HOMO · MINISTER ET INTERPRES NATURAE · Y

FOUNDED BY
ASA PACKER
1865

LEHIGH UNIVERSITY

– A MODEL –

FOR
E EVALUATION OF
CORRECTIONAL
ICATION PROGRAMS

AUGUST 1977

ectional Education Evaluation Project
School Of Education
Lehigh University

NATIONAL CORRECTIONAL EDUCATION

EVALUATION PROJECT

School of Education
Lehigh University
524 Brodhead Avenue
Bethlehem, Pennsylvania 18015

Project Staff

Raymond Bell, Ed.D.
Elizabeth Conard, M.Ed.
Thomas Laffey, M.S.S.
J. Gary Lutz, Ed.D.
Paul VanR. Miller, Ph.D.
Christine Simon, B.A.
Anne Ernst Stakelon, M.S.
Nancy J. Wilson, M.Ed.

NATIONAL EVALUATION PROGRAM

PHASE I

A Model

for

The Evaluation of

Correctional

Education Programs

National Correctional Education Evaluation Project
School of Education
Lehigh University

August 1977

TABLE OF CONTENTS

INTRODUCTION

Purpose

In November 1976, Lehigh University was
awarded a grant by the Law Enforcement Assis-
tance Administration to conduct a Phase I
evaluation of education programs in all state
and federal adult correctional institutions in
the United States (excluding Alaska and Hawaii).
The National Correctional Education Evaluation
Project (NCEEP) was designed to gather, synthe-
size, and assess data on all existing correct-
ional education programs. An additional man-
date was to design an evaluation model that
could be used to examine the critical elements
in a given education program at any level in a
correctional institution. The instrument that
follows was designed in response to this mandate.

The data collection phase of the NCEEP
study consisted of several aspects. These
included:

(1) A review of the literature on
correctional education.
(2) The design of a survey instrument and
the subsequent distribution of this
questionnaire to 200 randomly selected
correctional institutions throughout
the country.
(3) Telephone interviews with educational
directors at all 200 of these
institutions.
(4) On site visits to 20 institutions
throughout the country, during each
of which interviews were conducted
with administrators, educational
personnel, treatment personnel, and

inmates over a two-day period.
(5) Data analysis of the returned quest-
ionnaires. An 81% return rate was
achieved.

The data collected identified several
issues as critical aspects of any correctional
education program. The model that follows is
based on these issues and is designed to lead
you through a self-evaluation process.

Design

The model is divided into five sections.
Section I, Characteristics of the Institution
and School, provides a format through which to
examine your resources, both financial and
material, institutional limitations, and the
characteristics of the students enrolled in
your programs.

Section II, Philosophy, Objectives, and
Priorities, will help you examine various
factors affecting your program, such as inter-
departmental relationships, your educational
goals, and the methods employed to identify
the target population of the educational pro-
grams.

Section III, Recruitment/Selection Proced-
ures, examines the nature and effectiveness of
academic and vocational counseling provided for
inmates and test administration and inter-
pretation.

Section IV, Curriculum Design, raises
questions about classroom procedures and curric-
ulum evaluation.

Section V, Staff, is designed to help you
examine the numerical and qualitative adequacy
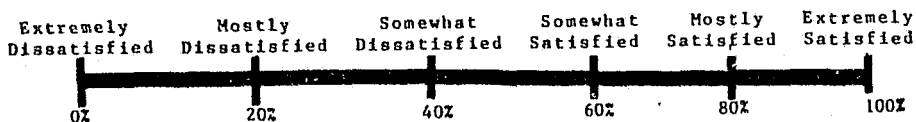of staff, and includes questions on inservice

training, salaries and benefits, and staff
morale.

Format

Each section of the instrument consists of
three types of questions.
  (1) The first type of question is designed
      to lead you through a process by which
      you can assess the current status of
      your educational program.
  (2) Following these are questions which
      help you examine the degree of satis-
      faction you feel with individual
      aspects of your program.
  (3) Finally, each section contains questions
      about the degree of satisfaction you
      feel with the efforts being made to
      close any gaps between the real and
      the desirable conditions in each pro-
      gram area.

The rating scale below can be used for both
of these last two question types. Although the
sample scale shows several specific percentage
points, you are not restricted to these points
in your responses. They have been provided only
as a guide.

Extremely Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Extremely Satisfied
0%	20%	40%	60%	80%	100%

Example:

Estimate the degree of satisfaction you
feel with the following:

                    Institution Coffee 1. __85__ %
                    Institution Food   2. __12__ %

v

In this example, the individual has indi-
cated 85% satisfaction (a little more than most-
ly satisfied, but not extremely satisfied) with
institution coffee but only 12% satisfaction
(between extremely dissatisfied and mostly
dissatisfied) with the food.

After completing each group of questions
requesting percentage scores, you are asked
to total your responses. Divide this total
by the number of questions that you completed
within the group. This will provide you with
an estimate of your overall degree of satis-
faction in each area covered. Using the above
example the total rating of the degree of
satisfaction is: 48.5%. That is,

$$\frac{\text{TOTAL \%}}{\text{No. of Responses}} = \frac{(\quad 97\% \quad)}{(\quad 2 \quad)} = 48.5\%$$

. Finally, in order to provide you with a
general and overall picture of your responses
and the degree of satisfaction you feel about
each major area discussed in the model, a
summary table is provided. This table appears
at the end of the model (page 33). After
transferring your summary responses onto this
table, it might be helpful to compare them in
order to identify what specific areas need the
most attention and which areas appear to be
the strongest in your program.

