geared to their level of skill and their learning style. Although students may have time goals set for them, they are allowed to work at their own speed. The teacher makes the assignment or helps the student choose an appropriate one and then provides guidance as needed. Work is evaluated by the teacher, by the teacher and student together, or by the student alone.

● <u>One-To-One Peer Tutoring</u>

This is an excellent way to supplement classroom work, to provide for individualization when there are many students and few funds, and to reach inmates who will not attend school. Inmates recruited for this task should be selected for their ability to develop a rapport with other inmates as well as for their reading and math skills. Peer tutors must be trained, evaluated periodically, and given opportunities to exchange ideas with other tutors and teachers. Inmate tutors are often successful because they understand the frustrations and goals of their peers, but community volunteers can also be used as tutors. Some inmates prefer this contact with the outside world. Appendix A, Resources, provides information on ways to set up tutoring programs.

● <u>Small-Group Instruction</u>

A lab or one-to-one approach can be isolating, however, since it doesn't foster the social and emotional growth that derives from a group interchange of experiences and ideas. Small-group instruction is most viable where students share similar needs or interests. Sometimes a group teaching opportunity arises from spontaneous discussion. In one program, for example, when students were discussing incest, the teacher turned the impromptu conversation into a session on vocabulary and critical thinking. "What are all the words you can think of that deal with incest?" "How can we group these words?" "What categories do we come up with?" "Why do you think everybody agrees that the first situation you described was incest and the second was not?" "What does this tell us about incest?" In another program, all the students who needed work on borrowing in subtraction were taught as a group, helping each other until all learned the skill.

● Computers and Other Technological Aides

These can be a helpful supplement to individualized learning. Many prison literacy programs now use computer-assisted instruction to supplement regular teaching. An extensive study of the use of computers in the nation's prisons was funded by the National Institute of Corrections.

One model program operates at the J.F. Ingram State Technical College, a part of the Alabama correctional education system. The computer-assisted instruction project in basic math and reading comprehension is combined with teacher instruction. Students in the program have shown gains with as little as six hours of instruction, but the project is limited by the lack of quality software, a major problem with the use of computers.

According to EPIE, the Columbia University Educational Products Information Exchange, 60% of educational software "is not worth the money." Moreover, almost no programs exist in adult literacy. PLATO, the only comprehensive basic skills curriculum, is designed for 16- to 21-year-olds and requires at least a third-grade reading level. Software evaluation booklets are being developed under grants from the National Institute of Corrections by the Wisconsin Department of Health and Social Services, Department of Correctional Services in conjunction with the University of Wisconsin and also by the South Eastern Community College in Burlington, Iowa. More information is available from the National Institute of Corrections, 320 First Street, N.W., Washington, D.C. 20534; (202) 724-8300.

HOW TO ENSURE SUCCESS-ORIENTED TEACHING

Because of their history of failure, inmate students need to have instruction geared toward success. The Kansas State Industrial Reformatory calls this a "zero reject" model; students work toward goals they can achieve and progress according to their ability. To promote this type of teaching, achievement needs to be measured by student attainment of performance objectives. There must also be ongoing assessment and frequent feedback.

● Performance-Based Instruction

When instruction is "outcome" or "performance based," students have measurable, clearly stated learning objectives or competencies as goals. Nobody fails. Each student takes as long as necessary to reach a goal. Grades and scores do not determine achievement. Any reading method is allowable. Performance objectives can be developed by a program or adopted from existing competency-based models. Examples are the California Adult Student Assessment System and the Comprehensive Competencies Program described in Chapter Three.

● <u>Learning Contracts</u>

Performance objectives can also be tailored to individual students' interests and needs whether they are geared to program or statewide learning goals. Teachers can develop such objectives for or with their students. A particularly effective method is learning contracts. Learning contracts constitute a commitment to learning goals and put students in charge of their success. Because learning goals are clearly stated and the students know exactly what is expected, they participated in determining these expectations and are responsible for meeting them, they are likely to succeed. More information on contracting is contained in Section 2, "Student Goal Setting."

● <u>Ongoing Assessment and Feedback</u>

An outcome- or competency-based approach must be combined with ongoing assessment and frequent feedback. Because inmate students often have low frustration levels, they must know whether they are progressing, preferably on a session-by-session basis. This assessment also allows the teacher to adjust student objectives and instruction and help students make adjustments. Thus, conventional approaches such as grading papers and handing them back to students days later are not effective. Beginning readers in particular need to know that they are succeeding. One method is to set clear goals for every session. If students themselves do not participate in setting these goals, they should agree to them and be given a means to judge if they have met them. Such self-assessment may mean checking the answers of a programmed text, getting direct feedback from the teacher, working with a computer program that provides immediate feedback, or learning how to make their own assessment of goal achievement. If the goal is to learn five new sight vocabulary words or to dictate a story to a tutor and read it back with 60% accuracy, feedback is immediate.

HOW TO TAKE AN ECLECTIC APPROACH THAT FITS A NUMBER OF LEARNING STYLES

There are two major approaches in teaching reading: the sequential skills approach with a phonics focus, and the language-based approach. One approach has not been shown to be more effective than the other. In fact, successful reading teachers usually use some combination of the two. Below is a sampling of some of the ways these methods have been used in correctional settings.

Sequential Skills Approaches

The Kilty Method. In this method, used in some Michigan prison reading programs, inmates are given a placement test using "The Kilty List of 5000 Words" to determine their vocabulary level. Once the evaluator discerns a pattern of mistakes, instruction is geared to these problems. After students master the fourth-grade level, they receive reading material one year below their vocabulary level and a controlled reader for speed reading two years below their vocabulary level. A three-month gain for each month in the program has been documented.[4]/

Controlled Vocabulary Reading. This method, developed at the Menard Correctional Center in Illinois, is based upon a combination of a sight word and phonics approach. Instruction centers on a list of "starter words," including 105 sight words and 85 sight or phonics words. The sight words are presented visually and the others through a sound blending method or visually, depending on student ability. It takes two to four months to master this list. Afterwards, students are placed in a commercially produced reading program.[5]/

Multi-Modal Approach. Also developed at Menard Correctional Center, this approach assumes that most adult nonreaders have acquired some reading skills, but does not assume that because students possess certain computer skills they have mastered more basic ones. For example, a student may be able to divide words into syllables but may not know all the vowel sounds. Students are evaluated to see which sight words, phonics, and structural analysis skills they lack. Then instruction attempts to stimulate all learning modalities: visual, auditory, and tactile-kinesthetic. There are a number of detailed steps to the method, including presenting words in context and using filmstrips, tapes, and words written in sand.[6]/

Laubach Reading Method. This is a sequenced approach to skills development that includes vocabulary development, phonics, and structural analysis, presented through a series of five skill books and readers. The broad sequence is from sounds and letters to short vowels, long vowels, other vowels, and consonants. The Laubach method can be used with groups or one-to-one with specially trained tutors. The approach has been instituted in many correctional education programs, usually with inmate tutors.

Language-Based Approaches

Language Experience Approach. Students dictate or write about their experiences such as a visit from their children or their participation in an Indian pow wow. The study is then used as the reading text. Students are often able to "read" much of the story because they remember the words they dictated. They learn difficult or unfamiliar words using sight words, phonetic techniques, or contextual clues. Groups can also create stories together, then discuss them. The Maryland Department of Corrections with the aid of the Johns Hopkins University Academy has developed a very successful tutoring program that uses a directed listening-language experience approach supplemented with work on sight words, phonics, and comprehension. A tutor training manual with detailed directions is available. (The Resource section contains additional information.)

The Fernald Method. This technique is also used in the Johns Hopkins tutoring program in the Maryland Correctional facilities. It is a kinesthetic, visual and auditory whole-word, combined spelling and reading method used in story writing. There are five stages. In the Demonstration Stage the student tells the teacher the word he wishes to learn and the teacher writes the word (in cursive if appropriate) on a 4" by 11" strip of paper in crayon (for texture). The teacher traces the word and says it while the student watches; then the student copies this procedure until he can write the word from memory. Stage I is similar to the Demonstration Stage except that the

teacher does not demonstrate the tracing of the word. In Stage II, 4" by 6" cards are used and the student no longer traces the word. In Stage III, the student studies the word in the dictionary before writing it from memory on the file card. In the final stage, the student studies the word in the dictionary and then writes it directly in the story or essay. Detailed directions are available in the tutoring manual put out by Johns Hopkins. (See the Resource section in the Appendix.)

Selective Deletion Procedures. In this approach, students read a paragraph with some words deleted and try to fill in the blanks with guesses. Letter clues can also be used in the blanks. This process strengthens the student's comprehension and ability to use context clues to predict vocabulary.

Open-Ended Stories. Students are presented with the first part of a story and are asked to discuss the characters and situation. They then attempt to predict what will happen next. When small groups work together, this procedure usually generates discussion and students refer back to the text to support their arguments. The teacher can write down the various story endings and use them later in alternative language experience activities.

Literacy Volunteers of America (LVA) Approach. Like the Laubach Method, this approach has been instituted in many prisons, such as those in Virginia and Florida, using inmate tutors, but methods follow the language experience approach. In Florida, where the program is aimed at those who avoid formal school programs, LVA trains education staff who, in turn, train inmate tutors to use LVA materials.

WHAT ARE SOME METHODS FOR TEACHING LITERACY TO LIMITED- OR NON-ENGLISH SPEAKERS?

Limited- and non-English speakers can be divided into four categories, and each requires a somewhat different approach:[7]/ (1) pre-literates, who speak a language for which there is no written form or whose written form is rare; (2) illiterates, who speak a language with a written form but can't read or write in that language; (3) semi-literates, who have had some training in reading and writing their own language; and (4) non-Roman alphabetics, who are literate in their own language but don't know the Roman alphabet.

Some suggestions for teaching English to people from any of these four groups are:

- Oral Work. Oral practice should precede activities involving written work, even with people who are semi-literate or literate in their own language. For pre-literate and illiterate people, for example, activities can begin by working with real objects (e.g., a dollar, rather than play money), then linking the real objects to a photograph of the dollar, the symbol $, and finally the written word "dollar." For semi-literates and literates in a language other than English, dialogue about road signs, for example, accompanied by visual depictions of those signs, might precede asking students to circle a written sentence that says "no left turn" and the no left turn symbol.

- **Success-Oriented Methods.** Ensuring that students are successful in the early stages is crucial. Objectives for each lesson should be clearly defined, measurable, and limited. For pre-literates, for example, one lesson might require matching shapes, perhaps by putting an x on the shape that looks different from the rest within a line of shapes.

- **Content Relevant to the Students.** Reading matter might come from a vocational skills program students are also enrolled in, for example, or from their desire to write a letter to their families.

- **Lessons Should be Short.**

- **Eclectic Approach.** A variety of teaching approaches should be used during each lesson, so that students can develop and rely on different learning skills, and points can be reemphasized without boring the students.

- **Sequenced Instruction.** Prereading skills include understanding that ideas and objects can be symbolized through writing, and that sequencing in English proceeds from left to right. Before students can begin to recognize letters, they need to be able to match and differentiate shapes. Sometimes they must even be taught how to hold a pencil correctly. When students are ready to consider meaning, the focus is on word, sentence, and then paragraph meaning. This process can be accomplished by learning sight words; matching pictures to words; arranging words to form sentences; sequencing pictures and sentences to form paragraphs; using physical response exercises which involve responding physically to oral or written commands; and using language experience approaches. Understanding patterns, the last step, includes phonetic analysis, syllabication, and learning to write the Roman alphabet by grouping letters and numbers in patterns.

- **Attention to Cultural Differences.** Nina Wallerstein has developed a "problem-posing" approach to teaching English based on Paulo Freire's educational methods. It deals with more than the technical difficulties in learning English; it confronts issues such as lack of self-confidence, prejudice, and culture shock. Group techniques such as language experience activities, dialogues, and conversation circles help students learn language skills while expanding their world views.[8]/

Although this is necessarily a very brief overview of methods for teaching non-English speakers, the resources in Appendix A suggest references that contain more information.

WHAT ARE SOME WAYS OF LINKING LITERACY WITH VOCATIONAL TRAINING?

One way to ensure that inmates can read job training manuals and do the necessary math is to require that those entering vocational training programs have a certain level of literacy. Another is to teach literacy and vocational skills concurrently.

- Literacy Training Prior to Vocational Education. Several prisons require a reading level of 6.0 for entry into a job training program. Such programs generally use a commercial achievement test such as the TABE as a measure. The problem, as noted earlier, is that a 6.0 score doesn't guarantee that the inmate can actually perform the reading and math tasks required in training and on the job itself. Consequently, a number of correctional education programs coordinate instruction with the specific demands of the vocational program, in some cases using relevant material from shop manuals and texts.

- Concurrent Vocational and Literacy Training. Kennedy Center, the Federal Corrections Institution at Morgantown, West Virginia, has developed a training program for educationally handicapped inmates. During testing, the students' learning handicaps, academic skills, and functional living skills are evaluated. An extensive formal and informal vocational assessment is also conducted. Based on this evaluation the students are placed in a vocational training area where activities are modified to accommodate them. The special education teacher and the vocational teacher work together to break down the tasks involved in learning a particular job. Approaches to teaching these tasks are then modified. For example, verbal teaching is supplemented with visual and hands-on experience.[9]/

  In Texas, the State Department of Corrections has designed a bi-lingual training program for limited-English speakers. A vocational academic teacher provides six hours of language training per week, and collaborates with the vocational instructor to determine what voca-tional terminology to include in language training. Vocational materials written in Spanish are also used.[10]/

CHOOSING EFFECTIVE MATERIALS

What criteria should be used in selecting materials?

Some general criteria include ensuring that materials are:

- varied enough to be appropriate to the diverse needs and learning styles of adult inmates

- relevant to the actual concerns of adult inmates (e.g., materials that deal with the handling of money, caring for children, finding a job, etc.)

- appropriate to performance-/competency-based outcomes

- culturally appropriate

- nonsexist/nonracist.

The Maryland Department of Corrections, for example, varies materials by using student-dictated stories, commercially developed reading materials, word

puzzles, flash cards, phonics drill sheets, and computers to match different learning styles. California has a resource guide that lists a variety of materials appropriate to the competencies taught through the CASAS program (Section 4 contains details).

WORKING WITH STAFF

OBJECTIVE ONE: To be able to identify teacher behaviors that foster student success.

Activity 1: Brainstorm the differences between teaching children and incarcerated adults; or, if more appropriate, the difference between teaching free and imprisoned adults. Given these differences, discuss the characteristics and competencies needed by a correctional education teacher. Information in Sections 1 and 3 provides a basis for or supplement to this discussion.

Activity 2: Think of the students who comprise the class. All teachers categorize their students in one way or another; what categories seem evident among them? Students may be categorized in terms of their behavioral responses to learning (e.g., dependent, easily distracted, enthusiastic, or quiet), in terms of specific learning disabilities (e.g., those who have problems following directions, can't describe what they don't understand), or in terms of interests or backgrounds.

The purpose of this activity is to discover instructors' hidden assumptions about students. Discuss the categories formulated, focusing on explicit and implicit assumptions and expectations about your students. Discuss their possible influence on student achievement.

Activity 3: Consider the most troublesome students in a class, focusing on their behavior and the possible methods to motivate them. Develop a list of successful approaches to motivating students. Such a list might include: (1) providing specific, positive feedback frequently; (2) having "Student of the Week" awards; (3) using motivational bulletin boards; or (4) providing monetary incentives, etc.

OBJECTIVE TWO: To be able to identify racist and sexist behaviors and attitudes that affect teaching practice.

Activity 1: Develop a list of statements that reflect common myths and assumptions about minorities. Use the materials listed below for sources.

Activity 2: Identify ways of using racism and sexism as teaching content.

Possible resources and ideas:

A. Building Multi-Cultural Awareness: A Teaching Approach for Learner Centered Education. This excellent set of curriculum materials geared to adults reading below the fourth-grade level uses language experience approaches and personal experience as the basis for learning to read and developing multi-cultural awareness. It is available from Lutheran Women's Settlement House Program, 10 E. Oxford St., Philadelphia, PA 19125 ($5.00).

