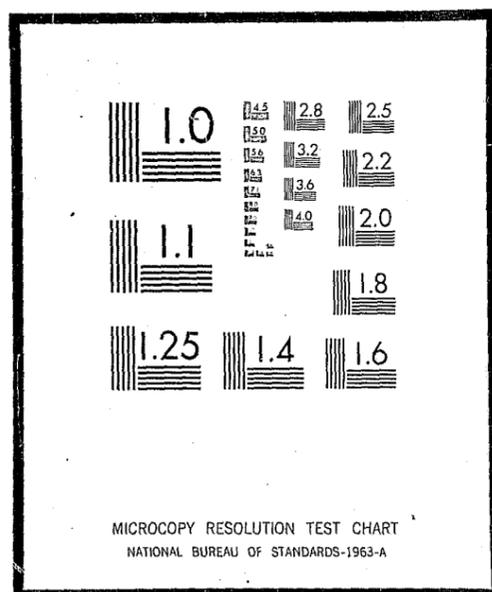


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AN EDUCATIONAL NEEDS STUDY

FROM INMATES OF VERMONT CORRECTIONAL INSTITUTIONS

January, 1973

Completed as a Service of the Planning Division,
State Education Department of Vermont.

REPORT OF THE EDUCATIONAL NEEDS ASSESSMENT

FOR CORRECTIONAL INSTITUTIONS IN VERMONT, 1972

The Corrections Department and the Education Department are working together to make improvements in educational programs for those incarcerated in Vermont Correctional institutions. The initial phase of the project was to conduct an educational needs assessment with the inmates in Windsor, Burlington, and St. Albans.

We were interested in learning of past experiences as well as the present hobbies, interests, and future areas of learning needs. There is a diversity of talent existing with the inmates. The existing skills and knowledge areas are included as individual profiles from Windsor and Burlington (See Exhibits A and B).

In the St. Albans institution a discussion was held with the Director of Treatment who outlined the existing process for diagnosis and treatment.

The report that follows summarizes the educational needs presently existing in the three institutions. While the specific educational needs were expressed in a formal manner by the inmates, discussions were also held with the inmates, education director, correctional advisors and the results of these discussions are reported as identified needs.

Educational Needs

1. Without question the single most educational need expressed by all parties was a program for developing auto mechanic skills.
2. The balance of educational needs could be identified as vocational and academic. Below is a listing of the programs desired in each of the areas:

Vocational

Music
Art
Cooking
Butchering
Restaurant management
Architecture
Printing
Interior decoration
Building trades
Selling of contracts
Real estate
Social work
Gas station management
Barbering
Body and fender
Painting
Woodworking
Welding
TV repair
Plumbing
Drafting
Electrical

Academic

Law
Drug rehabilitation
Mathematics
Spelling
Reading
French language
Latin language
Writing
Ancient history
Psychology
Zoology
Oceanography

While there were expressed needs identified by the inmates, they also expressed short-term and long-term personal goals. Short-term goals were defined as 2-5 years and long-term goals were defined as 10 years or longer.

Short-Term Goals

To get out of here.
To complete some college courses.
To develop cooking skills.
To understand food nutrition.
To start on a job.
To participate in social work.
To become a disc jockey.
To marry.
To speak English.
To become an effective speaker.
To become a bookkeeper.
To attend business school.
To build a house.
To become a gas station manager.
To become a blacktop contractor.

Long-Term Goals

To stay out of correctional institutions.
To become released from the present sentence.
To become a restaurant manager.
To obtain a degree in food restriction.
To do some teaching.
To become employed by a transportation co.
To become a bookkeeper.
To sell real estate.
To raise a family.
To become successful.
To have a small business.
To have peace, love, and happiness.

The discussions also revealed needs that have general implications beyond the specific vocational and academic needs. These needs are reported below:

Needs With General Implications

1. There is a need to have a sufficient number of small appliances for repair purposes.
2. There is a need to expand the selections of books and materials in the library.
3. There is a need to obtain outlets for distribution of arts and crafts completed.
4. There is a need to issue certificates for successful completion of courses.
5. There is a need for educational directors to attend conferences appropriate to implement alternative correctional educational programs.
6. There is a need to include student teaching experiences in correctional institutions.
7. There is a need to be able to hire competent former inmates for teachers.
8. There is a need to provide sufficient schedules so that coordination of treatment programs can take place.
9. There is a need to utilize the television sets in cells for educational programs.
10. There is a need to expand the recreational program.
11. There is a need for a closed-circuit television system i.e. video tape recorder, camera, and tapes.
12. There is a need for 30 days to expire before an inmate is regularly involved with an educational program.

Suggested Next Steps

In each of the needs assessment interviews there was a concern that programs would really become a reality.

The leadership in each of the institutions indicated a need to follow through from diagnosis to a completion of the treatment program; a part of which would be an educational contract between the inmate, and Commissioner of Corrections as a means of implementing the idea that education is therapeutic.

It has been suggested that the following steps could provide for an individually designed educational contract that would coordinate with the inmate's sentence.

1. Diagnosis of inmate.
2. Development of inmate's educational goals and objectives.
3. Program designed to reach goals and objectives.
4. Timeline of program participation.
5. Placement of inmate upon successful completion of program and sentence.

In order to complete the program planning from an educational viewpoint, it will become necessary to obtain necessary approval to develop the educational programs in the manner described or in some other procedure.