In many questions, responses are to be
broken down by program area. In these questions,
the standard abbreviations used are:

    ABE: Adult Basic Education Program
 GED/SE: General Equivalency Diploma Program,
          or Secondary Education Program,

Or a combination of both these
programs.
VOC: Vocational Education Program
PSE: Post Secondary Education Program

Suggestions for Use

This instrument is to be used only as a
guide for self-examination. With this in mind,
the following suggestions for implementation
might be considered.

One method of approaching self-examination
through the use of this model could be to dis-
tribute the model to all educational staff mem-
bers for their responses. Subsequently, a
staff meeting could be held to discuss any
differing perceptions and to try to reach a
consensus on both existing conditions and
future needs. Conversely, the instrument
could be completed by administrative staff alone.

This model has been designed to be adapt-
able to a variety of correctional institutional
settings. Therefore, in your self-evaluation
you need not feel restricted by the above
suggestions for implementation. In addition,
you should not feel limited to only examining
the specific answers required by the model.

For example, in Section II, Part B,
Objectives, you are asked to record whether
or not there are specific objectives for your
education programs. In this case, if you are
unsure of what your program objectives are, you
might choose to develop them by asking yourself
and your staff: (1) What are we trying to
accomplish in our education program? (2) How
do we identify the population with whom we are
trying to achieve this outcome? (3) What are
our goals in terms of changing student achieve-
ment levels, behavior, attitudes, etc.?

(4) How can we best accomplish this?

These same kinds of questions could also be
considered when reviewing other areas of your
education programs, such as Curriculum Develop-
ment and Staff. Thus, the process of completing
this instrument may not be the final step in
your self-evaluation, but rather a point of
departure for continued planning and evaluation
of your education programs.

Appendix

Following the model is an appendix which
contains data relevant to some of the questions.
These data were collected from the 163 insti-
tutions which responded to the NCEEP question-
naire. The data are not to be used to judge
the quality of your programs. They simply
are the averages of the responses to our
initial survey instrument and are presented
to provide you with information about the
current conditions in correctional education
programs.

Additional Project Information

If you would like further information
about the National Correctional Education
Evaluation Project, the Phase I reports and
the project summary are available through:

National Criminal Justice Reference Service
Law Enforcement Assistance Administration
U.S. Department of Justice
Washington, D.C. 20531

INSTRUCTIONS

The questions on the following pages
are to be used as a guide for evalu-
ation of your institution's education
program.

Questions have been carefully designed
to allow for maximum flexibility in
examining your program. Therefore,
it is to your benefit to respond to
each question for which you have
information and to think about those
areas where information is lacking.

The model was designed to indicate where
responses are required. However, since
it has been photo-reduced, it is recom-
mended that you record your answers on
separate paper. The purpose of the
boxes is to group sub-parts of a specific
question.

I. CHARACTERISTICS OF INSTITUTION AND SCHOOL

A. DESCRIPTIVE INFORMATION

1. What is the breakdown of the total institutional
   population in terms of highest grade completed
   in school prior to commitment?

Grade 0-6	_____
Grade 7-9	_____
Grade 10-12	_____
0-2 Years of College	_____
3-4 Years of College	_____
Total Number of Inmates	_____

   What is the breakdown of the total student population
   in terms of highest grade completed in school prior
   to commitment?

Grade 0-6	_____
Grade 7-9	_____
Grade 10-12	_____
0-2 Years of College	_____
3-4 Years of College	_____
Total Number of Students	_____

2. Describe any significant change in the educational
   levels of inmates in the last 5-10 years.

3. How has your educational program been adjusted to
   meet these changing needs?

4. Per student, what is your yearly expenditure for
   education?

   $_____

1

5. What percent of the total institutional budget is
    given to education?

                                            _____ %

    What percent of the total expenditure for education
    comes from:

        Local: _____ %
        State: _____ %
        Federal Government: _____ %
        Other: _____ %

        TOTAL: __100___ %

6. How many students are enrolled, by program, in the
    school?

	PART TIME	FULL TIME	% OF TOTAL POPULATION
ABE PROGRAM			
GED/SE PROGRAM			
VOC PROGRAM			
PSE PROGRAM			
TOTALS			

7. Indicate any ways in which security procedures within
    the institution affect the functioning of the school.

8. Indicate any way in which inmate job assignments
    within the institution affect the functioning of
    the school.

2

9. Assess the quality and availability of the following resources:

   Classroom Space:

   Vocational Shops and Equipment:

   Laboratory Facilities:

   Out of Class Study Areas:

   Classroom Hardware and Software:

   Audio-Visual Equipment:

10. Chart the achievement and ability levels of your
    students by I.Q. and Reading levels by filling in
    the number of students in each section of the
    matrix below:

I.Q.	Reading Level				
	0-2.9	3.0-5.9	6.0-8.9	9.0-11.9	12.0 & Over
Below 69					
69-84					
85-100					
101-116					
117-132					
133-148					
Over 148					

What tests are used to determine student ability
(I.Q.)?

What tests are used to measure reading level?

When and by whom are these tests given?

Describe how these people are trained in test
administration.

Assess the reliability and relevancy of the tests
administered.

How and by whom are these tests used and interpreted?

11. What, if any long range studies have been done or are
    planned to measure the relationship between education
    programs and student ability?