B. A Curriculum in Employment: Women and the World of Work. This curriculum for adult women reading below fourth-grade level is designed to teach reading and language skills while exploring sexism and work; topics include "Finding Out About Our Past," "Getting Started," "Non-Traditional Work," "Working Conditions," etc. It is available from Lutheran Women's Settlement House Program, address above ($5.00).

C. Language and Culture in Conflict by Nina Wallerstein (Reading, MA: Addison-Wesley, 1984). This book presents techniques for working with adult ESL students but could be adapted to any adult population.

D. Teaching Strategies for Ethnic Studies by James Banks (Boston, MA: Allyn and Bacon, 1979). Although designed for elementary and secondary students, this book presents ideas that can be easily adapted for adults. It contains many useful suggestions for integrating content about various ethnic groups into teaching reading and math.

E. Black and White Styles in Conflict by Thomas Kochman (Chicago: University of Chicago Press, 1981). This book provides an excellent discussion of how the personal reserve instilled in white students conflicts with the self-expression and assertion encouraged in Blacks. It also contains suggestions for working in the classroom with these differences.

F. Open Minds to Equality by N. Schniedewind and E. Davidson (Englewood Cliffs, NJ: Prentice-Hall, 1983). Also geared for elementary and middle school, it contains ideas adaptable to adults. Topics include integration of anti-racism, anti-sexism issues into teaching reading and math as well as how prejudice and stereotypes affect us and others.

OBJECTIVE THREE: To identify methods of developing peer and family support systems for inmate learning.

Activity 1: Tell the following story or one similar to it. A 40-year-old male inmate reading at the third-grade level described how he was able to persevere in the prison literacy program. "One friend helps me. He pronounces words for me and records them on tape. He's really happy for me when I do good. He's always encouraging me. He gives me cigarettes when I do good. I was really surprised about that."

Have participants relate similar stories and discuss ways of encouraging inmate students to tell each other how they get support to keep at their studies. Explore programs in which students learn how to get the support they need. Also, consult "Managing Independent Living Programs" and the "Florida Life Skills Program" described in Section 4 of this guide. Develop an action plan for setting up at least one formal support group for inmate students.

Activity 2: Discuss ways to set up peer and possibly family support groups in the program. See the programs described above in Activity 1. Consult counselors and psychologists connected with your program for suggestions. Develop an action plan.

OBJECTIVE FOUR: To identify methods of encouraging student participation in diagnosis, assessment, goal setting, and choosing materials and methods.

See the WORKING WITH THE STAFF training outline in Section 2 for appropriate activities.

OBJECTIVE FIVE: To identify successful ways of formally recognizing student achievement.

Activity: Discuss ways of recognizing student achievement that have proven successful. Examples could include graduation programs, certificates for completing certain parts of the program, other kinds of achievement awards, student of the month awards, monetary awards for success, access to privileges such as game days or picnics, linking achievement to eligibility for higher paying prison jobs, etc. Brainstorm all the possibilities. Discuss some of the ideas mentioned earlier in this section.

OBJECTIVE SIX: To devise a plan for acquiring more information and/or training in effective literacy teaching methods.

Activity: Share opinions about effective literacy teaching methods, using information from this section. List the different successful approaches to teaching reading; for example, language experience, phonics-based methods, etc. Decide which methods are worth exploring further; write a brief action plan for obtaining information and/or training in these methods.

OBJECTIVE SEVEN: To develop appropriate criteria for assessing literacy.

Activity: Using the handout "Criteria for Assessing Literacy Materials," discuss these criteria and add others which seem important for the program. Assess the most frequently used materials against this criteria. Review Appendix A to consider new materials.

Handout: "Criteria for Assessing Literacy Materials."

Handout

Criteria for Assessing Literacy Materials

What criteria are useful for selecting materials?

Some general criteria include ensuring that materials are:

● Varied enough to be appropriate to the diverse needs and learning styles of adult inmates.

● Relevant to the actual concerns of adult inmates (e.g., materials that deal with the handling of money, caring for children, finding a job, etc.).

● Appropriate to performance-/competency-based outcomes.

● Culturally appropriate.

● Nonsexist/nonracist.

SECTION 4: LIFE PLANNING FOR INMATES

If released inmates are to be an asset rather than a burden to society, they not only need to acquire literacy and math skills and vocational training, but they also need skills for leading socially productive lives. They need a sense of self-worth and a feeling of dignity. "Life skills" such as employability skills, consumer skills, use of community resources, parenting and family skills, general health care/safety skills, civic skills, intrapersonal/interpersonal skills, and social and personal responsibility skills are also necessary.

In addition, inmates need support in making the transition to life in the community. If released prisoners have ready access to community resources such as human service agencies or inmate advocacy groups, they are more likely to meet their housing, food, job, education, family, and other survival needs than if left to their own devices.

Life Skills

The term "life skills" is often used to describe the following kinds of practical knowledge:

- Employability/job search skills such as career/job awareness, the use of classified ads, writing business letters and resumes, filling out applications, interview techniques, and appropriate behaviors on the job.

- Consumer skills such as money management, comparative shopping, understanding labels and bills, using credit, and shopping for food, housing, clothing, and transportation.

- The use of community resources, such as using the telephone, obtaining help from social service agencies, interpreting postal forms, using the library, and finding child care.

- Health and safety skills such as reading warnings, using prescription drugs, practicing first aid, and maintaining a balanced diet.

- Parenting and family skills (sometimes included under health skills), such as child-rearing practices, understanding inducements to child and wife abuse, and finding alternative ways to settle conflicts.

- Civic skills, such as passing a driver's test, registering to vote, interpreting legal forms, filling out tax forms, and understanding the Bill of Rights.

- Intra- and interpersonal skills such as clarifying values, developing a positive self-concept, improving communication skills, and developing support systems.

- Social and personal responsibility skills such as goal-setting, decision-making, and predicting consequences.

Some of these skills are easily measurable, such as filling out a tax form. Others are applicable over a broad range of life situations and are more difficult to assess, such as interpersonal skills and social and personal responsibility skills. A number of teaching approaches are possible, including focusing on one particular set of skills, integrating several skills (e.g., decision-making and employability skills), or making life skills the major content of the literacy program. According to the program purpose, it may be advisable to focus on a particular area or set of life skills and functionally integrate them into the literacy program, or set up a supplementary life skills component.

Some individual prisons and state systems have developed their own life skills programs. Others have adopted "packaged" programs. Some currently successful prison programs are described below. Appendix A, Resources, describes other life skills programs.

THE ADKINS LIFE SKILLS PROGRAM

This program includes a series on employability skills that covers an examination of student interests and abilities: job exploration, interviews, resources, personal goal planning, job applications, and work habits. It is designed for use in a structured group setting.

Further information is available from the Institute for Life Coping Skills, Inc., 780 West End Ave. (7B), New York, NY 10025, and in the article "Satisfaction in Correctional Education: A Teacher's Perspective" by Dorothy Shandera of the Texas Department of Corrections in the Journal of Correctional Education, Volume 31, Number 1, 1980, pp. 18-20.

ADULT FUNCTIONAL COMPETENCIES CURRICULUM

This model, developed by the New York State Department of Correctional Services for their ABE program, provides illiterate students individualized instruction in reading, math, and language arts within the context of "actual adult problems and situations." Approximately 80 topics are covered in the curriculum, which is arranged in five competency-based courses, including Personal Awareness, Occupational Awareness, The Family, The Home, and Social Awareness. Decision-making skills, employment skills, parenting skills, and use of community resources are some of the competencies taught.

Additional information is available from the State Department of New York, Department of Correctional Services, Albany, NY 12226.

ADULT PERFORMANCE LEVEL CURRICULA

The Adult Performance Level (APL) Project, funded by the U.S. Department of Education, wasn't designed for inmates, but a number of correctional education programs have adapted it. The Project redefines literacy in terms of a set of skills people need to function effectively in their daily lives. Although the curriculum integrates basic academic and life skills and covers a wide range of content areas including consumer, occupational, and health knowledge, it has been criticized for reflecting a definition of success related to income, education, and job status that may not be appropriate for all adult learners.[1]/

There are two sets of curriculum based on this research: The APL Series: Coping in Today's Society, published by Harcourt Brace Jovanovich (1979), and Solving Life Problems, published by McGraw-Hill (1980). These competency-based programs are designed for use in individualized instruction. They incorporate the teaching of basic skills with life skills. However, they are geared to reading levels of fourth grade or above.

Correctional education programs often adapt this curriculum by offering only those modules that meet the interests and needs of their students. The Maryland Department of Corrections, for example, has developed methods for using APL materials with low-level and nonreaders and with learning-disabled students. One technique is to write down students' reactions to the life skills materials and use this "story" as a reading text. The life skills materials can also be recorded on cassette tape and used with written materials printed in raised letters for auditory and kinesthetic reinforcement.

BASIC ADJUSTMENT NEEDS AND NECESSARY ADAPTATION SKILLS (BANANAS)

Developed by a task force at the Jess Dunn Correctional Center in Taft, Oklahoma, this program involves a unique team approach in which the education facilitator, an assigned psychological assistant, a recreation staff person, a health services staff member, a dorm officer, the Born to Win facilitator, a senior case manager, and the inmate work together. The program involves a six-month, three-phased experience consisting of lectures, individual and group counseling, education, physical exercise, role playing, leisure activities, and organizational involvement within the prison and the community. An in-depth assessment, conducted prior to the inmate entering the program, is followed by careful monitoring, focusing on developing and increasing inmate responsibility. Courses such as Born to Win, Intrapersonal Communication, Rational Behavior, and Daily Living are part of the program.

More information is available from the Education Department, Jess Dunn Correctional Center, Taft, OK 74463.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

This competency-based model covers consumer economics, community resources, health, occupational knowledge, government and law, and computation. No specific curriculum has been developed to teach these competencies. Rather, the system provides a means of diagnosing a list of about 160 skills. It provides a Curriculum Index and Matrix, which identifies instructional materials keyed to the competency list. Objectives are competency based and appropriate for adult learners.

Correctional education programs that adapt CASAS choose the competencies from the list to be included in their life skills curriculum, and then choose the appropriate materials from the Curriculum Index and Matrix. Literacy and math skills can be taught along with competencies in each of the content areas. This approach is easily individualized and a variety of teaching methods can be used. Also additional competencies not on the original list can be added. For example, the California Youth Authority has added 28 social development and responsibility skills.

More information is in Chapter Three, Assessment Aids.

THE COMPREHENSIVE COMPETENCIES PROGRAM (CCP)

This competency-based program, which covers academic and functional skills, is designed for individualized, self-paced instruction on an open-entry, open-exit basis. The curriculum is organized into three tiers: basic, intermediate, and advanced. The basic tier, geared for people below fourth-grade reading level, covers basic math and reading fundamentals as well as basic occupational knowledge and life-coping skills.

Core Materials are selected from commercial and public domain print and audiovisual materials at the readability level of the particular lesson. The materials appeal to adults, are not sex- or race-biased, and are readily available at reasonable cost. Also available are computer-assisted lessons and a range of supplementary materials.

Further information is in Chapter Three, Assessment Aids.

THE FLORIDA LIFE SKILLS PROGRAM

This program was developed by a Task Force that wanted "to produce adjusted citizens, not just adjusted inmates." The Task Force, which included representatives from the community colleges and the Department of Corrections, identified 57 life skills categorized in five areas: developing a positive self-concept, developing interpersonal skills, developing rational decision-making skills, adapting to the institution, and adapting to the community environment.

Instruction is in groups, and students who do not read or write can participate successfully. Three modules or units are available covering orientation, communications, and responsibility. More are planned. Necessary teacher skills are tolerance of differences, creativity, flexibility, humility, group dynamics skills, and ability to adapt learning materials to specific populations.

More information is available from Mr. Curt Hall or Ms. Gloria Ward, Florida Department of Corrections, Life Skills Program, 1311 Winewood Blvd., Tallahassee, FL 32301; (904) 488-2288.

INDIVIDUALIZED ADULT LIFE SKILLS SYSTEM

This program provides individualized, competency-based instruction in consumer education, health, recreation, family, and civic skills. The skills taught were selected as a result of an assessment of Georgia inmates that dis-covered that adult inmates were poor (81%), illiterate (66%), and lacking in positive role models, health and hygiene skills, family and parenting skills, and personal finance skills.

The program, which is divided into about 100 modules, utilizes cassette and video materials, simulation games, and problem-solving exercises as well

as written materials. Designed for independent, individualized study, it uses behavioral objectives. Geared originally to fourth- to ninth-grade reading levels, it has been revised for use with low-level students.

The Men's Correctional Institution in Hardwick, Georgia, has adapted this program for older and disabled inmates. Oral presentations and films are used for nonreaders and the visually impaired. Hearing-impaired persons are given special assistance.

More information is available from the Georgia Department of Offender Rehabilitation, Floyd Veterans Memorial Building, 2 Martin Luther King, Jr. Drive, SE, Atlanta, GA 30334.

THE MANAGING INDEPENDENT LIVING PROGRAM

This program was created for the Minnesota Correctional Institution for Women to help released prisoners develop a more independent life style. Female inmates tend to depend on men, chemicals, and alcohol. Also they often fail to assume responsibility for their own behavior, they have difficulty making decisions, and they often act impulsively and in self-destructive ways. They are also likely to have been underemployed, abused, involved in destructive relationships, exposed to negative role models, and have experienced little positive support. Upon release, most must accept positions of low pay and provide care and supervision for their children.

Program developers felt that these women needed to learn how to take control of their own lives. The curriculum they developed helps participants find socially and personally acceptable solutions to their problems. Among the skills taught are career and life planning; goal-setting; decision-making; setting criteria for judging alternatives and outcomes; predicting consequences; resource identification, development, and allocation; consumer skills; effective social interaction; developing positive self-image; and employability skills.

The program uses both group and individual instruction, and is designed for varying levels of ability.

A summary of the program and a 323-page manual are available from Dr. Ruth Thomas, Home Economics Education, University of Minnesota, St. Paul, MN 55108, (612) 373-1530, or through ERIC, ED 224971. Further information is also available from Mr. Roger Knudson, Minnesota Correctional Institution for Women, Box 7, Shankopee, MN 55379; (612) 445-3731.

PACIFIC INSTITUTE VIDEOS

Pacific Institute has developed two video series on life management specifically for inmates. Changing Directions, designed for juvenile offenders and the adults that work with them, could also be used with young adults. It provides information about how past experiences can control future successes, material on self-esteem and expectations, tools for goal-setting, and ways to develop self-confidence. The 18 video units have been used by the

California Youth Authority and the Washington State Criminal Justice Training Commission, among others. Breaking Barriers is a video series for adult offenders featuring Gordon Graham, a former inmate, who now conducts life management seminars. Eight sessions cover such topics as "Checking for Blind Spots," "An Attitudinal Inventory," and "Motivation."

More information is available from David B. Meyers, The Pacific Institute, 100 West Harrison Plaza, North Tower, Suite 500, Seattle, WA 98119; (206) 282-9840.

THE SKILLS APPLICATION PROGRAM

This program, developed at the Muskegon Correctional Facility in Michigan, "provides opportunities for students to develop their personal strengths" by enabling them to both teach and take courses reflecting their interests and needs. The program offers 13 self-paced modules developed by inmates and written in workbook format. Tutors help those in need. Topics range from spelling to sexuality. Also offered are inmate-designed and inmate-taught group courses, including gardening, journalism, and Arabic. Content varies according to available inmate talents. A third set of courses called Life Skills uses commercially developed materials geared to persons reading below the fourth-grade level. Adult Performance Level Curricula (APL) are also taught.

More information is available from Carl E. Carlson, Muskegon Correctional Facility, Muskegon, MI 49442.

WOMEN AND THE WORLD OF WORK

Although not developed for inmates, this program's approach could easily be adapted to correctional education. The purpose of the curriculum is to help adult nonreaders learn how to read, take control of their lives, and gain employability skills. A group approach called "Reflective Dialog" uses pictures, words, and stories to initiate discussion and create teaching materials. Units cover "Finding Out About Our Past," "Non-Traditional Work," and "Working Conditions," among other topics.