It is apparent that attempts in the past have been made to raise the priority level of education in Vermont correctional institutions. We can develop the programs from the needs described as well as design the forms to complete the individual educational plan. It would seem that now the commitment level rests with a continued cooperative effort to implement the programs from where we are now. It was suggested that in order to implement an educational program in Windsor there would need to be four coordinated schedules

developed. These schedules would be:

1. A schedule of in-cell activities.
2. A schedule of classes from adult basic education, general educational development, and vocational.
3. A schedule of community college classes.
4. A schedule for counseling.

To conclude this statement of educational needs as assessed from inmates of Windsor and Burlington as well as from the leadership including St. Albans the following statements can be made:

1. Vocational skill development ranks number one priority.
2. Programs need to be developed based on the identified needs.
3. An educational contract needs to be developed with each inmate that can be implemented wherever he is sentenced.
4. A coordination and delineation of programs needs to be worked out with ABE, GED, Community College, Employment Security, and Vocational Rehabilitation.

WINDSOR STATE PRISON - INDIVIDUAL PROFILE

1. Summarize past experience:

A. Skills

typing (2)	baking	speaking
house painting (3)	construction	swimming
clerk (2)	plumbing	music
cook	electronics	social work
barber	law (2)	girls
carpentry (2)	steel lathe operator	poetry
bricklayer	fork lift driver (2)	drugs
roofing	meat cutter (2)	drawing
masonry (2)	drafting	selling
truck driving	candle making	water skiing
auto mechanic	woodwork	psychiatry
asphalt contractor	painting	author
ceramics	disc jockey	charter boat mate
interior decorating	making ski poles	

B. Knowledge Areas

law (3)	woodwork (2)	poetry (2)
prisons	barbering	writing
business mgmt.	psychology	history
machine work	advertising	drug counseling
music (rock, c&w)	typing	young people
transportation	cleaning houses	reading
painting (2)	construction	water skiing
gas station mgmt.	architecture	driving fast cars
asphalt paving	drawing	

2. List hobbies and interest areas:

A. Hobbies

woodwork (3)	water skiing (2)	travel (3)
woodcarving	bikes	stars
leather work (2)	women	writing letters
ceramics	whittling	model planes
writing (2)	pen pals	billiards
sports	meeting people & rapping (2)	hunting
silverwork	movies	fishing
electronics	helping others	drawing (arts & craft
music		photography

B. Interest Areas

legal studies (5)	writing	growing plants & trees
psychology (3)	woodwork (2)	underprivileged people
music (2)	business	peace (2)
art (2)	college	novels
ceramics	politics	freedom
cooking	math	family
butchering	bookkeeping	love
printing	real estate	sex
auto mechanic	motorcycles	comedy

3. List skills and knowledge areas you would like to learn:

A. Skills

music (4)	drug rehab. courses	social work
law (3)	printing	spelling
art	interior decorating	reading
cooking	auto mechanic	French lang.
butchering	bookkeeping	Latin lang.
restaurant mgmt.	selling of contracts	writing (2)
business (2)	real estate	gas station mgr.
architecture		

B. Knowledge Areas

ancient history	selling
barbering	electric
psychology (3)	body & fender
law (2)	painting
music (3)	

4. State short-term and long-term goals:

A. Short-Term (2-5 yrs.)

get out of here (3)	bookkeeping
college courses (2)	business school
cooking	build a house
food nutrition	gas station mgr.
starting a job	blacktop contractor
social work	none
disc jockey	?
marriage	
English	
speaking	

B. Long-Term (10+ yrs.)

stay out	raising a family (2)
release	being successful
restaurant mgmt.	having a small business
degree in psychology (2)	too long
degree in food nutrition	being successful
teaching	peace
transportation	love
bookkeeping	happiness
real estate	?

BURLINGTON CORRECTIONAL FACILITY - INDIVIDUAL PROFILE

1. Summarize past experience:

A. Skills

truck driver (3)	bartender	fork lift operator
carpentry (3)	plumbing	mailer operator
supply clerk	auto mechanic	factory work
carving	music	
welding	no skills	

B. Knowledge Areas

high school	20 years	auto mechanic teacher
grade 9	music	

2. List hobbies and interest areas:

A. Hobbies

auto mechanics (2)	hunting (2)	earth science
wood work (2)	fishing	cross word puzzles
music	trapping	hockey
stereos	skin diving	football
record collecting	photography	handball

B. Interest Areas

law (criminal)	auto mechanics (2)	flying
social welfare	auto body	music
counseling kids	wood work	stereos
science		hockey

3. List skills and knowledge areas you would like to learn:

A. Skills

auto mechanics (2)	law (2)	counseling in drug rehab.
wood work	accounting	finish school
auto body	social welfare	college
welding	zoology	oceanography

B. Knowledge Areas

auto mechanics	law	English
social welfare	accounting	History
	Math	

4. State short-term and long-term goals:

A. Short-Term (2-5 yrs.)

finish school	finish carpenter	college degree
find a job	auto mechanics (2)	stereo tech.
get married	build a house	freedom

B. Long-Term (10+ yrs.)

raise a family	a good education	counselor
become a mechanic	a good paying job	undecided
C.P.A. accounting		

St. Albans

Need to develop and implement programs in:

Building trades

Auto,mechanics

END