4

12. What is the average length of time a student is
    enrolled in school without interruption?

                    0-3   months   _____
                    4-6   months   _____
                    7-9   months   _____
                    10-12 months   _____

    Do you believe that this time period is adequate
    to meet your educational goals?

    Indicate the extent to which each of the following
    factors influences the length of time a student
    stays enrolled in the school program without
    interruption.

	Very Important Factor			Not A Factor	
Student Motivation	1	2	3	4	5
Conflicts with Job Assignment	1	2	3	4	5
Security Conflicts	1	2	3	4	5
Personality Conflicts:					
With Other Students	1	2	3	4	5
With Teachers	1	2	3	4	5
With Educational	1	2	3	4	5
Administration					

    Describe any factors not listed above which affect
    the length of stay in school.

    What, if anything, has been tried to lessen the
    effect of the factors listed and described above?

5

13. For what reasons can a student withdraw from school?

    What is the procedure used for student withdrawal
    from the school program?

    If a student withdraws or is withdrawn from a
    program for any reason, how soon can he/she be
    readmitted?

Extremely Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Extremely Satisfied
0%	20%	40%	60%	80%	100%
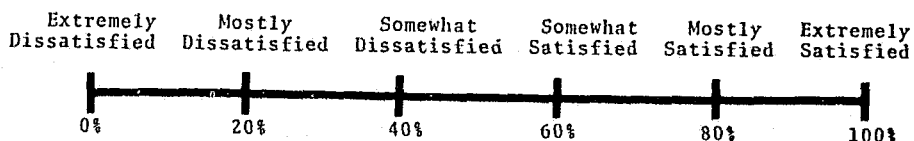
B. ESTIMATE THE DEGREE OF SATISFACTION YOU FEEL WITH THE FOLLOWING:

The extent to which the school is meeting the educational needs of the total institutional population   1. _____ %

Your average yearly expenditure per student for education   2. _____ %

The percentage of the total institutional budget given to education   3. _____ %

The total number of students enrolled in:

ABE program   4. _____ %

GED/SE program   5. _____ %

VOC program   6. _____ %

PSE program   7. _____ %

The extent to which the functioning of the school is limited by:

Security procedures   8. _____ %

Job Assignments   9. _____ %

The availability and quality of resources and materials:

Availability   10. _____ %
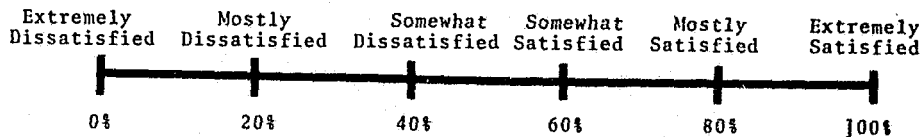
Quality   11. _____ %

Testing procedures used to determine student ability and achievement   12. _____ %

The attrition rate of the student population   13. _____ %

Policies and procedures for withdrawal from the school   14. _____ %

ADD TOTAL   _____ %

$$\frac{\text{TOTAL } \%}{\text{No. of Responses}} = \frac{(\quad)}{(\quad)} = \text{SCORE} = \underline{\quad\quad} \%$$

Extremely Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Extremely Satisfied
0%	20%	40%	60%	80%	100%

C. IF YOU HAVE PROBLEMS IN ANY OF THE FOLLOWING AREAS, ESTIMATE THE DEGREE OF SATISFACTION YOU FEEL WITH EFFORTS BEING MADE TO REMEDY THESE PROBLEMS.

The extent to which the school is meeting the educational needs of the total institutional population   1. _____ %

The amount of funding for education   2. _____ %

Enrollment   3. _____ %

The effects of the following on the functioning of the school:

       Security Procedures   4. _____ %

       Job Assignments   5. _____ %

Access to resources and materials   6. _____ %

Testing procedures   7. _____ %

Conducting inmate needs assessments   8. _____ %

Attrition rate   9. _____ %

Student withdrawal policies and procedures   10. _____ %

ADD TOTAL   _____ %

$$\frac{\text{Total\%}}{\text{No. of Responses}} = \left(\frac{\qquad}{\qquad}\right) = \text{SCORE} = \underline{\qquad}\%$$

8

II. PHILOSOPHY, OBJECTIVES, AND PRIORITIES

A. DESCRIPTIVE INFORMATION

1. What do you see as the responsibilities of the school to the institution and of the institution to the school?

   To what extent do you feel the school has lived up to these responsibilities?

   To what extent do you feel the institution has lived up to these responsibilities?

2. What are the most frequently expressed academic interests of the student population?

   Consider whether these interests are realistic in terms of inmate ability.

   Consider whether these interests are realistic in terms of institutional capacity.

3. Describe the relationship, real and desirable, between:

The school and the administration of the institution.
   REAL:

   DESIRABLE:

The school and security.
   REAL:

   DESIRABLE:

The school and treatment.
   REAL:

   DESIRABLE:

The school and work supervisors.
   REAL:

   DESIRABLE:

The educational administrator and the institutional
heirarchy.
   REAL:

   DESIRABLE:

The educational administrator and the teachers.
   REAL:

   DESIRABLE:

The teachers and students.
   REAL:

   DESIRABLE:

The students and other students:
   REAL:

   DESIRABLE:

In cases indicated above where there is a gap between
the real and desirable relationship, indicate the
nature of this gap and describe what, if anything,
is being done to remedy this.