More information is available from Lutheran Settlement House Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125.

SKILLS FOR LIVING

This program, developed in 1985, provides balanced training including the cognitive, affective, and behavioral approaches. Also included are the generic skills that participants can apply in many different situations. The program includes five modules: (1) Self-Awareness, Understanding and Worth; (2) Self-Control and Self-Presentation; (3) Understanding Others and Developing Relationships; (4) Identifying and Solving Problems Creatively; and (5) Managing Self and the Demands of Living. Each module contains ten lessons with both student and instructor manuals. More information is available from Terry Anderson, Fraser Valley College, 33844 King Road, RR #2, Abbotsford, B.C., V 254N2; (604) 853-7441.

Establishing Links between the Prison Education Program and the Community

Advisory boards, resource networks, and partnerships with community and business organizations can help ensure that inmates who have increased their skills can apply them in the outside world.

- **Advisory committee.** Such a committee will provide invaluable help in developing or selecting a life skills program appropriate to program philosophy, resources, and constraints. Committee members can include representatives from the prison education program as well as the administration, community agencies, and inmates. These people can determine inmates' post-release needs and devise ways for the institution to meet them. Section 5 contains a more detailed discussion.

- **Resource network.** It is advantageous to create a resource network of contacts with various community service agencies and businesses. A personal contact can allow referral of an inmate to a particular person or name. Being referred to a specific person rather than having to walk into an impersonal agency can make the difference in an inmate's following through on a referral.

- **Community and business partnerships.** Similarly, ties with community support networks, inmate advocacy groups, human service agencies, and educational agencies can result in partnerships that will create opportunities for inmates in vocational training programs that will lead to jobs. For example, the Washington State Department of Corrections and the State Employment Security Department have joined forces to develop several pre-release and post-release programs.

The Ex-Offender Work Orientation Program in Washington provides job placement assistance to felony offenders. Within the correctional institution, inmates are helped to develop the skills and attitudes that will make them employable. For post-release, they are given referrals to education and training programs or job placement assistance by community-based programs, or orientation and follow-up for a minimum of 60 days after job placement to identify and resolve problems.

The Washington State Department of Corrections also conducts a Career Awareness Program offering a broad range of career planning services to inmates in work/training release or on state probation or parole. A four- to six-week career exploration course covers self-esteem, job readiness, communication and decision-making, and planning for action. Clients have access to vocational and employment resources throughout the state and to community resource networks for access to other services. The State of Washington's Series of Model and Demonstration Projects is designed to enhance their other programs by providing pre-release services to improve coordination between corrections and employment programs. The Projects also provide new training or employment opportunities for inmates, where necessary.

Through the support of Mayor Marion Barry, Jr., the District of Columbia's Department of Corrections plans to establish a "Second Chance

Center" in one of the city's wards to provide personal adjustment/job readiness, education, and job development counseling to newly released prisoners. A Hotline has already been established to assist ex-offenders with community adjustment problems.

Further information on establishing links with the community is contained in the next section.

WORKING WITH STAFF

OBJECTIVE ONE: To design a pre-release component for an education program.

Activity 1: Review Handout 1, "Pre-release Program Components." Discuss the information presented at the beginning of this section. Make a list of additional ideas developed by the group.

Handout 1: "Pre-release Program Components"

Activity 2: Decide which pre-release components in Handout 1 the program can implement. See the "Criteria for Determining Priority of Need" handout in Section 3 for assistance in making this decision.

Activity 3: If a life skills program is planned, first review Handout 2, adding any skills that appear to be missing. Review and discuss Handout 3. Write an action plan, outlining the establishment of a life skills program.

Handout 2: "Life Skills"

Handout 3: "Choosing a Life Skills Model"

PRE-RELEASE PROGRAM COMPONENTS

1. **COMMUNITY/BUSINESS ADVISORY BOARD.** An advisory board can be a big help in planning and updating a pre-release program. It can even be a potential funding and support resource. All sections of the local community should be represented on the board: business, labor, education, service agencies, churches, ex-offenders. Some of these members should be minorities and/or women.

2. **RESOURCE COUNCIL OR NETWORK.** These are local networks or councils composed of various social service organizations, businesses, and other community groups. The program can develop a network or participate in one already existing. Such networks provide direct contact with local agencies that can help students make a smoother transition to the "outside."

3. **PARTNERSHIPS WITH COMMUNITY, BUSINESS, AND EDUCATION.** Contacts made through the advisory board and resource network can lead to partnerships that can provide specific services to the pre-release program as well as to released inmates. Such services might include career awareness programs, fairs, or talks; assistance in applying for money to attend school upon release; job placement, etc.

4. **LIFE SKILLS PROGRAMS.** These educational programs offer training in such areas as employability skills, consumer skills, use of community resources, health skills, parenting and family skills, civic skills, intra- and interpersonal skills, and social and personal responsibility skills. Training can be directly tied to literacy training, or programs can be offered separately. Many models already exist and vary widely in content and form.

LIFE SKILLS

The term "life skills" is often used to describe one or more of the following sets of skills.

- Employability/job search skills, such as career/job awareness, using classified ads, writing business letters and resumes, filling out an application, interviewing techniques, and appropriate behavior on the job.

- Consumer skills such as money management, comparative shopping, under-standing labels and bills, using credit, and shopping for food, housing, clothing, and transportation.

- Using community resources such as reading a telephone directory and using the telephone, obtaining help from social service agencies, interpreting postal forms, using the library, and finding child care.

- Health and safety skills such as reading warnings, using prescription drugs, practicing simple first aid, and maintaining a balanced diet.

- Parenting and family skills (sometimes included under health skills), such as child-rearing practices, understanding inducements to child and wife abuse, and finding alternative ways to resolve conflicts.

- Civic skills, such as passing a driver's test, registering to vote, interpreting legal forms, filling out tax forms, and understanding the Bill of Rights.

- Intra- and interpersonal skills such as clarifying values, developing a positive self-concept, improving communication skills, and developing support systems.

- Social and personal responsibility skills, such as goal-setting, decision-making, and predicting consequences.

CHOOSING A LIFE SKILLS MODEL

As with all planning, it is essential to consider inmates' character-
istics, the program's philosophy of education, and particular program circum-
stances. Specific questions to ask are:

● What are the unique characteristics of the inmate population?

How do education level, age, sex, race, background experiences, and
motivation affect the needs of the students? For example, one program
found that female prisoners tended to be very dependent in their
relationships with men. The program thus focused on teaching female
inmates how to make their own decisions and take care of their own
survival needs.

● What influence will the philosophy of education have on the life
skills presented?

If primary emphasis is on academic and vocational skills, then life
skills should primarily be employability skills, with little time
devoted to parenting or interpersonal skills. Also, if there is a
separate life skills program, it should reinforce academic and/or
vocational skills.

If the educational philosophy highlights social development as a goal,
those skills that make social interaction more successful (e.g.,
parenting, consumer, civic, intra- and interpersonal skills) should be
included.

Programs with a philosophy that emphasizes taking responsibility for
one's life will probably devote curriculum time to social and personal
responsibility skills.

● Should the life skills program be integrated with a literacy program
or should it be a supplementary life skills program?

The staff available and level of funding will influence this decision.

● What are the unique circumstances of the correctional setting that may
influence the life skills program?

Does the corrections system already have a pre-release center? If so,
what kind of programs does it offer? Does it provide life skills
training?

What kind of administrative and funding support is available?

How much time does the staff have to adapt an existing program or
develop and teach a new one?

SECTION 5: FORMING PARTNERSHIPS WITH BUSINESSES AND THE COMMUNITY

Through partnerships with businesses and the community, the public can be alerted to the work of correctional education and the literacy program can be enriched with services that the prison couldn't provide by itself. Also, a contribution to the community can be made through inmate public service. Although the most common partnerships are those developed with local educational agencies--most typically a local community college or university--other community and business links can be established in a variety of ways. Possibilities include:

- advisory boards
- resource networks
- cooperative arrangements with community service groups
- educational agencies and libraries
- government agencies
- labor, business, and industry.

What are Some Public Relations Techniques?

Since prison education programs don't have a natural supportive constituency, correctional educators must "get the message out." Public support can be developed through publicity campaigns and by convincing outside people to visit the program. Perhaps the most effective image booster, though, is developing a program that utilizes the inmates' skills in a public service program.

Publicity campaigns rely on press releases, free public service announcements on radio and television, and articles in newspapers as well as in professional journals. Talks to local business, church, human service, and labor groups can garner additional support for the program.

During periodic tours, such groups can visit the program. In addition, some prisons allow members of the community to take some classes with inmates. Local tutors and teachers can also be recruited to work in the program.

Many prisons set up community service programs staffed by inmates. At the Jess Dunn Correctional Center in Taft, Oklahoma, for example, inmates can become members of the "Disaster Team." They receive training in emergency medical procedures, CPR, first aid, and similar response skills from the local vocational-technical school. Similarly, the Kansas State Industrial Reformatory's Recording Project operates in partnership with the Learning Cooperative of North Central Kansas. Inmates who work for the Recording Project make audiotapes of textbooks and other learning materials for use by blind and/or disabled public school students. In the past five years they have recorded over 4,000 tapes. Such programs present a positive image to the public, and at the same time, improve inmates' self-images.

Why Set up an Advisory Board?

An easy, inexpensive, and useful way to establish connections with the local community is through an advisory board. As explained in the previous section, post-release planning advisory boards can provide information about business and community groups willing to train or employ ex-offenders. Advisory boards can also assist in setting up a realistic apprenticeship program. At the Garrett Heyns Education Center in Shelton, Washington, each vocational program has its own advisory board of people actively involved in the trade taught. The Michigan Department of Corrections policy mandates that each apprenticeship program set up an advisory board of representatives from corrections, business, and labor. Inmate representatives can also be included.

As previously suggested, advisory boards should include representatives from all segments of the community as well as from corrections. Community participants can be drawn from local educational agencies, businesses, industry, churches, human service agencies, civic groups, and labor. Ex-offenders and present inmates should also participate on advisory boards to provide inmates' perspectives on particular programs. Programs that affect women and minorities should have members from those groups on their advisory boards. Also, literacy advisory groups would benefit by including a member of the local literacy council.

Which Resource Councils and Networks are Useful to Join?

As of January 1985 there were literacy councils in at least 20 states. State and local councils, coalitions, and committees often act as coordinating bodies for literacy efforts and can provide information on such matters as locating materials, data on the latest methods, and staff trainers. Community service councils, comprised of community agencies and businesses, can be tapped to provide services to inmates and ex-inmates. Both literacy and service councils are useful groups to join.

Often, one or two program staff members start their own resource networks by making contact with local teachers, community groups, and businesses. These contacts tend to develop informally and gradually, but it is advisable to inform all staff members about them. The education department can join a more formal network. For example, the Educational Services Program of the District of Columbia's Department of Corrections has created a network of social service organizations, businesses, and industry called the Key Communicators Network. Appendix A provides further ideas.

Cooperative Arrangements in the Local Area?

Some community groups are established to offer free services. Following are a few examples:

Church groups can provide Bible study groups, which can motivate some inmates to improve their reading skills. They may also have alcohol and drug abuse programs or transition programs that provide support for ex-offenders.

People from <u>community support networks</u> can visit inmates in prison and assist those re-entering the community. Women's support groups, Native American visitation programs, and support groups for inmates' families have developed free resource guides for released prisoners, and set up Prison Mother/Infant Care Programs, Indian sweat lodges, and networks to distribute inmate writings and artwork.

<u>Advocacy groups</u> usually try to improve educational and employment opportunities for a particular constituency. Such groups have helped programs set up workshops on domestic violence (e.g., Purdy Correction Center in Washington); nontraditional vocational training for women, Native American cultural classes, Black history weeks, and similar types of programs. At the Clinton Correctional Facility in Dannemora, New York, the inmate NAACP branch recently won the Thalheimer Award, the most prestigious award given by the NAACP, for its assistance to a correctional education program. The inmate chapter gives monetary awards to high achievers, provides inmate tutors, donates books to the library, and develops programs for children to visit parent inmates.

<u>Tutorial programs</u> are widely available from Laubach Literacy Action and Literacy Volunteers of America (LVA). Laubach Literacy Action (LLA) trains and certifies tutors to teach reading and writing, including English as a Second Language. The local LLA may be able to supply volunteer tutors or help set up an inmate-run tutoring program. LLA can also supply instructional materials focusing on the use of phonetic and structural analysis.

Literacy Volunteers of America also trains and provides tutors. LVA uses a language experience approach based on students' individual interests. LVA can provide LLA-developed, tutor-made, and commercial materials.

Some prisons set up their own programs independent of LLA or LVA. For example, the Cook County Jail in Chicago has developed the PACE volunteer program, which brings community volunteers together with inmate students. Tutors (who are mainly college students and local business and professional people) are matched with inmates for six-week work periods. Inmates and tutors are put together on the basis of inmates' needs and tutors' corresponding skills.

<u>Human service agencies</u> can offer training in some areas of life skills. Parenting classes, for example, have been developed in partnership with community groups. Employment, child care, housing assistance, and other services can also be made available to ex-offenders through agencies that handle these services.

How Can Educational Agencies and Libraries be Included in a Network?

Local public schools, community colleges, universities, and educational cooperatives are generally willing to form partnerships with correctional education programs. These schools and colleges can provide teachers, and in some cases, complete educational programs. The advantages are mutual, as teachers with special expertise gain employment and inmates derive educational benefits as well as practice in adjusting to the outside world. Westville

Correctional Center in Westville, Indiana, for example, hired local public
school teachers to operate a summer program in fine arts. At the conclusion
of the program, inmates were allowed to participate in a large-cast musical
review.

Often, community colleges are able to operate part or all of a correc-
tional education program. As one example, the local community college in
Shelton, Washington, runs the entire educational program at the Washington
Corrections Center.

Faculty and staff from the local colleges can offer basic education, high
school programs, vocational programs, and college transfer/Associate Degree
programs as well as audiovisual and computer support. Ohio's Wilmington
College and the Lebanon Correctional Institution offer computer literacy
classes to all staff in the prison. Security, teachers, secretaries, social
workers, even the warden, attend classes offered at convenient times, and
release time from work is also possible. "The program does a great deal to
help everyone get better acquainted and learn each other's needs."

Community colleges and universities can also be excellent resources for
correctional education curriculum development. Several of the life skills
programs described in Section 4 were developed in collaboration with local
post-secondary schools and other educational agencies. The Managing
Independent Living Program in Minnesota and the Florida Life Skills Program
are examples.

A prison/community college partnership can also provide an educational
program with interns and volunteers. College students are often able to get
school credit for such work, while they gain invaluable experience as future
teachers and administrators. Their institution benefits by being able to
offer their students an educational experience not otherwise available. In
exchange, inmates from the program may be able to provide services for local
educational agencies, such as recording textbooks and other materials on
cassettes.

Cooperative arrangements can also be made with local libraries to provide
access to books and other materials that may not otherwise be available.

What Types of Programs Can Local Businesses, Industry, and Union Groups Sponsor?

Local businesses and industries can offer certain inmates individualized
on-the-job employment training or trade and craft apprenticeships. A compre-
hensive set of policies developed by the Michigan Department of Corrections
demonstrates how apprenticeship programs are established and conducted. A
detailed guide for implementing apprenticeship programs for women is also
available from the U.S. Department of Labor, Women's Bureau. (Appendix A
contains details.)

In addition to providing training or apprenticeship programs, some busi-
nesses may be willing to provide volunteer tutors. Representatives from

labor, business, and industry can also speak to students about various aspects of employment skills and career decision-making. They can also participate in employment and training fairs, life skills and vocational education classes, special workshops, and other programs.

What Partnerships do Correctional Education Programs have with Government Agencies?