4. Do you have a list of specific objectives for the school as a whole and for each individual academic or vocational program?

	YES	NO	NO SUCH PROGRAM
School	___	___	___
ABE Program	___	___	___
GED/SE Program	___	___	___
VOC Program	___	___	___
PSE Program	___	___	___

5. What are the major terminal objectives in each of the following areas (i.e., the behaviors clients are expected to demonstrate upon completion of the program)?

School as a whole:

ABE Program:

GED/SE Program:

VOC Program:

PSE Program:

11

6. What are the priorities of the administration of the institution (e.g., security, education, treatment, maintenance, etc.)?

Most Important   1. _____
                                   2. _____
                                   3. _____
                                   4. _____
Least Important   5. _____

7. What are the priorities of the treatment department?

Most Important   1. _____
                                   2. _____
                                   3. _____
                                   4. _____
Least Important   5. _____
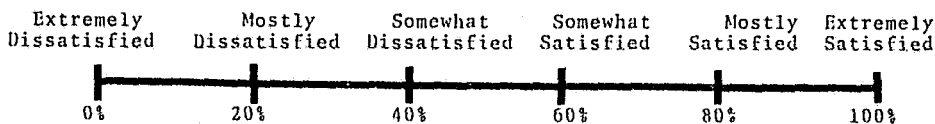

8. What are the priorities of the education department?

Most Important   1. _____
                                   2. _____
                                   3. _____
                                   4. _____
Least Important   5. _____

9. If there is a conflict because of inter-departmental differences in priorities, what, if anything, is being done to remedy this?

| Extremely | Mostly | Somewhat | Somewhat | Mostly | Extremely |
| Dissatisfied | Dissatisfied | Dissatisfied | Satisfied | Satisfied | Satisfied |

| 0% | 20% | 40% | 60% | 80% | 100% |

B. ESTIMATE THE DEGREE OF SATISFACTION YOU FEEL WITH THE FOLLOWING:

The expected responsibilities of the:
   School to the institution   1. _____ %
   Institution to the school   2. _____ %

The process used by the school to
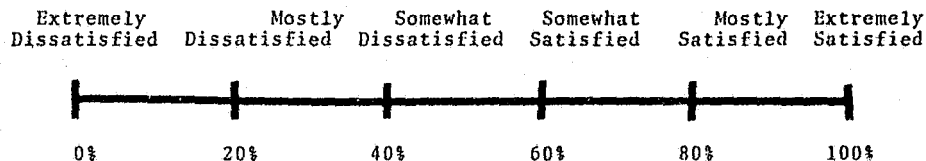 identify student abilities   3. _____ %

The real realtionship between:
   School and Administration   4. _____ %
   School and Security   5. _____ %
   School and Treatment   6. _____ %
   School and Work Supervisors   7. _____ %
   Educational Administrators
    and Teachers   8. _____ %
   Teachers and Students   9. _____ %
   Students and Other Students   10. _____ %

Specific outlined objectives for
 the following:
   Education Department   11. _____ %
   ABE Program   12. _____ %
   GED/SE Program   13. _____ %
   VOC Program   14. _____ %
   PSE Program   15. _____ %

The priorities of:
   The Administration of the
    Institution   16. _____ %
   The Treatment Department   17. _____ %
   The Education Department   18. _____ %

       ADD TOTAL   _____ %

$$\frac{\text{TOTAL\%}}{\text{No. of Responses}} = \frac{(\quad\%)}{(\quad)} = \text{SCORE} = \underline{\quad}\%$$

13

```
Extremely           Mostly     Somewhat    Somewhat       Mostly    Extremely
Dissatisfied   Dissatisfied  Dissatisfied  Satisfied    Satisfied   Satisfied

├──────────────┼────────────┼────────────┼────────────┼────────────┤

  0%          20%          40%          60%          80%          100%
```

C.   IF YOU HAVE ANY PROBLEMS IN ANY OF THE FOLLOWING AREAS, ESTIMATE THE
     DEGREE OF SATISFACTION YOU FEEL WITH EFFORTS BEING MADE TO REMEDY
     THESE PROBLEMS.

The expected responsibilities of the:
       School to the Institution   1._____%
       Institution to the School   2._____%

The relationship between:
       School and Administration
         of Institution   3._____%
       School and Security   4._____%
       School and Treatment   5._____%
       School and Work Supervisors 6._____%
       Educational Administration
         and Institution Heirarchy 7._____%
       Educational Administration
         and Teachers   8._____%
       Teachers and Students   9._____%
       Students and Other Students 10._____%

Inter-departmental conflicts caused by
the priorities of the:
       Administration of the
         Institution   11._____%
       Treatment Department   12._____%
       Education Department   13._____%

                     ADD TOTAL   _____%

$$\frac{TOTAL \%}{No. \ of \ Responses} = \frac{(\qquad \%)}{(\qquad)} = SCORE = \underline{\qquad}\%$$

14

III. RECRUITMENT/SELECTION PROCEDURES

A. DESCRIPTIVE INFORMATION

1. How are inmates made aware of available educational and vocational programs?

2. Who is involved in making placement decisions for inmates?

3. Describe the nature of any academic counseling that is provided for incoming inmates.

   Who provides the academic counseling described above?

4. Describe the nature of any vocational counseling that is provided for incoming inmates.

   Who provides the vocational counseling described above?

5. Describe the desired entry behaviors (e.g., reading level, I.Q., institutional adjustment, etc.) of students for each program area offered.