Many of the partnerships mentioned on the preceding pages operate in cooperation with government agencies. The Michigan Department of Corrections apprenticeship programs, for example, are developed with the assistance of the U.S. Department of Labor, the Bureau of Apprenticeship Training, and the State Department of Education, Division of Vocational Education. Another government agency/correctional education partnership is the Artist-in-Residence Program, Purdy Corrections Center for Women, Washington. Co-sponsored by the Washington Department of Corrections and the Washington State Arts Commission, this program hired a clown-mime to conduct workshops with inmates and help them put together a videotaped show. A muralist was also brought in to teach painting and drawing and help inmates create a mural. Both activities motivated inmates to enroll in the educational program and enhanced the self-image of the inmate muralists and videotape producers.

WORKING WITH THE STAFF

OBJECTIVE ONE: To decide what links the program can establish with business and the community.

Activity 1: Discuss the program benefits of developing links with the community and business. The beginning of this section provides information.

Alternative Activity: Discuss what community and business links are already in place and those existing in other programs.

Activity 2: Deliver a brief talk on successful examples of correctional education/community business links. The beginning of this section provides information.

Activity 3: Brainstorm and then discuss the types of links the program can develop. Use Handout "Types of Community/ Business Links" as a focus for discussion.

Handout 1: "Types of Community/Business Links"

Activity 4: Formulate an Action Plan. Include: (1) need, (2) type of linkage, (3) obstacles, (4) support, (5) steps to take, (6) who is responsible for which steps, and (7) time lines.

Handout 2: "Action Plan"

TYPES OF COMMUNITY/BUSINESS LINKS

1. PUBLIC RELATIONS.

Public relations techniques help inform people about an effective program. They can help lay the groundwork for developing community support.

- **Publicity Campaigns.** Develop a positive image for the program through press releases, free public service announcements on radio and television, articles in the popular press, professional journal articles, and talks to local business, church, human service, and labor groups.

- **Program Visiting.** Periodic tours for interested community groups and hiring of community people as tutors and aides are ways to get people "on the outside" to see the program.

- **Inmate Community Service Programs.** Ways to get the program into the community include such projects as the "Recording Project" in which inmates record tapes of textbooks for handicapped public school children.

2. ADVISORY BOARDS.

Advisory boards are easy, inexpensive ways to obtain valuable help in program planning and access to resources.

- **Literacy Advisory Boards.** Representatives from educational agencies, local literacy councils, business, civic, church, and other community groups as well as correctional staff and inmate representatives can help improve a program. They can also be a resource for many aspects of a program including volunteer tutors, staff development, vocational counseling, and improving relations with prison staff and the community.

- **Vocational and/or Apprenticeship Advisory Boards.** These should include representatives from business and labor who are actively involved in the trade(s) taught. Inmates and correctional staff should also be board members.

- **Post-Release Planning Advisory Board.** This board should include representatives from the community who can advise on planning for inmate release and on services for ex-offenders.

3. RESOURCE NETWORKS OR COUNCILS.

Membership in resource networks will increase the information, resources, and support available to the program.

- **Join Existing Networks.** Examples include local literacy councils, community service networks, the Competency-Based Adult Education (CBAE) Network, and information clearinghouses such as the Clearinghouse on Adult Education and the National Institute for Citizen Education in the Law (NICEL).

- **Create a Network.** Formal contacts with local service and education agencies and with local business and industry allow ready referral of students to resources upon their release.

4. COOPERATIVE ARRANGEMENTS.

Cooperative arrangements are formal partnerships with groups that can provide services not affordable within a prison education program.

- Church groups provide Bible study for motivation and tutors.

- Community support networks and advocacy groups can help set up educational programs in such areas as parenting and Native American culture.

- Tutorial programs such as Laubach Literacy Action and Literacy Volunteers of America are widely available.

- Human services agencies can offer pre- and post-release services such as employment skills.

- Educational agencies can provide teachers, interns, programs, and curricula.

- Libraries can loan books and films not otherwise available.

- Local business and industry offer apprenticeship and job-training programs and job fairs.

- Government agencies can provide such programs as artists-in-residence, job training, and career awareness.

ACTION PLAN

Need: _____

_____

_____

Type of Linkage Desired: _____

_____

_____

_____

Obstacles: _____

_____

_____

_____

Supports: _____

_____

_____

_____

Steps to be taken, including person responsible and time line: _____

_____

_____

_____

_____

_____

_____

_____

SECTION 6: PROGRAM EVALUATION

Program evaluation in correctional education is often limited to collecting sufficient data to satisfy funding sources. Although statistics such as student scores on the TABE or number of students served are sufficient for accountability, they indicate only part of the story. How are individual students succeeding? Are they learning what they really need or what they want to learn? What aspects of the program need expansion, revision, or discontinuing? What further training does the staff need? Good program evaluation helps answer these questions by indicating what succeeds and how to plan for improvement.

This section provides a step-by-step outline for evaluating prison education programs.[1]/

Identify the Purpose of the Evaluation

This seemingly obvious step is often overlooked. It is essential to decide the purpose of an evaluation. Possible purposes include:

- Determining whether students are meeting their learning goals.

- Determining whether the program is meeting its goals.

- Gathering data to make decisions about expansion, revision, or discontinuation of aspects of the program.

- Determining professional development needs.

- Gathering data to submit to funding sources and accreditation and regulation agencies.

- Public relations.

Identify Program Goals or Desired Outcomes

These should be fairly specific, such as "raising the reading level of all inmate students to an eighth-grade minimum." If the program goals have been restated as performance- or competency-based objectives, these may be useful in conducting evaluation. The "Institutional Self-Assessment Measure," based on the CASAS model, provides one example of competency-based program goals used as the basis for program evaluation. (See Chapter Three, Assessment Aids.) This measure can be used for most of the evaluation purposes listed above, including assessing student progress, program planning needs, and staff development needs. It covers management, instruction, and counseling.

Decide What Questions the Evaluation Will Answer

The questions should relate directly to the purpose(s) of the evaluation and program goals. Different purposes will dictate different questions but

any evaluation should reflect the program goals. For example, program goals might include developing job-seeking skills and the ability to take responsibility. At the same time, one of your reasons for evaluation might be public relations. The question follows then, "How does our program benefit the prison community and the outside community?" Subquestions would include, "How many inmate students developed job-seeking skills? Did they use these skills upon release? Is there a positive relationship between prisoners' behavior and their acquisition of responsibility skills?" If the purpose for evaluation was program planning, the following questions instead might be asked: "What job-seeking skills are being taught? Are these skills relevant to the current job market and to the vocational programs offered?"

Choose the Evaluation Procedures to be Used

Evaluation may be formative, summative, or both. Formative evaluation is on-going and usually conducted internally by program staff. Formative monitoring of a program might look at inmate progress, staff and administration reactions to the program, and how various action plans are implemented. Summative evaluation occurs on a periodic basis and provides an overall picture of the program. It can be conducted internally by program staff, by external people, or by a combination of the two. Such aspects as outcomes, components (e.g., curriculum, materials, counseling, etc.), and facilities, equipment, and procedures can be examined.

A variety of methods of data collection should be used. Quantitative methods provide numerical information. Statistical data such as enrollment figures, retention rates, types of inmates served, test scores, and certificates awarded are common examples. Professionally developed tests to measure attitudes, interests, values, achievement, and other student characteristics can also be used, and probably will provide higher quality data than an internally created test, since professionally developed measures have been field-tested and validated.

Qualitative data, on the other hand, is descriptive information. Descriptions of methods used and activities completed, outlines of curriculum content, and observations and reports of student satisfaction are examples of such data. Maryland correctional education programs, for example, administer an anonymous questionnaire to students asking them to answer "yes" or "no" to questions about their teacher (e.g., makes the subject interesting, is generally patient, understands student needs). Questions can be read to students who cannot read and comments are encouraged.

Whatever the mix of approaches used, collecting only the data needed and using instruments suited to the evaluation questions will minimize the job of evaluation.

Identify Which Staff Members Will Conduct the Evaluation

Time and money will be the primary practical considerations. For internal evaluations, the director of the educational program is probably the most appropriate person to conduct an evaluation. Some tasks can be given to

staff members, though. For external evaluation, a professional consultant should be hired when possible, or volunteers enlisted from the local university or community.

Collect, Tabulate, and Analyze Data; Report Results

Simple charts and graphs can convey a lot of information. Direct the report to a particular audience. A program evaluation designed to help staff in program planning requires a different report from an evaluation intended to foster community support for the program. Reports should include a cover page; an introduction outlining the purpose of the evaluation; graphs or charts wherever appropriate; a description of the procedures; and a summary of the results, conclusions, and recommendations.

Develop an Action Plan

Specify how each recommendation will be dealt with, who will be responsible, and what the time line will be.

WORKING WITH THE STAFF

No specific set of activities is suggested; the best approach is to work with the staff following the steps outlined above. Consult Appendix A for references to books and articles with useful information on evaluation.

CHAPTER THREE: ASSESSMENT AIDS

The problem of assessment in correctional programs epitomizes the general premises offered in Chapter One, that prisons are probably the most difficult settings for teaching adults to read, write, and compute, but that it can be done, and effectively. Educators in various correctional programs across the country are finding ways to make assessment meaningful and functional in dispelling the fear of failure and advancing the literacy of inmates. To supplement the suggestions offered in Chapter Two, this chapter (a) describes the California Adult Student Assessment System (CASAS) and the Comprehensive Competencies Program (CCP), two comprehensive assessment models currently being successfully adapted to correctional settings, and (b) presents an annotated list of assessment aids currently used in prison literacy programs.

SECTION 1: ADAPTING EXEMPLARY ASSESSMENT MODELS

Several recently developed adult education models include fairly complete
assessment systems that are well suited to the needs of correctional pro-
grams. Two of the most comprehensive, CASAS and CCP, are currently being used
at a number of prison sites. This section gives a brief overview of each,
describes their major components, and explains implementation requirements.

California Adult Student Assessment System (CASAS)

CASAS is a complete assessment model designed to identify a common core
of competencies for all levels of adult basic education and ESL in a variety
of educational settings. It was developed by a consortium of 40 California
districts and agencies in response to a need for new measures tailored to the
state's burgeoning competency-based adult education programs. Since the
competency-based approach "assumes that each learner moves at a different rate
through an individually determined course of instruction in pursuit of the
learner's particular real-life goals," traditional measures such as grade-
level gains or hours attended are not applicable. Rather, assessment must be
based on attainment of specific, explicitly stated behavioral outcomes agreed
upon by individual learners.

The system's flexible scaling procedures permit local programs to select
or design tests that measure their own locally defined competencies and
learning outcomes; at the same time they provide a framework for common arti-
culation of goals across programs and agencies. Its materials and procedures
address four student assessment functions:

1. **Placement**

   - What program and level are appropriate for initial placement,
     based on student goals and current level of functioning?

2. **Diagnosis**

   - Where should learning begin?

   - What educational strategies will be effective in student goal
     attainment?

3. **Monitoring Progress**

   - Is the student making progress and in what areas?

   - Has the student learned the subject matter?

   - Is additional instruction needed?

4. Certifying Competency Attainment

- Has the student demonstrated mastery of competencies at the level specified?

- Is the student ready to move to the next level or exit from the program?

- Has the student demonstrated the prerequisite skills and competencies needed to enter a new program?

It also includes procedures for program evaluation to systematically determine (a) the effectiveness of the instructional program and of various teaching strategies, and (b) curriculum and instructional validity, allocation of resources, and staff development needs.

CASAS has been approved as an exemplary program for national dissemination through the National Diffusion Network, and has been implemented in more than 60 agencies in California, including state correctional institutions and county jail programs. Currently, additional states, such as New Jersey and Maryland are in the process of implementing the CASAS program.

MAJOR COMPONENTS

The model encompasses a set of specific core competencies to be taught, an index of instructional materials, a bank of test items for assessment, and specially developed pre- and post-survey tests to gauge student level of functioning.

CASAS Competency List. To directly link assessment to curriculum and instruction, CASAS has identified a core of common competencies considered representative of the skills and knowledge taught in most adult education programs. It contains 132 competency statements within the general life skills content areas of Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government and Law. An additional 37 statements have been included for computational skills. Sources for the competency statements include adult education projects validated for national dissemination; namely, the Adult Performance Level Project (APL), the External Diploma Program, and the CLASS Project. These competencies have been refined and validated over a five-year period by more than 40 adult educational agencies participating in the CASAS Consortium, including correctional education programs.

CASAS Curriculum Index and Matrix. Identifies selected instructional materials that are competency based, appropriate for adult learners, and coded to the CASAS Competency List. It also identifies the appropriate program and level of instruction. Currently 102 publications are included in the Index, which is updated on a yearly basis according to standards established by the CASAS Consortium.

CASAS Item Bank. The heart of the CASAS model is its bank of more than 2,000 test items that directly reflect the core competencies. Over 100,000 adult students were involved in the field-testing of items, which were calibrated to measure life skill competency statements. Each item is coded to the CASAS Competency List and specifies the content, competency area, competency statement, and task being measured. The Scale underlying the item bank permits testing not only on specific competencies, but also on a continuum of difficulty from beginning through advanced levels of ABE and ESL programs. Institutions can select items that specifically measure progress across program levels because of the common underlying scale. The item bank concept is not limited to the more traditional multiple-choice items, which rely on reading ability, but can also include listening, writing, and other alternative modes.

CASAS Life Skills Achievement Tests. To measure student progress across California's many adult education programs from beginning through advanced levels of ABE and ESL, three levels of survey achievement tests have been constructed. At least two equivalent test forms were constructed for each program level. Content and range of item difficulty were matched in designing the equivalent forms. An achievement scale was calculated for each test form. This scale permits measurement of student progress on an equal interval scale, independent of norm groups, and referenced to content difficulty and competency. These tests also provide criterion/content information about student mastery, since every item has a scaled standardized difficulty level and also is referenced to each specific competency statement selected. Test results can then be used to provide more valid data on individual student achievement as well as group achievement after an instructional intervention such as 100 hours of instruction.

TESTS DEVELOPED FROM THE CASAS ITEM BANK

1. CASAS Life Skills Survey Achievement Tests, levels A, B, C, reading and listening tests, alternate forms for each level.

2. CASAS Pre-vocational Life Skills Survey Achievement Tests, levels B and C, reading, alternate forms for each level.

3. CASAS Machine Shop Reading and Listening Tests, one level only.

4. CASAS Locator Test--locates students into correct test level.

5. Locally developed Placement and Level Exit Tests.

MANAGEMENT OF CURRICULUM AND ASSESSMENT

Test scoring and test reports for students, teachers, and sites are available for those scoring tests by hand and also by computer. Sample record-keeping forms are also available for both alternatives. Microcomputer programs have been developed to assist in evaluating group progress and analyzing a range of class and program variables that affect instruction.

TECHNICAL ASSISTANCE/TRAINING WORKSHOPS

To assist agencies with the design and implementation of an assessment system for competency-based programs, training workshops are available for agency staff that address Planning, Item Writing, Test Construction, Use of Data for Evaluation, Applied Performance Measures, and Classroom Use of Assessment. Also 13 agencies serve as CASAS Demonstration Sites to provide assistance to other agencies planning for implementation of a competency-based assessment system.

More information is available from CASAS, San Diego Community College, 3249 Fordham Street, San Diego, CA 92110.

THE COMPREHENSIVE COMPETENCIES PROGRAM (CCP)

The CCP is a flexible competency-based system, providing individualized, self-paced instruction for a broad spectrum of disadvantaged learners, delivered on an open-entry, open-exit basis. It covers (a) academic objectives from the beginning level up to post-secondary education and training, and (b) a comprehensive array of functional objectives essential for successful adult performance in the workplace, the marketplace, and the home. These objectives and corresponding mastery tests are arranged starting with highly specific and moving up to more global units to allow the range of instruction to be adopted wholly or in parts, as either a core or supplementary component of youth and adult programs.

CCP was developed in 1982 by Robert Taggart at the Remediation and Training Institute and has been replicated at 41 sites, including community-based organizations, vocational schools, alternative schools, correctional facilities in Ohio, and programs operated under the Job Training Partnership Act.

Major Components of CCP

Separate components address two broad areas of competency:

The Academic Competencies Component covers reading and writing skills (comprehension, grammar, vocabulary, and usage) and mathematics skills (addition, subtraction, multiplication, division, fractions, decimals, metrics, personal math, as well as some basic trigonometry, algebra, geometry, and calculus). Also included are more advanced high school level offerings in science, social studies, literature, and the arts. These academic competencies parallel the basic skills covered by most primary and secondary school curricula, including advanced skills needed for college entry and those often covered by remediation programs at the post-secondary level.

The Functional Competencies Component covers employability, consumer economics, citizenship, health and safety, and community resources in terms of the applied problem-solving, communication, and computation skills necessary to function successfully in adult life (e.g., reading want ads and completing job applications, comparative shopping and budgeting, voting and understanding contracts, and accessing public transportation).

Tiers. Within these two broad competency domains, the specific learning objectives and the materials to achieve them are structured hierarchically. At the most general level, each component contains three tiers: Basic, Intermediate, and Advanced. For example, in the Academic Component, the first tier covers skills roughly equivalent to those offered in grades 1-4, the second tier covers grades 5-8, and the third tier covers high school equivalency and college entry.

Each of these three tiers is in turn subdivided into four levels. In the Academic Component they correspond roughly to grades in that successful completers of each level will usually average the corresponding grade achievement on norm-referenced tests. Hence, completers of the first tier in the Academic component will have achieved "basic literacy" as it is usually defined, and will have reached the "takeoff" point where learning is more independent and gain rates accelerate. Completers of the Intermediate segment (Tier 2) will have the necessary skills for entry into and mastery of GED programs, as well as beginning employment. The first two levels of the advanced tier provide GED-level skills, whereas the second two levels can prepare an individual for college or for entry into advanced vocational training.

The three tiers of the Functional Competencies Component correspond roughly to Adult Performance Levels, as measured by the tests developed under the Adult Performance Level project in the early 1970s. Completion of materials in the basic tier of the Functional Component should assure at least marginal competency mastery, or APL Level 2, and completion of the Intermediate tier should assure APL Level 3 or adequate competency on each functional dimension. Some states provide high school accreditation for mastery of the materials in the Advanced tier, some requiring completion of the GED as well.

In each tier, the broad academic and functional competencies domains are subclassified into subject strands of related and progressively more challenging objectives and materials, and these are sequenced across the four levels within the tier. Just as regular education curricula become more varied and specific at higher levels, the strands are more numerous and definitive in the more advanced tiers. The Basic tier of the Academic Competencies Component contains two subject strands--(a) Basic Mathematics and (2) Reading Fundamentals. The Intermediate tier contains three strands--(1) Intermediate Mathematics, (2) Developmental Reading, and (3) Specific Language Skills. The specification of subject strands in the Advanced tier follows the convention adopted in the General Educational Development tests and the College Level Examination Program; i.e., there are five subject strands covering (1) Advanced Mathematics, (2) Reading and Humanities, (3) Writing, (4) Social Studies, and (5) Science.

In the Basic and Intermediate functional competency tiers, there are also two and three strands, respectively. In Tier I, the strands are (1) Basic Occupational Knowledge and (2) Coping Skills; in Tier II, the strands are (1) Intermediate Occupational Knowledge, (2) Intermediate Consumer Economics, and (3) Life Skills. The Advanced segment is structured around the Adult Performance Level tests, with five strands covering (1) Advanced Occupational Knowl-

edge, (2) Advanced Consumer Economics, (3) Government and Law, (4) Health, and (5) Community Resources. A greater relative emphasis on employment preparation occurs in the Basic and Intermediate tiers because job readiness and access are probably the most critical immediate needs of the individuals with limited academic skills who would be placed in these tiers.

Each level of a subject strand is further broken down into instructional units and lessons. The units can be mastered in less than ten hours and the lessons within the units can be completed in an hour or less.

For each lesson objective, specific assignments reference commercial and public domain print and audiovisual materials, providing specific pages or sections appropriate for the lesson objective. The recommended Core Materials for each lesson were selected to assure lesson quality, readability at the assigned level, appeal to an adult or young adult audience, absence of race and sex bias, as well as availability and reasonable cost. An inventory of these materials references them to subject strands. Also included are computer-assisted instruction lessons and a range of Supplementary Activities.

Although the framework and curricula of the CCP are comprehensive, they are completely modular. Any subset of tiers, subject strands, levels, or units can be used alone. For instance, Levels 1 and 2 of the third tier of the Academic Component represent a self-standing GED program. Similarly, an employment program might focus solely on occupational knowledge in the three tiers of the Functional Competencies Component, or perhaps just the job search levels within these subject strands, so only materials used in these strands or levels need be purchased.

The organizational matrix of objectives and materials is supported by a framework of mastery tests, which can be used to determine general as well as specific competencies before and after instruction. These tests allow each individual to be placed in an appropriate tier, strand, level, and unit, and then to advance through lessons, units, levels, strands, and tiers as quickly as mastery is achieved. Thus, different individuals may begin at different points in the hierarchy, using different materials at any time, achieving mastery of assignments or completing the entire program at quite different speeds. An individual may be receiving instruction at one level in one subject strand, such as Intermediate Mathematics, but at another level in another strand, such as Reading Fundamentals.

Short Tier Locator Tests covering reading and mathematics skills are provided to determine whether the individual's competencies are in the basic, intermediate, or advanced range. Tier Mastery Tests are composite indicators of competencies within each strand, so that relative subject strengths can be determined. Subject Strand Mastery Tests determine at which of the four levels in the tier instruction should begin for each subject strand. Level Mastery Tests can be used to determine appropriate unit placement. Alternatively, the Unit Mastery Tests can be taken sequentially until the learner is unable to pass, and then instruction can begin with this unit. There are two forms of almost all Mastery Tests, and in nearly all cases, test items are sectioned to address subsumed lessons, units, levels or strands, so that sec-

tion subscores provide diagnoses of more specific deficiencies. The placement tests are sequenced and then followed by an assessment of performance in actual materials, so the system is not totally reliant on single diagnostic tests.

The mastery tests are also used to measure, track, and indicate competency attainment and progress within the CCP hierarchy of competency objectives. At the end of each lesson (usually 15 minutes to one hour) there is a Lesson Mastery Test contained in the materials referenced. At the end of a unit of related lessons, Unit Mastery Tests can determine whether the lesson objectives have been achieved. At the end of the series of units in a level, the Level Mastery Tests can check whether skills have been mastered. Subject Strand Mastery Tests indicate subject mastery. Finally, for students exiting from a tier, a Tier Mastery Test can provide certification of global competencies as well as evidence of the balance of competencies necessary to begin the next tier of instruction, to enter the labor market, or to move into post-secondary education.

The test framework incorporates several widely accepted certifications. Grade-normed tests of reading and mathematics are used as Subject Strand Tests in basic academics, and of reading, mathematics, and language arts in the intermediate tier. (Various forms of the TABE test are recommended but not mandatory.) The official GED Practice Tests are used as the Subject Strand Mastery Tests for the Advanced academic tier. Simulated CLEP or College Board tests can supplement the GED when a learner is participating in the College Prep segment. The APL Adult and High School Surveys are used as the Tier Mastery Tests in the Intermediate and Advanced functional competency tiers, and the APL Content Area Measures are adapted to document mastery of subject strands in each tier. These nationally normed tests "anchor" the CCP's self-contained mastery tests to recognized standards so that achievement within the system will be credited outside the system.

More information is available from: John Dorrer, Vice-President of Marketing, Remediation and Training Institute, 1521 Sixteenth Street, NW, Washington, DC 20036.

SECTION 2: EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT INSTRUMENTS

This section provides an overview of instruments that may be useful in the correctional education program setting. Program staff should evaluate individual tests by reviewing technical manuals. In addition, population and program needs should be considered carefully. It should be noted that many widely used tests have severe limitations. Evaluators should also be aware that specific training in administration and interpretation may be required in using some tests.

An excellent resource for review of tests is The Mental Measurements Yearbook[1] (MMY) edited by Oscar Kniser Buros, available in the reference section of many college and university libraries. This handbook describes and reviews published tests in many areas such as education and psychology. Critical reviews by experts provide technical and practical evaluations of each test. Differing points of view will assist program staff in judging the usefulness of instruments. Tests in Print III edited by James V. Mitchell, Jr., [2] describes commercially published tests, citing references to published reviews. Also useful are published guides such as A Guide to 75 Tests for Special Education by Carolyn Compton.[3]

The instruments in this section are divided into three general areas: Achievement Tests, Reading and Literacy Tests (multilingual), and Tests to Determine Special Education Needs. Information on each instrument includes a brief description, sources, and references to correctional facilities where tests are in use. Instruments are organized in alphabetical order.

ACHIEVEMENT TESTS

ADULT BASIC LEARNING EXAMINATION (ABLE), LEVEL I, II, & III

Description

This test assesses educational levels in the areas of vocabulary, reading, spelling, and mathematics. The levels are divided into grade level ranges with two forms for each level: Level I = grades 1-4, Level II = grades 5-8, and Level III = grades 9-12. A locator test is also available to measure the students' current functioning level. ABLE is primarily designed for group administration; however, individual administration can be used. The total administration time requires about 175 minutes. Normative data (1967) were developed by relating them to the Stanford Achievement Test norms, providing only grade equivalent scores. (c1986)

Source

The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-0952

Correctional Education programs in Leesburg, NJ, and Davidsen, NC, use the ABLE.

BRIGANCE DIAGNOSTIC INVENTORY OF BASIC SKILLS

Description

This criterion-referenced test, for grade levels 1-6, assesses reading readiness and reading (word recognition, oral, word analysis, and vocabulary), language arts, and mathematic skills. The Brigance identifies strengths, weaknesses, and instructional objectives and measures progress. The test can be administered in 20 to 90 minutes on an individual basis, and normative data were collected from public school students. The Brigance offers two other forms: Brigance Diagnostic Assessment of Basic Skills in Spanish and the Brigance Inventory of Essential Skills for special needs students (incorporates life skills). (c1977)

Source

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862

The Brigance is recommended by the California and Texas Departments of Corrections.

CALIFORNIA ACHIEVEMENT TEST (CAT)

Description

This test assesses reading vocabulary, spelling, mathematics, reference skills, and comprehension. The grade levels of the different forms include: K, K-1, 1-2, 2-3, 3-4, 4-5, 5-6, 6-7, 7-9, and 9-12. The CAT is designed for group or individual administration. Administration time requires a maximum of 185 minutes. Normative data represent populations, including special education, black, hispanic, and Catholic school students. (c1977)

Source

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Correctional Education programs in Colorado and New York use the CAT.

COMPREHENSIVE TEST OF BASIC SKILLS (CTBS)

Description

This test assesses reading vocabulary, comprehension, spelling, reference skills, science, social studies, language mechanics/expression, and mathematics computation/concepts and application achievement. The CTBS levels range from grade K to 12, and it may be administered in group or individual settings. Administration time requires a maximum of 268 minutes. Normative data reflects a sampling of school-aged children in the public setting. The CTBS is available in Spanish. (c1975)

Source

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

The Texas Department of Corrections and the New York Department of Corrections recommend the CTBS.

PEABODY INDIVIDUAL ACHIEVEMENT TEST (PIAT)

Description

This test assesses five areas, covering mathematics, reading comprehension, word recognition, spelling, and general information. The PIAT was developed for use with grades K-12 and is designed for individual administration. It requires about 40 minutes to administer. Normative data reflect information on students from the public school setting. The PIAT provides indications of further diagnostic needs. (c1970)

Source

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

The Delaware Department of Corrections reports using the PIAT.

STANFORD ACHIEVEMENT TEST (SAT)

Description

This test assesses achievement in reading comprehension, vocabulary, spelling, language, concepts of numbers, and mathematics computation/ applications. The test consists of six levels that range from grades 1-12. Testing time ranges from 185 to 315 minutes; it may be administered in group or individual settings. The norms were developed through students in the public school setting. (c1982)

Source

Psychological Corporation
757 Third Avenue
New York, NY 10017

The Federal Bureau of Prisons uses the SAT (Intermediate Battery II) as the basic screening test. The SAT is also used by the Michigan and Montana Departments of Corrections.

SRA ACHIEVEMENT SERIES

Description

This test assesses reading, mathematics, language arts, reference materials, social studies, and science achievement. The levels range from grade K to 12; it may be administered to groups or individuals. Administration time ranges from about 3 to 5 hours total. The norms are based on performance of students in the public schools. (c1978)

Source

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

The Correctional Education Program at Cook Inlet, AK has used a form of the SRA.

TEST OF ADULT BASIC EDUCATION (TABE)

Description

The TABE measures vocabulary, comprehension, computation, fraction concepts, problems, capitalization/punctuation, language expression, and spelling achievement. The test is available in four grade level ranges: E (easy) 2.6 to 4.9, M (medium) 4.6 to 6.9, D (difficult) 6.6 to 8.9, A (advanced) 8.6 to 12.9, and a locator test is available. The test may be administered individually or in groups. Total administration time requires 228 minutes. Norms are available on four groups, including adult correctional institution prisoners. (c1986)

Source

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

The TABE is one of the most commonly used screening tests in prison adult literacy programs. State programs in Delaware, Kansas, Michigan, Missouri, North Carolina, and Pennsylvania use it frequently.

WIDE RANGE ACHIEVEMENT TEST, REVISED (WRAT-R)

Description

The WRAT assesses spelling, basic math computation, and reading word recognition skills. It is designed for youths and adults and takes about 30 minutes to administer. The reading subtest must be administered individually; however, the math and spelling subtests may be administered in groups. The WRAT-R was based on normative data from school students in seven states. (c1984)

Source

Jastak Associates, Inc.
1526 Gilpin Avenue
Wilmington, DE 19806

The WRAT-R is used by programs in Delaware, Mississippi, North Carolina, and Pennsylvania.

READING AND LITERACY TESTS
(multilingual)

ADULT BASIC READING INVENTORY

Description

> This informal test assesses the ability to associate words with pictures, sound-letter discrimination, visual and aural identification of synonyms, and reading comprehension. The test can be group administered in about 45 minutes. (c1965)

Source

> Scholastic Testing Service
> 480 Meyer
> Bensenville, IL 60106

BASIC SKILLS ASSESSMENT (BSA)

Description

> The BSA assesses high school entry and exit reading (literal comprehension, inference, and evaluation), writing (mechanics and effectiveness of expression), and mathematics (computation and application) skills. The test was designed for students in grades 8 through 12 for group or individual administration. The BSA requires about 135 minutes to administer. Normative data were collected in the public school setting from students in grades 8, 9, and 12. (c1977)

Source

> Educational Testing Service
> Basic Skills Assessment
> Princeton, NJ 08541

THE BOTEL READING INVENTORY (BOTEL)

Description

> The Botel informally assesses word recognition, word opposites, spelling, and phonics skills. The test is administered individually to students to determine independent, instructional, and frustrational reading levels. Normative data were developed from fourth grade students in the Philadelphia public schools. (c1978)

Source

> Follett Publishing Company
> 1010 W. Washington Blvd.
> Chicago, IL 60607

CLOSE PROCEDURE

Description

This informal assessment procedure dates back to 1897 and is known under a variety of names such as the completion test or the missing word test. The technique involves presenting sentences containing missing words which the student supplies. It is used to assess comprehension, language ability, and text readability.

Source

Any good text on teaching reading will describe how to use this technique. The Mental Measurements Yearbook (1978) contains an extensive bibliography of articles on this approach and several articles discussing its use.

DOLCH BASIC SIGHT WORD TEST

Description

This is a list of 240 words that comprise about 80% of young people's literature and from 30-80% of adult printed material. The list is composed of sight words up to the third grade level.

Source

Garrard Press
Champaign, IL   61820

INFORMAL READING INVENTORY (IRI)

Description

This inventory assesses a student's ability to recognize words and comprehend written material at a range of grade levels. It scores the independent reading level at 90%+ comprehension, instructional level at 60 to 89% comprehension, and frustration level at comprehension below 50%.

Any type of reading material can be used. Thus, the student's reading ability can be specifically determined for various purposes and materials such as vocational training texts, newspapers, or academic studies or for individual interests.