   ABE Program:

   GED/SE Program:

   VOC Program:

   PSE Program:

15

6. What information about the inmate is gathered during the initial intake (classification) period?

	TESTS ADMINISTERED	BY WHOM
ACHIEVEMENT		
ABILITY		
PERSONALITY		
VOCATIONAL SURVEYS		

Describe how the teachers use these tests.

Assess the quality of the teachers' training for test interpretation.

Is a personal interview held with each potential student? If so, by whom is it conducted and what information is collected?

How is the above information used for placement and referral?

Extremely	Mostly	Somewhat	Somewhat	Mostly	Extremely
Dissatisfied	Dissatisfied	Dissatisfied	Satisfied	Satisfied	Satisfied

```
├──────────┼──────────┼──────────┼──────────┼──────────┤
0%        20%        40%        60%        80%       100%
```
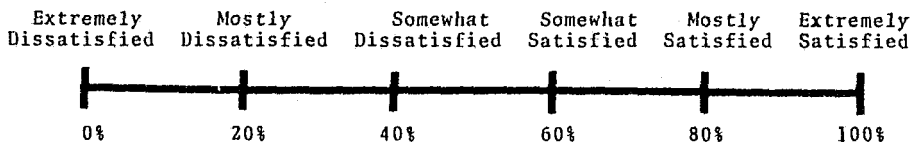
B. ESTIMATE THE DEGREE OF SATISFACTION YOU FEEL WITH THE FOLLOWING:

The process by which inmates are made award of available educational offerings   1. _____ %

The student selection/placement process   2. _____ %

Counseling provided to inmates:

                                Academic Counseling   3. _____ %
                             Vocational Counseling 4. _____ %

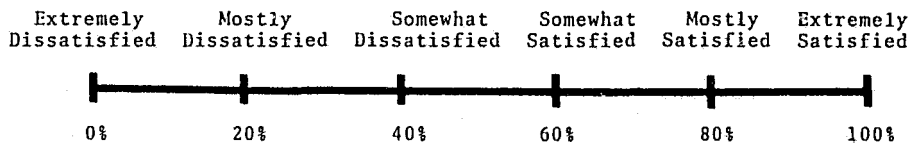The use and interpretation of placement tests   5. _____ %

                                 ADD TOTAL   _____ %

$$\frac{\text{TOTAL\%}}{\text{No. of Responses}} = \frac{(\qquad \%)}{(\qquad)} = \text{SCORE} = \underline{\qquad} \%$$

Extremely	Mostly	Somewhat	Somewhat	Mostly	Extremely
Dissatisfied	Dissatisfied	Dissatisfied	Satisfied	Satisfied	Satisfied

```
├──────────┼──────────┼──────────┼──────────┼──────────┤
   0%         20%        40%        60%        80%       100%
```

C. IF YOU HAVE ANY PROBLEMS IN ANY OF THE FOLLOWING AREAS,
ESTIMATE THE DEGREE OF SATISFACTION YOU FEEL WITH EFFORTS
BEING MADE TO REMEDY THESE PROBLEMS.

The process by which inmates are made
aware of educational offerings   1. _____ %

Student selection/placement process   2. _____ %

Counseling provided to inmates:

                    Academic Counseling   3. _____ %
                   Vocational Counseling   4. _____ %

The use and interpretation of placement
tests   5. _____ %

                         ADD TOTAL   _____ %

$$\frac{\text{TOTAL } \%}{\text{No. of Responses}} = \frac{(\quad\quad\%)}{(\quad\quad\quad)} = \text{SCORE} = \underline{\quad\quad\quad} \%$$

18

IV. CURRICULUM DESIGN

A. DESCRIPTIVE INFORMATION

---

1. Keeping in mind the information in the sections on
   School and Institution and Philosophy, Objectives,
   and Priorities, respond to the following:

   > How adequate and appropriate are educational
   > offerings for the academic needs of the
   > institutional population?

   > How well do your offerings contribute to the
   > attainment of the stated objectives of the
   > school?

---

2. Consider the following as they apply to classroom
   procedures.

   > What are enabling or intervening objectives
   > (the specific behaviors or tasks) that students
   > must complete to reach terminal objectives in
   > each academic and vocational program?

   > ABE Program:

   > GED/SE Program:

   > VOC Program:

   > PSE Program:

   > What are the specific learning experiences
   > (in sequence) that will lead to the attainment
   > of the intervening objectives discussed above?

   > What is the average amount of time allotted
   > during the working day for teacher preparation?

19

Considering the expectations placed on
teachers in each program area, is this
time sufficient?

Are there standardized measures for assessing
individual academic needs and progress in a
given program or course? If so, what are
these? If not, what types of assessments are
done by individual teachers?

Describe the variety and relevance of
learning materials and teaching methods used
in your program in terms of the range of
student learning needs (e.g., IPI, traditional
classroom, etc.)?

In light of the limitations of your institution,
do you feel the utilization of community
resources (libraries, public speakers, etc.)
is sufficient to meet the needs of the student
population?

3. Explain what role each of the following plays in
the development of your curriculum.

Analysis of student needs:

Analysis of job market/community needs:

Post-program follow-up:

Post-release follow-up:

Staff interest or expertise:

Student interest:

Availability/adequacy of facilities:

Availability/adequacy of resources:

20

4. Discuss the following in terms of the <u>evaluation</u> and <u>revision</u> of your curriculum:

How are the criteria used to evaluate your total curriculum related to your stated philosophy and objectives (as outlined in Section II).