Source

The following articles tell how to develop an inventory for the correctional setting:

Helfeldt, J.P. and Henk, W.A. "Operationalizing the Instructional Range: An Extension and Clarification of an Informal Reading Inventory Tradition." Journal of Correctional Education, 35:1, 1984.

Helfeldt, J.P. and Henk, W.A. "Administering a Group Reading Inventory: An Initiative in Improving Reading Instruction." Journal of Correctional Education, 34:3, 1983.

Steurer, S. "An Accurate Method to Screen Vocational Shop Candidates." Journal of Correctional Education, 30:2, 1979. This article explains how to adapt the IRI approach specifically to screening vocational candidates.

A commercially developed Adult Formal Reading Inventory is available from the Reading Center, University of Missouri-Kansas City, Kansas City, MO 64110. In addition, The Classroom Reading Inventory is available from W. M. C. Brown, Co., Dubuque, Iowa.

The Maryland Department of Corrections has successfully used this approach to identify shop candidates who score at or above 6.0 on standardized achievement tests but who need additional reading instruction to succeed in vocational training. The Federal Bureau of Prisons also recommends this approach.

READING MISCUE INVENTORY (RMI)

Description

This approach is based on the concept that errors in oral reading are "miscues" that may provide insight into the reader's problems in using grammatical, syntactic, and semantic reading cues. Nine specific skills are assessed in addition to reading comprehension. Test results are valuable in preparing remedial reading strategies. The Inventory should be administered individually by a trained Reading/Educational Diagnostician. The test is criterion referenced and varies in length depending on area of evaluation. (c1971)

Publisher

MacMillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

READING EVALUATION-ADULT DIAGNOSIS (READ)

Description

This informal evaluation assesses students' knowledge of sight words, decoding skills, oral reading, and comprehension. Two forms are available. The test is individually administered, may be given in parts, and takes about 45 minutes to complete.

Source

Literacy Volunteers of America, Inc.
222 West Onondaga Street
Syracuse, NY 13203

or

Follett Publishing Company
1010 West Washington Blvd.
Chicago, IL 60607

The READ is used by programs in Maine and New York.

READING/EVERYDAY ACTIVITIES IN LIFE (R/EAL)

Description

This test assesses functional literacy, using nine categories of common printed materials pertaining to daily living. Questions are on cassette tape; test takers record their answers. The R/EAL requires about 30 minutes to administer individually or to a group. A Spanish version is available. (c1972)

Source

Westwood Press, Inc.
76 Madison Avenue
New York, NY 10016

This test is used by the Correctional Education Program in Woodstock, VT.

SECONDARY LEVEL ENGLISH PROFICIENCY (SLEP)

Description

The SLEP assesses understanding of spoken and written English. The test is designed for students in grades 7 through 12 with a native language other than English. The SLEP can be administered to individuals or groups in about 85 minutes. Normative data were based on secondary school students (1980) and international students (1981).

Source

Educational Testing Service, SLEP
CN 6158
Princeton, NJ 08541-6158

SLOSSON ORAL READING INVENTORY (SORT)

Description

This test consists of lists of 20 words. Grade equivalent scores are
assigned on the basis of students' ability to identify words. It is
administered individually. Students are allowed five seconds per word.
(c1963)

Source

Slosson Educational Publications
140 Pine Street
East Aurora, NY 14052

The SORT is recommended by the Federal Bureau of Prisons.

WOODCOCK READING MASTERY TESTS

Description

This test is a battery of five individually administered reading subtests
for use with grades K-12. The skills assessed include letter identifica-
tion, word identification, word attack, word comprehension, and passage
comprehension. This test is diagnostic in nature and should be adminis-
tered by a trained reading diagnostician. This test was normed on the
performance of public school students. (c1973)

Source

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

The Federal Bureau of Prisons recommends the use of Woodcock Reading
Mastery Tests.

TESTS USED TO DETERMINE SPECIAL EDUCATION NEEDS

THE BENDER VISUAL MOTOR GESTALT TEST (BENDER)

Description

The Bender assesses the level of maturity in visual-motor perception and coordination and also measures the level of emotionality affecting performance. The series of nine figures are copied by the student. Three scoring systems are available: 5 to 11 years of age (Koppitz Developmental Scoring System, c1975), 15 to 50 years of age (Pascal and Suttell Scoring System, c1951), and for LD indicators (Lacks Scoring System, c1984). This test may be administered individually (10 minutes) or adapted to group settings (15 to 25 minutes) by a psychologist. Normative data vary with each scoring system as appropriate.

Source

The American Orthopsychiatric Association, Inc.
1775 Broadway
New York, NY 10019

　　and

John Wiley and Sons
605 - 3rd Avenue
New York, NY 10158

(LACKS SYSTEM ONLY)

CLINICAL EVALUATION OF LANGUAGE FUNCTIONS (CELF)

Description

The CELF assesses the nature and degree of language disabilities in the areas of phonology, syntax, semantics, memory, word finding, and word retrieval. The battery is designed for grades K-12 and is administered individually. The test requires about 75 minutes to administer; administration should be done by a speech/language clinician, special education teacher or psychologist. The norms were developed through a sample of students grades K-12, including minority group students. (c1980)

Source

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

ENVIRONMENTAL LANGUAGE INVENTORY (ELI)

Description

This test assesses severe delays in expressive language. The ELI assesses the natural language of individuals in semantic-based assessment. It is designed to be administered individually. The testing requires a speech/language clinician and 30 minutes of administration. The ELI was normed on adults and children, including normal, language delayed, and retarded.

Source

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, OH 43216

KEYSTONE SCHOOL VISION SCREENING (KEYSTONE)

Description

The Keystone measures 14 basic visual skills required by the student. The tests indicate if eyes function together as a team, measure eye posture and possible imbalance and depth perception and color discrimination. The instrument measures usable binocular (using both eyes) vision. The test is administered individually. (c1972)

Source

Keystone View
Division of MAST/KEYSTONE
2212 East 12th Street
Davenport, IA 52803

LANGUAGE ASSESSMENT SCALES (LAS)

Description

The LAS identifies oral English language difficulties and assesses linguistic proficiency in English and Spanish. The subtests include receptive and expressive language as well as articulation and auditory discrimination. There are two levels; Level I is for grades 1-5, and Level II is for grades 6-12. The LAS is administered individually and requires about 25 minutes. It requires a speech/language clinician, bilingual teacher, or a trained paraprofessional to administer. (c1981)

Source

Linguametrics Group
P.O. Box 3495
San Rafael, CA 94912

LINDAMOOD AUDITORY CONCEPTUALIZATION TEST (LAC)

Description

The LAC assesses auditory discrimination and identification of numbers and sequence of sounds in three subtests. Designed for preschool through adult age groups, it requires individual administration. This test requires extensive practice before administration. Time required to administer is 10 to 15 minutes. Normative data are based on students from grades K-12. (c1971)

Source

Teaching Resources Corporation
50 Pond Park Road
Hingham, MA 02043

THE MAICO AUDIOMETER (MAICO)

Description

The MAICO is designed to meet standard requirements for "Limited Range" audiometers. The test measures hearing thresholds in 5 db steps with a frequency range from 250 to 8,000 cps in the left and right ears.

Source

Maico Electronics, Inc.
21 North Third Street
Minneapolis, MN 55401

PEABODY PICTURE VOCABULARY TEST-REVISED (PPVT-R)

Description

The PPVT-R assesses an individual's single word receptive (hearing) vocabulary for English. The test, designed for ages 2.5 to 40, requires individual administration. The PPVT-R requires a trained special education teacher, psychologist, or speech language clinician to evaluate over a 20-minute administration period. The norms are from a nationwide sample balanced for age, sex, region, socioeconomic level, ethnicity, and community size. (c1981)

Source

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

WECHSLER ADULT INTELLIGENCE SCALE (WAIS)-R

Description

This is an intelligence (IQ) scale that assesses verbal and performance abilities. Verbal scores include information, comprehension, arithmetic, similarities, digit span, vocabulary, and total score. Performance assessment covers digit symbols, picture completion, block design, picture arrangement, object assembly, and total score. A Spanish version is available. This test must be given and interpreted by a trained psychologist.

Source

Psychological Corporation
757 Third Avenue
New York, NY 10017

The WAIS-R is used by programs in New Mexico and New York.

WOODCOCK - JOHNSON PSYCHO-EDUCATIONAL BATTERY (WJPEB)

Description

The WJPEB is designed to identify general areas of learning weakness. Twenty-seven subtests are divided into three areas: cognitive ability, academic achievement, and interest in scholastic and non-scholastic areas. The tests, designed for ages ranging from 3 years to adult, require individual administration. The WJPEB requires about 2 hours to administer. The normative data are based on subjects 3 to 9 years of age with a balance in the sample for sex, race, occupational status, geographic regions, and urban and rural communities. The WJPEB requires a trained psychologist or educational diagnostician to administer.

Source

Teaching Resources Corporation
50 Pond Park Road
Hingham, MA 02043

The WJPEB is used by programs in Kentucky and New York.

WOODCOCK LANGUAGE PROFICIENCY BATTERY-SPANISH (WLPB-S)

Description

The WLPB-S measures proficiency in oral language, reading, and writing in Spanish. This battery is a modification of selected subtests from the Woodcock-Johnson Psycho-Educational Battery. The grade level ranges from K-12, and the test is designed for individual administration in about 45

minutes. The norms are based on students (grades K, 1, 3, 5, 8, 11) from Costa Rica, Mexico, Peru, Puerto Rico, Spain, and a sample from United States communities. (c1981)

Source

Teaching Resources Corporation
50 Pond Park Road
Hingham, MA   02043

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    inmate for self-directedness: An adult learning contract approach.
    Journal of Correctional Education, 36(3), 98-105.

Section 3

1. Longstreet, W. (1978) **Aspects of ethnicity.** New York: Teachers College
    Press.

2. Rosenfelt, D.S. (1982) **Cross-cultural perspectives in the curriculum:
    Resources for change.** San Francisco: San Francisco State University,
    1982.

3. Boucouvalas, M. and Pearse, P.R. (1985) Educating the protective custody inmate for self-directedness: An adult learning contract approach. **Journal of Correctional Education, 36(3), 98-105.**

4. Kilty, T.K. (1981) **Teaching reading to inmates...successfully** in Proceedings of the Thirty-Sixth Annual Correctional Education Association Conference.

5. Hostert, J. and Hisama, T. (1984) Characteristics of nonreaders in a correctional setting and strategies for teaching reading. **Journal of Correctional Education, 35(1), 13-14.**

6. Helgeson, M.E. and Hisama, T. (1982) Teaching basic reading skills to incarcerated nonreaders--the brickwall analogy and a multi-modality approach. **Journal of Correctional Education, 33(4), 25-28.**

7. Savage, K.L. (1984) **Teaching strategies for developing literacy skills in non-native speakers of English.** Paper presented at the National Adult Literacy Conference, Washington, DC.

8. Wallerstein, N. (1984) **Language and culture in conflict.** Reading, MA: Addison-Wesley.

9. Platt, J.S., Wienke, W.D., and Tunick, R.H. (1982) The need for training in special education for correctional educators. **Journal of Correctional Education, 32(4), 8-12.**

10. Murray, L. (1981) **A program to provide vocational training to limited English speaking adults in a correctional setting. Final report.** Huntsville, TX: Texas Department of Corrections. (ERIC, ED 234 175)

Section 4

1. Cervero, R.M. (1980) Does the Texas adult performance level test measure functional competence? **Adult Education, 30(3), 152-165.**

Section 6

1. These nine steps discussed have been adopted from Halasz, I. and Behm, K., (1982) Evaluating vocational education programs-A handbook for corrections education. Columbus, OH: National Center for Research in Vocational Education.

CHAPTER THREE

Section 2

1. Buros, O.K. (1978) **The eighth mental measurements yearbook.** Highland Park, NJ: The Gryphon Press.

2. Mitchell, J.V., Jr. (1983) **Tests in print III: An index to tests, test reviews, and the literature of specific tests.** Lincoln, NE: The Buros Institute of Mental Measurements, University of Nebraska, Lincoln.

3. Compton, C. (1984) A Guide to 75 Tests for Special Education. Belmont, CA: Pitman Learning, Inc.

APPENDIX A: RESOURCES INDEX

GENERAL RESOURCES

RESOURCES FOR SPECIFIC ASPECTS OF LITERACY PROGRAMMING

GENERAL RESOURCES

1. GENERAL INFORMATION ON ADULT LITERACY

Friere, P., Pedagogy of the Oppressed. New York: Seabury Press, 1974.

> This classic of adult literacy describes the author's philosophy of empowerment and his approach to teaching literacy to Brazilian peasants.

Harman, D., Functional Illiteracy in the United States: Issues, Experiences, and Dilemmas, 1984. Available from Far West Laboratory, San Francisco, CA 94103.

> Based on presentations and discussion at the 1984 National Adult Literacy Conference, this paper covers the history of illiteracy, reading requirements in modern society, definitions of literacy, and approaches for improving literacy.

Johnson, J.N., Adults in Crisis: Illiteracy in America, 1984. Available from Far West Laboratory, San Francisco, CA 94103.

> This report gives an overview of the problem of illiteracy and makes recommendations for policy and practice.

Knowles, M.S., The Modern Practice of Adult Education: Androgogy Versus Pedagogy. New York: Association Press/Follett Publishing Company, 1970.

Kozol, J., Illiterate America. Garden City, NJ: Anchor Press Doubleday, 1985.

National Academy of Education, Commission on Reading, Becoming a Nation of Readers. Available from P.O. Box 2774, Station A, Champaign, IL 61820 ($4.50)

> Summarizes and interprets a vast body of research on reading and learning to read.

National Center for Research in Vocational Education. Adult Development: Implications for Adult Education, 1985. Information Series #282. Available from NCRVE, Ohio State University, Columbus, OH 43210; (800) 848-4815.

> Reviews and synthesizes the literature on adult development and suggests how the information can be applied to the practice of adult education in program development, instruction, and counseling.

Phillips, K.J., Bellorado, D., and Margold, J., Affective Aspects of Adult Literacy Programs: A Look at the Types of Support Systems, Teacher Behavior and Materials that Characterize Effective Literacy Programs. Available from Far West Laboratory, San Francisco, CA 94103.

2. GUIDES TO LITERACY PROGRAMS

Adult Literacy: A Study of Community Based Literacy Programs. Available from the Association for Community Based Education, Washington, DC.

A description of successful practices and needs in community-based programs. Some information useful in corrections settings.

Catalog of Adult Education Projects-1986. Available from Patricia Lang, Clearinghouse on Adult Education, Division of Adult Education, U.S. Department of Education, Washington, DC 20202.

A listing of special projects and staff development programs funded by states under Section 310 of the Adult Education Act.

Education in Correctional Settings: A Guide for Developing Quality Vocational and Related Adult Basic Education Programs in Correctional Settings. Developed by MESA Corporation, 11800 Sunrise Valley Dr., Suite 302, Reston, VA 22091.

This guide helps correctional educators plan comprehensive vocational and related academic skills programs. It covers program development, funding, and ex-offender programs and has a resources section.

Guidebook for Effective Literacy Practice, 1983-84. Developed by the Network, Inc. Available from ERIC, ED 253 776.

A directory of current information on effective literacy practices in recruitment, orientation, counseling, diagnosis, methods and materials, assessment, follow-up, and program evaluation.

Guidelines for Effective Adult Literacy Programs by Steven E. Mayer under the auspices of B. Dalton Bookseller. Available from B. Dalton, One Corporate Center, 7505 Metro Blvd., Minneapolis, MN 55435.

This guide "describes the ingredients of a successful program," discussing such components as community, staff, instruction, management, and evaluation. Designed for community-based program needs but could be adapted.

3. NETWORKS AND CLEARINGHOUSES

Clearinghouse on Adult Education. U.S. Department of Education, OVAE/ DAE, 400 Maryland Ave., SW, Washington, DC 20202; (202) 245-0636.

This clearinghouse links the adult education community with existing resources. Among the topics on which information is provided are business and industry, CBAE, ESL, JPTA, telecommunications, and volunteers. It also publishes fact sheets, directories, bibliographies, and literacy materials.