How well are the school's stated objectives being met (as determined by observed student achievement and behavior)?

Describe pre- and post-testing procedures and how they are used to evaluate and improve the curriculum.

What system is used to solicit student reactions and suggestions on curriculum development?

What system is used to collect post-program and post-release information?

How do you use all of the above information for making revisions and additions to course offerings?

To what extent is research in the area of correctional education used to evaluate the curriculum?

To what extent is post-program follow-up used to evaluate the curriculum?

To what extent is post-release follow-ups used to evaluate the curriculum?

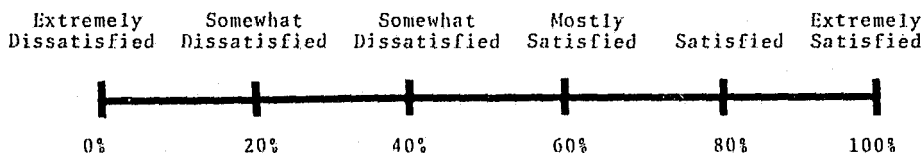Describe any changes that have been made recently as a result of this evaluation.

5. Describe how students are made aware of their
   progress in each program area:

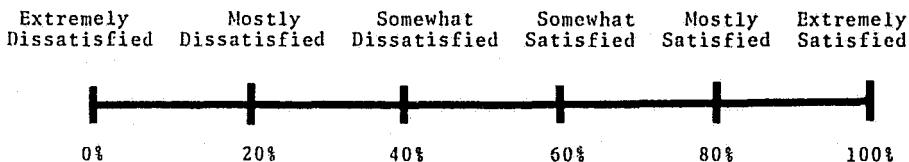   ABE Program:

   GED/SP Program:

   VOC Program:

   PSE Program:

Extremely Dissatisfied	Somewhat Dissatisfied	Somewhat Dissatisfied	Mostly Satisfied	Satisfied	Extremely Satisfied

```
|----+----+----+----+----|
```

0%	20%	40%	60%	80%	100%

B. ESTIMATE THE DEGREE OF SATISFACTION YOU FEEL WITH THE
    FOLLOWING:

The adequacy and appropriateness of
educational offerings   1. _____ %

The relationship of educational
offerings to the stated objectives
of the school   2. _____ %

Specific course designs (including
outlines and objectives)   3. _____ %

Amount of time allotted for teacher
preparation   4. _____ %

Classroom methods for assessment of
student needs and progress   5. _____ %

The variety of teaching methods and
materials   6. _____ %

The utilization of community resources   7. _____ %

Curriculum development procedures   8. _____ %

Curriculum evaluation and revision
procedures   9. _____ %

                              ADD TOTAL   _____ %

$$\frac{\text{TOTAL \%}}{\text{No. of Responses}} = \frac{(\qquad \%)}{(\qquad)} = \quad \text{SCORE} = \quad \underline{\qquad}\%$$

Extremely Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Extremely Satisfied

```
├──────────┼──────────┼──────────┼──────────┼──────────┤
0%         20%        40%        60%        80%        100%
```

C. IF YOU HAVE PROBLEMS IN ANY OF THE FOLLOWING AREAS, ESTIMATE
THE DEGREE OF SATISFACTION YOU FEEL WITH EFFORTS BEING MADE
TO REMEDY THESE PROBLEMS.

The adequacy and appropriateness of
education offerings   1. _____ %

The relationship of educational
offerings to the stated objectives
of the school   2. _____ %

Specific course designs (including
outlines and objectives)   3. _____ %

Amount of time allotted for teacher
preparation   4. _____ %

Classroom methods for assessment of
student needs and progress   5. _____ %

The variety of:
                        Teaching materials   6. _____ %
                        Teaching methods   7. _____ %

Utilization of community resources   8. _____ %

Curriculum development procedures   9. _____ %

Curriculum evaluation and revision
procedures   10. _____ %

                             ADD TOTAL   _____ %

$$\frac{\text{TOTAL } \%}{\text{No. of Responses}} = \frac{(\quad\quad \%)}{(\quad\quad)} = \text{SCORE} = \quad\underline{\quad\quad\quad} \%$$

24

V. STAFF

A. DESCRIPTIVE INFORMATION

1. Describe the duties and responsibilities of each staff member in the following categories. (Specifically, what do they do?)

   Administrative and supervisory staff
   DUTIES AND RESPONSIBILITIES:

   What additional personnel, if any, do you feel you need in this area?

   Professional, noninstructional staff (i.e., specialists, educational counselors, etc.)
   DUTIES AND RESPONSIBILITIES:

   What additional personnel, if any, do you feel you need in this area?

   Secretarial and clerical staff
   DUTIES AND RESPONSIBILITIES:

   What additional personnel, if any, do you feel you need in this area:

   Teachers by academic and vocational programs
   DUTIES AND RESPONSIBILITIES:

   What additional personnel, if any, do you feel you need in this area?

2. Describe the staff selection process in terms of the following:

Recruitment procedures

Criteria for selection

Who is involved in the selection process?

Who makes the final hiring decision?

Outline the selection process for:
  Administrative and supervisory staff

  Professional, noninstructional staff

  Secretarial and clerical staff

  Teachers by program area

3. Describe the following areas as they pertain to staff training.

How many of your teachers hold state certification in each of the following areas? (If dual certification is held by a teacher, please list under each certification area.)

Elementary Education   _____

Adult Basic Education   _____

Secondary Education
  General   _____

  Specific Subject Area   _____

Vocational Education   _____

Guidance   _____

Specialist Certification
  Reading   _____

  Special Education   _____

  Learning Disabilities   _____

  EMR   _____

  Speech Therapy   _____

  Social Restoration   _____

  Other   _____

Describe the qualifications of your staff, giving attention to:

  Relevance of certification to needs
    of the population

  Relevance of experience to needs of
    the population

  Overall ability to deal with students
    effectively in an institutional setting

27

4. Assess the availability and quality of inservice programs for staff.

Describe any inservice programs which have been provided for your staff.

How are inservice programs selected?

In terms of the needs of your population, what specific inservice programs would you like to see offered to your staff?

Are inservice programs evaluated? If so, how and by whom are they evaluated?

What attempts have been made to increase and improve inservice offerings?

Describe the extent to which members of your staff are involved in conducting educational or professional research.

5. Describe the following as they pertain to staff
   evaluation.

   How do teachers evaluate their own
   effectiveness?

   What methods are used to evaluate
   teacher effectiveness by supervisors
   or other administrators?

   How often are regular staff evaluations
   conducted?

   What process is established for teachers
   to make use of the evaluation feedback
   to improve their effectiveness?

6. Consider the following in terms of staff salaries
   and benefits.

   Assess job security in terms of contract
   renewal procedures, tenure, etc.

   Assess your staff's perceptions of job
   security.

   Describe those benefits (including medical,
   retirement plans, etc.) which are available
   to staff.

   In terms of the above, how adequate are
   staff salaries and benefits as related to
   comparable positions in your local community?

7. Consider the following as they relate to staff morale and communication of concerns.

What factors most strongly effect staff morale in the education department in both negative and positive ways.
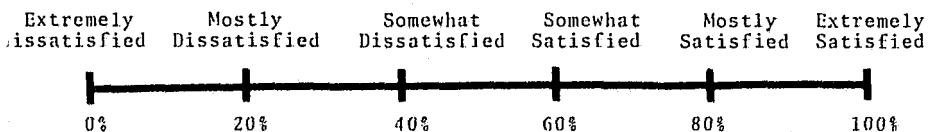
Describe the process for communications and concerns by teachers to:

Institutional administration

Educational administration

Treatment personnel

Security personnel

Extremely	Mostly	Somewhat	Somewhat	Mostly	Extremely
issatisfied	Dissatisfied	Dissatisfied	Satisfied	Satisfied	Satisfied

```
|-------------+-------------+-------------+-------------+-------------|
0%          20%           40%           60%           80%          100%
```

B. ESTIMATE THE DEGREE OF SATISFACTION YOU FEEL WITH THE FOLLOWING:

Administrative and supervisory staff:

Quality 1._____%
Quantity 2._____%

Professional, noninstructional staff:

Quality 3._____%
Quantity 4._____%

Secretarial and clerical staff:

Quality 5._____%
Quantity 6._____%

Teachers:

Quality 7._____%
Quantity 8._____%

The staff selection process: 9._____%

Inservice programs:

Quality 10._____%
Quantity 11._____%

Staff evaluation process: 12._____%

Staff salaries, benefits, and job
    security: 13._____%
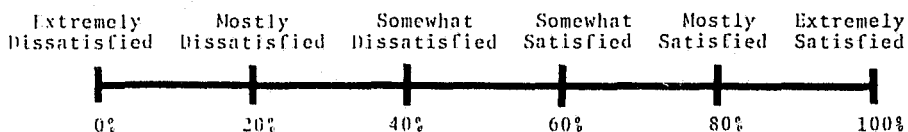
Staff morale: 14._____%

Processes for communications of concerns   15._____%

ADD TOTAL   _____%

$$\frac{\text{TOTAL\%}}{\text{No. of Responses}} = \frac{(\text{_____\%})}{(\text{_____})} = \text{SCORE} = \text{_____\%}$$

31

Extremely Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Extremely Satisfied

```
├────────────┼────────────┼────────────┼────────────┼────────────┤
0%          20%          40%          60%          80%         100%
```

C. IF YOU HAVE ANY PROBLEMS IN ANY OF THE FOLLOWING AREAS, ESTIMATE THE DEGREE OF SATISFACTION YOU FEEL WITH EFFORTS BEING MADE TO REMEDY THESE PROBLEMS.

Administrative and supervisory staff:

Quality 1._____%
Quantity 2._____%

Professional, noninstructional staff:

Quality 3._____%
Quantity 4._____%

Secretarial and clerical staff:

Quality 5._____%
Quantity 6._____%

Teachers:

Quality 7._____%
Quantity 8._____%

The staff selection process: 9._____%

Inservice programs:

Quality 10._____%
Quantity 11._____%

Staff evaluation process: 12._____%

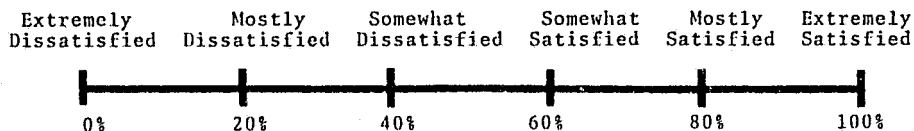Staff salaries, benefits, and job security: 13._____%

Staff morale 14._____%

Processes for communication of concerns 15._____%

ADD TOTAL _____%

$$\frac{TOTAL\%}{No.\ of\ Responses} = \frac{(\_\_\_\_\%)}{(\_\_\_\_)} = SCORE = \_\_\_\_\%$$

32

Extremely Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Extremely Satisfied

```
├──────────────┼──────────────┼──────────────┼──────────────┼──────────────┤
0%            20%            40%            60%            80%            100%
```

SUMMARY TABLE - DEGREE OF SATISFACTION

REPORT THE SUMMARIES OF THE DEGREE OF SATISFACTION YOU
FEEL IN THE FOLLOWING AREAS (PART B IN EACH SECTION).