Coalition for Literacy Hotline: (800) 228-8813.

Competency-Based Adult Education Network, Division of Adult Education Services, U.S. Department of Education, Washington, DC 20202; (202) 245-0691.

> Facilitates self-help activities among adult educators and organizations interested in CBAE. Provides information and linkage services.

Contact, Inc., P.O. Box 81826, Lincoln, NE 68501; (402) 464-0602.

> Sponsored by the Coalition for Literacy, this clearinghouse publishes an annual directory, "Reducing Functional Illiteracy: A National Guide to Facilities and Services," a newsletter called "The Written Word," and a computer data bank of over 6,000 resources.

The Correctional Education Special Education Training Project (C/SET). Contact Dr. Robert B. Rutherford, Director, College of Education, Department of Special Education, Arizona State University, Tempe, AZ 85287; (602) 965-1450.

> Identifies model programs, facilitates networking among correctional and special education personnel and develops model curricula for staff training.

Juvenile Justice Clearinghouse, NCJRS, Box 6000, Rockville, MD 20850; (800) 638-8736, or (301) 251-5500.

> Sponsored by the National Institute for Juvenile Justice and Delinquency Prevention, this clearinghouse operates within the National Criminal Justice Reference Service, NCJRS (see OTHER RESOURCES). It disseminates a number of publications on juvenile justice such as "Alternative Education Options" and "Link Between Learning Disabilities and Delinquency," conducts searches, provides bibliographies, free documents, descriptions of operating programs, and referrals.

LitLine, A Public-Private Sector Communication Network for Literacy, developed and managed by The Adult Literacy Initiative of the U.S. Department of Education and The Mayor's Commission on Literacy in Philadelphia. Available through SpecialNet, 2021 K Street, NW, Suite 315, Washington, DC 20006; (202) 296-1800.

> LitLine is a national computer-based communication network for adult literacy. It is designed to provide electronic bulletin boards, electronic mail, and computer conferencing for those interested in adult literacy.

National Center for Innovation in Corrections. Contact Dr. Judith Schloegel, Director, George Washington University, 2130 H Street, NW, Suite 621, Washington, DC 20057.

National Corrections Education Consortium. Contact Dr. Ida Halasz, National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Rd., Columbus, OH 43210; (800) 848-4815 outside Ohio, or (614) 486-3655.

The purpose of the consortium is to improve the quality of correctional education, promote research, evaluate and train by serving as an information base, provide a forum for the exchange of ideas, and develop educational materials. Current projects include a newsletter and resource guide.

National Diffusion Network. Contact James T. Parker, Division of Adult Education Services, U.S. Department of Education, Washington, DC 20202; (202) 245-0636.

NDN is a federally funded system that makes exemplary programs available for adoption by adult education programs. A program that would serve as a good model can be submitted to the Joint Dissemination Review Panel for evaluation. (Contact James T. Parker for more information.) For new programming, an existing program can be adopted that meets the needs. Adoption of a program will save time, money, and effort. Adopting NDN Projects: A Guide for Adult Education Programs available from the above contact describes in detail the programs available and the adoption procedures. Some exemplary programs include APL and CASAS.

National Institute for Citizen Education in the Law (NICEL), 605 G Street, NW, Washington, DC 20001; (202) 624-8217.

NICEL operates an information clearinghouse on law-related education materials and programs. The "Street Law Mock Trial Manual" and "Street Law, A Course in Practical Law" are available publications.

National Institute of Corrections (NIC) Information Center, 1790 30th Street, Suite 130, Boulder, CO 80301; (303) 444-1101.

The Center provides information on NIC projects and maintains a library of resources in correctional education.

National Volunteer Network, Division of Adult Education Services, U.S. Department of Education, Washington, DC 20202; (202) 245-3192.

Provides linkage services to adult educators who use volunteers, and provides information and materials.

Network of Adult Education Programs Serving the Disabled Person, Division of Adult Education Services, U.S. Department of Education, Washington, DC 20202; (202) 245-0636.

Facilitates, coordinates, and disseminates information on programs serving the disabled.

4. OTHER RESOURCES FOR CORRECTIONAL EDUCATION

American Correctional Association, 4321 Hartwick Road, Suite L-208, College Park, MD 20740; (202) 699-7600.

Bureau of Justice Statistics, U.S. Department of Justice, Box 6000, Rockville, MD 20850; (800) 732-3277 or (202) 724-6100.

> A wide range of justice statistics and Bureau of Justice Statistics Bulletins are available.

Correctional Education Association, 1400 20th Street, NW, Suite 1100, Washington, DC 20036; (202) 293-3120.

Corrections Education Program, Office of the Assistant Secretary, OVAE, U.S. Department of Education, 400 Maryland Ave., SW, Reporters Building, Room 627, Washington, DC 20202; (202) 732-2265.

A Guide for Correctional Administrators to United States Department of Education Resources. Contact Corrections Education Program, U.S. Department of Education, Reporters Building, Room 627, 400 Maryland Ave., SW, Washington, DC 20202; (202) 732-2765.

> This 1985 guide is designed to give information necessary to begin the process of applying for benefits under federal education programs. Resources are available from the Office of Vocational and Adult Education, the Office of Educational Research and Improvement, the Office of Elementary and Secondary Education, the Office of Postsecondary Education, the Office of Special Education and Rehabilitative Services, the Office of the Secretary, and the Office of Bilingual Education and Minority Language Affairs.

National Criminal Justice Reference Service (NCJRS), Box 6000, Rockville, MD 20850; (301) 251-5500.

> Sponsored by the National Institute of Justice, this service provides data base searches, selective dissemination of information, copy service, audiovisual materials, free loan of documents, conference support, and technical assistance to information programs and libraries.

National Institute of Corrections, 320 First Street, NW, Washington, DC 20534; (202) 724-8300.

National Institute of Justice, 633 Indiana Ave., NW, Washington, DC 20531; (202) 724-2951.

> Send for the publications list.

Proceedings: A National Conference on Correctional Education, October 21-23, 1985. Sponsored by the United States Department of Education and the National Institute of Corrections, Washington, DC 20202; (202) 245-0636.

Contains summaries of presentations and workshops; good source of contacts for various programs.

Programs on the Improvement of Practice (formerly The National Institute of Education), U.S. Department of Education, 1200 19th Street, NW, Room 711-L, Brown Bldg., Washington, DC 20208; (202) 653-7000.

Has a large publication department and good bibliographies.

ERIC and National Criminal Justice Reference Service both have Correctional Education Documents on File. Box 6000, Rockville, MD 20850.

RESOURCES FOR SPECIFIC AREAS OF LITERACY PROGRAMMING

1. ASSESSMENT

See Chapter Two, Section 2, and Chapter Three for resources.

2. BUSINESS AND COMMUNITY LINKS

Business Council for Effective Literacy, 1221 Avenue of the Americas, New York, NY; (212) 512-2415.

This is a "publicly supported foundation established to foster greater corporate awareness of adult functional literacy and to increase business involvement in the literacy field." The newsletter contains useful information for both adult educators and the business community.

Chambers of Commerce.

Local chambers of commerce will have up-to-date lists of service organizations in the area.

Control Data Corporation, (CDC). Contact James Gaskins, CDC, Corrections Systems Division, 1900 Market Street, Suite 500, Philadelphia, PA 19103; (215) 854-1377.

CDC has developed basic education and training programs and manufacturing and nonmanufacturing businesses in prisons and is committed to developing and marketing education, training, and management programs in prisons.

Corrections Clearinghouse, Washington State Employment Security Department, Ninth and Columbia Bldg., Olympia, WA 98504; (206) 753-1362.

Provides a number of programs to help inmates plan for release. Good model for community-corrections partnerships.

Katz, D.S., Volunteers and Voc Ed. Available from the National Center for Research in Vocational Education, Ohio State University, Columbus, OH 43210; (800) 848-4815.

How to plan, implement, and evaluate a volunteer program.

Laubach Literacy Action, Organization Handbook: How to Organize and Sustain a Volunteer Literacy Program. Syracuse, NY: New Readers Press, 1983.

Literacy Councils. Contact the appropriate State Department of Education, Adult Education Division to learn if there is a literacy council in a particular area.

Literacy Volunteers of America, Inc., Management Handbook for Volunteer Programs. Syracuse, NY: Author.

The National Prison Directory: A Prison Reform Organizational and Resource Directory, 1984. Available from: Urban Information Interpreters, Inc., P.O. Box AH, College Park, MD 20740.

Contains organizational profiles of 367 local and national legal, inmate, citizen, religious, and correctional professional groups working in prisons. Includes a number of groups offering inmate support and re-entry services.

The Women Offender Apprenticeship Program: From Inmate to Skilled Craft Worker. Pamphlet available from U.S. Department of Labor, Women's Bureau, Washington, DC; also through ERIC, ED 201 825.

3. EVALUATION

Evaluation of Correctional Education Programs: An NIJ Research Model. For information contact Dr. Raymond Bell, Professor of Education and Social Relations, 524 Broadhead Avenue, Lehigh University, Bethlehem, PA 18015; (215) 861-3249.

This self-evaluation model covers five areas: (1) characteristics of the institution and school, (2) philosophy, objectives, and priorities, (3) recruitment/selection procedures, (4) curriculum, and (5) staff.

Fink, A. and Kosecoff, J., An Evaluation Primer. Beverly Hills: Sage Publications, 1980.

Fitz-Gibbon, C.T., et al., Program Evaluation Kit. Beverly Hills: Sage Publications, 1978.

Halasz, I.M., "Evaluating Vocational Education Programs in Correctional Institutions," Journal of Correctional Education, 33:4, pp. 7-10, 1982.

(The) Joint Committee on Standards for Educational Evaluation. Standards
for Evaluation of Education Programs, Projects, and Materials. New York:
McGraw-Hill, 1981.

Kosecoff, J., Evaluation Basics: A Practitioners Manual. Beverly Hills:
Sage Publications, 1982.

Ryan, T.A., Generalized Model for Planning and Evaluating Programs for
Female Offenders. Columbia, SC: University of South Carolina. Avail-
able from ERIC, ED 186 799.

4. MATERIALS FOR TEACHING READING AND MATH

FREE MATERIALS PROGRAM. Contact Max Culnile, 1816 East 4th St.,
Brooklyn, NY 11223; (212) 998-4455.

Addison-Wesley Publishing Company, South Street, Reading, MA. Impact. A
three level ESL (English-as-Second Language) reading skills program.

American Library Association, 50 E. Huron St., Chicago, IL 60611.
Reading Instruction for the Adult Illiterate. An integrated instruction
program.

Bayley, L., Opening Doors for Adult New Readers: How Libraries Can
Select Materials and Establish Collections. Syracuse, NY: New Readers
Press, 1980.

Berg, J. and Wallace, V.A., A Selected Bibliography of Functional
Literacy Materials for Adult Learners. Upper Montclair, NJ: Montclair
State College, 1980.

Cambridge, The Basic Skills Company, 888 Seventh Ave., New York, NY
10106. Basic Skills with Whole Numbers, Fractions, Decimals and Per-
cents; Basic Skills With Math: A General Review and Math for Survival.
Five workbooks.

Contemporary Books, Inc., 180 N. Michigan Ave., Chicago, IL 60601.
Number Power 1 and 2. Covers whole numbers, fractions, decimals and per-
cents, and survival math.

Easier-to-Learn, Box 329, Garden City, NY 11530. Glass Analysis Pro-
gram. Four kits to teach decoding.

EDL/McGraw-Hill, Princetown Road, S-2, Highstown, NJ 08520. EDL-Learning
100 Series; Sullivan Programmed Reading Series for Adults. Programs good
for low-level students, uses multi-modality approach.

Jefferson County Public Schools, Department of Instruction and Support
Services. Guide to Selection of Adult Literacy Material. Louisville,
KY: Author, 1983.

Johns Hopkins University Academy, Tutor Training Manual. Available from
Pat C. Gold, 101 Whitehead Hall, Baltimore, MD 21218. All the materials
a tutor needs to be trained and to tutor nonreaders.

KCET-TV Los Angeles Series on Literacy. Contact Bonnie Oliver, Project
Director, The American Ticket, KCET-TV, Los Angeles, CA 90027. A series
of 26 half-hour programs for functionally illiterate adults, being
developed.

Laubach Literacy International-New Readers Press, 1320 Jamesville Ave.,
Syracuse, NY 13210. Numerous literacy materials. One example: Using
Readability: Formulas for Easy Adult Materials, 1975.

Literacy Volunteers of America, Inc., Midtown Plaza, Room 623, 700 East
Water Street, Syracuse, NY 13210. Numerous literacy materials. One
example: Bibliography of Basic Materials: Reading, ESL, Humanities,
1980.

MacMillan Company, School Division, Dept. SNY, Riverside, NJ 08075.
Individualized Phonics. Duplicating masters, worksheets, wall charts,
flashcards.

National Clearinghouse for Bilingual Education, Adult Basic Education for
Non-English Speakers: A Bibliography. Rosslyn, VA: Author, 1981.

Nolon, S. and Hawkings, N., The Vital Bibliography: A Basic Collection
of Books and Learning Materials for an Adult Literacy Program.
Bloomington, IN: Monroe County Public Library, 1981.

O'Brien, R.L., Books for Adult New Readers. Cleveland: Project LEARN,
1980. Available from Project LEARN, 2238 Euclid Ave., Cleveland, OH
44115.

Scholastic Book Service, 902 Sylvan Ave., Englewood Cliffs, NJ 07632.
Real Life Reading Skills: A Scholastic Program in Functional Literacy,
Building Dictionary Skills, Error Free Writing, Getting Punctuation
Right, Trackdown 1 and 2, Word Puzzles and Mysteries. Basic reading and
language skills and vocabulary development.

Scholastic Magazines, Inc., 50 West 44th St., New York, NY 10036. The
Action Kit. Aimed at second grade reading level, develops word attack
skills and comprehension using stories, plays, flashcards.

Science Research Associates, Inc., 259 East Erie St., Chicago, IL 60611.
We Are Black; Dimensions in Reading. Develops comprehension and voca-
bulary for grade levels 2-6.

Steck Vaughn, 807 Brazos, Box 2028, Austin, TX 78767. Working with
Words, Revised. For beginning readers and non-English speakers. Uses
oral and visual practice. Steps to Mathematics, Revised Book 1 and 2.
Basic math grade levels 1-4.

M.W. Sullivan Behavioral Research Labs, Inc., Ladera Professional Center, P.O. Box 577, Palo Alto, CA 94312. _Focus on Math Fundamentals._ Programmed workbooks especially for nonreaders and non-English speakers.

5. METHODS OF TEACHING

Boucouvalas, M. and Pearse, P., "Self-Directed Learning in an Other-Directed Environment: The Role of Correctional Education in a Learning Society," _Journal of Correctional Education_, 32:4, pp. 31-35, 1982.

Boucouvalas, M. and Pearse, P., "Educating the Protective Custody Inmate for Self-Directedness: An Adult Learning Contract Approach," _Journal of Correctional Education_, 36:3, pp 98-105, .1985.

Brown, C., _Literacy in 30 Hours: Paulo Friere's Process in Northeast Brazil_. Chicago: Alternative Schools Press, 1978.

Buxton, B.M., Fowler, D., and Kushner, C., "Interest Centered Learning: An Approach to Curriculum Synthesis," _Journal of Correctional Education_, 31:3, pp. 29-30, 1980.

Colvin, R.J. and Root, J.H., _Tutor: Techniques Used in the Teaching of Reading_ (rev. ed.). Syracuse, NY: Literacy Volunteers of America, Inc., 1981.

Elbow, P., _Writing Without Teachers_, New York: Oxford University Press, 1973.

Helgeson, M.E. and Hisama, T., "Teaching Basic Reading Skills to Incarcerated Non-Readers--The Brickwall Analogy and a Multimodality Approach," _Journal of Correctional Education_, 33:4, pp. 25-28, 1982.

Hostert, J. and Hisama, T., "Characteristics of Non-Readers in a Correctional Setting and Strategies for Teaching Reading," _Journal of Correctional Education_, 35:1, pp. 13-14, 1984.

Kennedy, K. and Roeder, S., _A Guide to Using Language Experience with Adults_. Cambridge, MA: Community Learning Center, 1973.

Lane, M., _Handbook for Volunteer Reading Aides_. Philadelphia: Lutheran Church Women, 1984.

Laubach Literacy International, New Readers Press, 1320 Jamesville Ave., Syracuse, NY, 13210.

Lawson, V.K., _Read all About It! Tutor Adults with the Daily Newspaper: Tutor Handbook_. Syracuse, NY: Literacy Volunteers of America, 1984.

Literacy Volunteers of America, Inc., Midtown Plaza, Room 623, 700 East Water Street, Syracuse, NY 13210.

Luttrell, W., _Building Multi-Cultural Awareness--A Teaching Approach for Learner Centered Education._ Available from the Lutheran Settlement House Women's Program, 1546 Frankford Ave., Philadelphia, PA 19125.

Marchilonis, B.A. and Niebuhr, H., _Television Technologies in Combatting Illiteracy._ Available from Far West Laboratory, San Francisco, CA 94103.

Nickse, R., _Use of Micro-Computers in ABE._ Available from U.S. Department of Education, OVAE/DAE, Room 5610, ROB-3, 7th and D Streets, SW, Washington, DC 20202.

Savage, L.K., "Teaching Strategies for Developing Literacy Skills in Non-Native Speakers of English." Paper available from author, San Francisco Community College Centers, San Francisco, CA.

Steurer, S., "An Accurate Method to Screen Vocational Shop Candidates," _Journal of Correctional Education_, 30:2, pp. 4-6, 1979.

Sticht, T. G. and Mikulecky, L., "Job-Related Basic Skills: Cases and Conclusions." Available from The National Center for Research in Vocational Education, Ohio State University, Columbus, OH 43210; (800) 848-4815.

Teer, F. and Hunter, C., _Challenge: A Process Training Model on Learner-Centered Education._ New York: World Education, 1979.

Wallerstein, N., _Language and Culture in Conflict._ Reading, MA: Addison-Wesley, 1984.

6. MULTICULTURAL AND NONSEXIST RESOURCES

Banks, J., _Teaching Strategies for Ethnic Studies._ Boston: Allyn and Bacon, 1979.

Bilingual Publications Company, 1966 Broadway, New York, NY 10023. Books on Chicano and Puerto Rican culture.

Bilingual Vocational Training. U.S. Department of Education, Reporters Bldg., Room 519, Washington, DC 20202; (202) 732-2369.

Equity Institute, Inc. Contact Equity Institute, Inc., Box 458, Amherst, MA 01004; (413) 256-6902.

> This is a nonprofit agency that offers human relations training. Areas of speciality include race, sex, and age discrimination and multicultural issues. Programs are custom-designed to meet specific needs.

Feig, J.P., _There is a Difference: Twelve Intercultural Perspectives._ New York: Meridian House International, 1975.

Indian Education Program. Contact Joan Greir, Program Specialist, U.S. Department of Education, Room 2167, FOB-6, 400 Maryland Avenue, SW, Washington, DC 20202; (202) 732-1911.

Kochman, T., Black and Whites Styles in Conflict. Chicago: University of Chicago Press, 1981.

Martin Luther King, Jr. Federal Holiday Commission. Contact John V. Zottoli, Commission Staff, 451 7th Street, SW, Room 5182, Washington, DC 20410; (202) 755-1005.

> The commission has information on educational programs and other activities that correctional educators can use in celebrating MLK, Jr. Day.

Moore, B., Racism in the English Language. New York: Racism and Sexism Resource Center. Available from CIBC, 1841 Broadway, New York, NY 10023.

National Council of Teachers of English, Guidelines for Nonsexist Use of Language. #19719. Available from NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

Native American Cultural Programs. Contact Mr. Ken Bordeau, Nebraska State Prison, P.O. Box 2500, Station B, Lincoln, NE 68502; (402) 471-3161.

> Mr. Bordeau, a member of the Sioux nation, is a specialist in Indian affairs. He coordinates the Indian spiritual and cultural program at the prison. He can provide information on ways to set up Native American cultural programs and how to train staff.

North American Congress on Latin America, The Chicanos. Available from NACLA, 151 W. 19th St., 9th Floor, New York, NY 10011.

> Comic book form account of Chicano struggles.

Ohoyo Resource Center, Ohoyo Ikhana: A Bibliography of American Indian-Alaska Native Curriculum Materials. Available from Ohoyo Resource Center, 2301 Midwestern Parkway, Suite 214, Wichita Falls, TX 76308; (817) 692-3841.

Rosenfelt, D.S., Cross-cultural Perspectives in the Curriculum: Resource for Change. San Francisco: San Francisco State University, 1982.

Schniedewind, N. and Davidson, E., Open Minds to Equality. Englewood Cliffs, NJ; Prentice-Hall, 1983.

7. LIFE SKILLS PROGRAMS OR MATERIALS

Note: The starred ** programs are described in detail in Chapter 2, Section 4.

The Adkins Life Skills Program, Institute for Life Coping Skills, Inc., 780 West End Ave., 7B, New York, NY 10025.

   Commercially developed program in employability skills used in Texas.

The Adult Functional Competencies Curriculum. Developed by the State Department of New York, Department of Correctional Services, Albany, NY 12226.

Adult Performance Level Curricula. Research from the Adult Performance Level Project has been developed into two sets of curricula: The APL Series: Coping in Today's Society published by Harcourt Brace Jovanovich, and Solving Life Problems published by McGraw-Hill.

Attitudes, Applications, Action: Employability Skills for Adult Literacy Students. Developed by the Jefferson County Public Schools, Department of Instruction and Support Services, Louisville, KY.

   An exemplary program that is now being tried in prisons.

Basic Adjustment Needs and Necessary Adaptation Skills (BANANAS).

   Developed for the Jess Dunn Correctional Center, Taft, OK 74463.

California Adult Student Assessment System (CASAS). For information contact CASAS, San Diego Community College District, 3249 Fordham St., San Diego, CA 92110.

The Comprehensive Competencies Program. For information contact John Dorrer, Vice-president of Marketing, Remediation and Training Institute, 1521 Sixteenth Street, NW, Washington, DC 20036.

The Florida Life Skills Program. Developed by the Department of Corrections, 1311 Winewood Blvd., Tallahassee, FL 32301.

Humanities Core Curriculum. Available from Dr. Stephen Duguid, Institute for the Humanities, Simon Fraser University, Burnaby, B.C. V5A 156; (604) 291-3298 or 4771.

   A problem-solving, decision-making curriculum.

Individualized Life Skills System. Developed by the Georgia Department of Offender Rehabilitation, 2 Martin Luther King, Jr., Dr., SE, Atlanta, GA 30334.

Law-Related Education Program, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202; (202) 472-7960.

   Information on a diversity of programs from consumer and family law to fundamental legal and political issues.

The Managing Independent Living Program. For information contact Dr. Ruth Thomas, University of Minnesota, St. Paul, MN 55108, or Mr. Roger Knudson, Minnesota Correctional Institution for Women, Box 7, Shankopee, MN 55379, or see ERIC, ED 224 971.

Developed for female offenders in Minnesota.

Pacific Institute Videos. Video series in goal setting and life management for prisoners. Changing Directions is for young adults and Breaking Barriers is for adults. For information contact David B. Meyers, The Pacific Institute, 100 West Harrison Plaza, North Tower, Suite 500, Seattle, WA 98119.

Project Transition. For information contact Julie Rogers, Education and Work Program, NW Regional Educational Laboratory, 300 SW Sixth Avenue, Portland, OR 97204; (503) 248-6800 Ext. 464.

A joint effort of the Community Corrections Division in Multnomah and Washington Counties, Portland Community College, and Northwest Regional Laboratory, this project assists nonviolent offenders to develop life skills and employability skills through a structured process of self-assessment that builds confidence and helps remove barriers to employment.

The Skills Application Program. For information contact Carl E. Carlson, Muskegon Correctional Facility, Muskegon, MI 49442.

This is a wide-ranging program in all life skills that is partly inmate run.

Skills for Living. Available from Education, Training and Employment Correctional Service of Canada, 340 Laurier Avenue West, Ottawa, Ontario K1A OP9. Written by Terry Anderson, Fraser Valley College, 33844 King Road, R. R. #2 Abbotsford, B.C. V2S 4N2; (604) 853-7441.

Developed especially for corrections, has a self-awareness emphasis.

The Survival Source Book. Available from Contact, Inc., P.O. Box 81826, Lincoln, NE 68501.

Provides easy-to-read information on questions from finding a job to paying taxes.

Women and the World of Work. Developed by the Lutheran Settlement House Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125.

This curriculum uses pictures, stories, and discussion to teach employability skills and reading.

Women in Nontraditional Careers (WINC) Program. For information contact Elsie Denison, Social Science Advisor, U.S. Department of Labor, Women's Bureau, 200 Constitution Avenue, NW, Washington, DC 20210; (202) 523-6641.

This is a transitional program model emphasizing nontraditional career planning and how occupational choices affect earnings potential.

"World of Work." Available from the Great Plains National Television Library, Lincoln, NE.

A computer-controlled interactive videodisc program on job opportunities and job seeking.

8. STAFF DEVELOPMENT

The Correctional Education Special Education Training Project (C/SET). Contact Dr. Robert B. Rutherford, Director, College of Education, Department of Special Education, Arizona State University, Tempe, AZ 85287; (602) 965-1450.

Identifies model programs, facilitates networking among correctional and special education personnel, and develops model curricula for staff training.

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APPENDIX B: THE ROLE OF FEDERAL AND STATE GOVERNMENTS IN CORRECTIONAL EDUCATION

THE ROLE OF THE FEDERAL GOVERNMENT IN CORRECTIONAL EDUCATION

One major problem facing correctional education is the complexity and lack of uniformity within the American correctional system. It has often been pointed out that there is no system of American correctional justice: there are many systems at both the federal and state level, each with its own responsibilities, policies, and practices. Funding for correctional education comes from a variety of federal agencies, including, most importantly, the Department of Education (through a variety of educational programs), the Department of Justice (through the National Institute of Justice and National Institute of Corrections) and the Department of Labor (through its JTPA programs). In fact, because other federal agencies were requested to leave active development of correctional education programs to the Law Enforcement Assistance Administration (LEAA), which was created in the late 1960s--then subsequently weakened by a lack of high-level administrative support--no single agency had been able to provide strong leadership in correctional education programming.

In 1984, the U.S. Department of Education set up an Intra-Departmental Coordinating Committee on Correctional Education to "bring about greater cooperation in the use of existing resources, avoiding duplication of efforts and costs, and effecting a better delivery system for needed services at the Federal, State and Local levels." This committee functions to correct problems in lack of coordination at the federal level. In the past, correctional education administrators had to figure out for themselves what federal money was available and what regulations governed access to the money. The committee, in its bimonthly meetings, is charged with three functions: to provide leadership in federal policy and legislation affecting correctional education through a process of review and recommendation; to coordinate programs within the Department of Education that provide funding or services to correctional education and coordinate with relevant federal agencies; and finally, to promote correctional education research through program evaluation, follow-up studies, demonstration projects, and data collection.

Committee members include representatives from each of the six Assistant Secretaryships administering programs that can provide some service and/or funding to correctional education. These are: Office of Bilingual Education and Minority Languages Affairs, Office of Educational Research and Improvement, Office of Elementary and Secondary Education, Office of Postsecondary Education, Office of Special Education and Rehabilitative Services, and Office of Vocational and Adult Education. In addition, the National Adult Literacy Initiative, an initiative of the Secretary, will provide resources and staff to assist in interdepartmental and intergovernmental coordination of literacy activities in correctional facilities.

The major pieces of legislation that currently mandate or permit funding for adult education programs for inmates include the following:

- The **Higher Education Act of 1965** under Title IV, authorizes Pell Grants (formerly basic education opportunity grants (BEOG)) for post-secondary graduate education. A number of other kinds of financial assistance for higher education are also available, including Special Services for Disadvantaged Students. Under Title V, the Teacher Corps operates programs in correctional institutions.

- The **Job-Training Partnership Act** (JTPA) replaced the Comprehensive Employment and Training Act (CETA) of 1973 to provide job training and employment opportunities to economically disadvantaged, unemployed, and underemployed people, including ex-offenders.

- **Chapter I** of the Education Consolidation and Improvement Act (ECIA) funding is available for students through age 21 who have not completed twelfth grade.

- Section 583(b) of ECIA as amended by **P.L. 98-312** mandates funding for Law-Related Education Programs.

- **P.L. 91-230, the Adult Education Act,** encourages the establishment of programs to teach adults basic skills, complete secondary education, and become employable, productive, responsible citizens. Up to 20% of the state allocation may be used for institutionalized adults.

- **P.L. 92-318, Title IV, Part C, the Indian Education Act,** focuses on improving the educational opportunities for Indian adults to attain basic literacy.

- **P.L. 94-142, the Education for All Handicapped Children Act,** provides funding for mentally and physically handicapped students through the age of 21 to be given special educational opportunities within the least restrictive educational environment possible. The law provides for individual education plans to be devised for all handicapped students so that educational content and methods can be matched to their level of skills, needs, and requirements.

- **P.L. 98-524, the Vocational Education Act of 1984,** also known as the Carl D. Perkins Vocational Education Act, replaces an earlier Vocational Education Act and its amendments. Its purpose is to provide assistance in improving vocational education programs so that they are relevant to labor market needs and accessible to all segments of the population, including women, minorities, the handicapped, individuals with limited English proficiency, workers 55 years old or more, and the economically disadvantaged. A 1% Set-aside for Individuals Who are Incarcerated in Correctional Institutions reserves 1% of the monies available to each state for vocational education and services.

The United States Federal Bureau of Prisons

The area of correctional education where the federal government has provided the most decisive leadership is in the 43 correctional facilities throughout the country that comprise the U.S. Bureau of Prisons. Although federal prisons house a relatively small population (about 34,000 in 1984) in comparison to the total prison population, they have been innovators in educational and administrative policy. In the late 1970s, for example, the Bureau of Prisons established three objectives for its inmate training and education programs:

- That all inmates leaving the federal prison system would be able to read at least at the eighth-grade level (recently raised from sixth-grade level).

- That all inmates with the ability would earn a high school diploma or equivalency certificate by the time they were released.

- That all inmates who did not have work skills would be given training that would qualify them for post-release employment in a relevant, career-oriented occupation.

More recently, the Bureau has established a mandatory literacy policy for inmates who test below the eighth-grade level. These offenders are required to enroll in a literacy program for at least 90 days. They are then encouraged to continue in the program, although enrollment is made optional on the theory that the coercive measures that have been tried in the past have created little student motivation. Yet another innovation in administrative design is to link education with prison work programs (rather than partnering education with treatment, as is usually done). Students who achieve well in the education programs are promoted to higher level and better paying jobs in the prison industries. As employers in the free world have discovered, basing salary increases on educational achievement "has proved to be a strong motivational tool."

THE ROLE OF THE STATE IN CORRECTIONAL INSTITUTIONS

New policies within the Federal Bureau of Prisons often require a long time in filtering down to state-administered prisons because efforts to advise the states about model programs, curricula, and service delivery patterns are fairly recent. Correctional education programming is also sometimes a low priority at the state level, despite vigorous attempts by the federal government to foster increased state responsibility for such programming. State prison systems and even individual institutions within systems vary tremendously from those with highly developed education programs to those with little or no programming in literacy. State authority plays varying roles in different states. In many states, correctional education is directly administered by the state department of education. In such states as Connecticut, Illinois, Maryland, Ohio, South Carolina, Texas, Florida, and Virginia, separate school districts have been established to administer correctional

education services, thereby ensuring that they need not compete with other education programs for funding. Elsewhere, joint responsibility for programs is shared by state departments of education, mental health, social service, and corrections. In some states, correctional facilities directly contract for staff and services with a local school district, vocational-technical school, community college, or university. Other state programs are administered by a county or regional facility. (Volume II, Directory of Prison Literacy Programs in the United States, provides details on the structure of correctional education in different states.)

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