I.   Characteristics of the Institution   _____%
and School (Page 7)

II. Philosophy, Objectives, and Priorities _____%
(Page 13)

III. Recruitment, Selection Procedures   _____%
(Page 17)

IV. Curriculum Design (Page 23)   _____%

V.   Staff (Page 31)   _____%

REPORT THE SUMMARIES OF THE DEGREE OF SATISFACTION YOU
FEEL WITH EFFORTS BEING MADE TO REMEDY ANY PROBLEMS THAT
EXIST IN EACH OF THE FOLLOWING AREAS (PART C IN EACH
SECTION).

I.   Characteristics of the Institution   _____%
and School (Page 8)

II. Philosophy, Objectives, and Priorities _____%
(Page 14)

III. Recruitment, Selection Procedures   _____%
(Page 18)

IV. Curriculum Design (Page 24)   _____%

V.   Staff (Page 32)   _____%

33

APPENDIX

The following information relates to those areas of program evaluation addressed in the preceding model. This information was obtained from the National Correctional Education Evaluation Project survey of 200 correctional institutions throughout the United States and represents a sample of the data collected from the 163 questionnaire respondents.

Section I

Part A

Question 1:

The average total population of the institutions surveyed is:

Male Institutions	846
Female Institutions	352
Coed Institutions	
Males	574
Females	118

Question 4:

The average yearly expenditure per student for education is: $905.59

Question 5:

The average percentage of the total institutional budget given to education is: 9%

The average percentage of funding for educational programs coming from state and federal sources is:

    State - 64%   Federal - 34%

Question 6:

The average student enrollment, by
program is:

	Part Time	Full Time
ABE Program	43	19
GED/SE Program	31	18
VOC Program	35	49
PSE Program	39	20

The average percent of the total
institutional population enrolled
in school is: 43%

Question 10:

The following represents the breakdown
of the percentage of institutions
using these tests to determine ability
and achievement.

Ability

Wechsler Intelligence Tests	22%
Stanford Binet	8%
Slosson Intelligence Tests	8%
Revised Beta	46%

Achievement

Stanford Achievement Test	32%
California Achievement Test	37%
Wide Range Achievement Test	23%
Tests of Adult Basic Education	35%

Section II

Part A

Question 4:

The following figures represent

36

the percentage of responding
institutions which indicated that
they had stated program objectives
for:

ABE Program   80%
GED/SE Program   84%
VOC Program   88%

Section III

Part A

Question 1:

Responses indicate that 59% of the
institutions have a handbook or catalog
which is made available to inmates.

Questions 3 & 4:

The following breakdown indicates the
percentage of responding institutions
that provide academic/vocational
counseling to:

All Inmates   57%   Few Inmates   10%
Most Inmates   28%   No Inmates   4%

Question 6:

The following represents the percentage
of institutions which use these tests to
determine personality and vocational
preference:

Personality

Minnesota Multiphasic Personality
    Inventory (MMPI)   51%

37

Vocational Preference

General Aptitude Test Battery (GATB)   52%
Singer Graflex Vocational Evaluation   7%
Differential Aptitude Test   5%

(For ability and achievement tests, see Appendix, Section I, Part B, Question 7.)

Section IV

Part A

Question 2:

Of the responding institutions, 24% report that they regularly utilize community resources; 65% occasionally use such resources; and 11% never use them.

Question 5:

The table below indicates what percentage of institutions use the following methods to make students aware of their progress within education programs:

	ABE	GED/SE	VOC
Grades	41%	50%	55%
Conferences	78%	79%	76%
Written Evaluation	51%	52%	68%

Section V

Part A

Question 1:

The average number of staff in the
institutions surveyed is:

	Part Time	Full Time
Administrative	.38	1.6
Educational Counseling	.44	1
Diagnosticians	.16	.28
Educational Specialists	.4	1.1
Educational Psychologists	.12	.13
ABE Teachers	1.4	2
GED/SE Teachers	1.4	2
VOC Teachers	1.2	5.3
PSE Teachers	4.3	.72
Inmate Teachers - Vocational	.16	.42
Inmate Teachers - Academic	.43	.87

Question 3:

The average number of teachers per
institution in each certification
area is:

Elementary Education	2
Adult Basic Education	.9
Secondary Education	
General	1.7
Specific Subject Area	2.9
Vocational Education	4.6
Guidance	.52
Specialist Certification	
Reading	.44
Special Education	.4
Learning Disabilities	.18
EMR	.05
Speech Therapy	.08
Social Restoration	.05
Other	.18

Question 4:

At 43% of the responding institutions,
inservice courses are mandatory; at 40%
they are optional; and 17% reported
they are not available.

Question 5:

Of the institutions surveyed, 70% reported
that staff evaluations are conducted
annually. Supervisors conduct these
evaluations in 96% of the institutions.

END