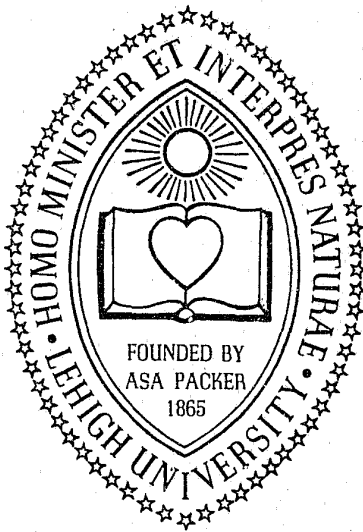




National Evaluation Program Phase I

Correctional Education Programs For Inmates: A Synthesis And Assessment

National Correctional Education Evaluation Project

SCHOOL OF EDUCATION

LEHIGH UNIVERSITY

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NATIONAL CORRECTIONAL EDUCATION EVALUATION PROGRAM

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Synthesis and Assessment

NCJRS

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Evaluation Project
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CHAPTER I

INTRODUCTION

The final report of the President's Task Force on Prisoner Rehabilitation (1970) stated that "little is known about the nature, scope, and effectiveness of education programs for the inmates of the adult correctional facilities of America". In the year 1977, there still exists a lack of knowledge about correctional education. In response to this, this report will provide additional information about the nature of education programs for adults in the state and federal correctional institutions of this country. The report is the third in a series of products prepared for the National Evaluation Project of the Law Enforcement Assistance Administration.

Between October 1976 and June 1977, the National Correctional Education Evaluation Project (NCEEP) collected information on all state and federal institutions in the United States (excluding Alaska and Hawaii). There were 327 correctional institutions identified by the NCEEP staff. Of these, 200 were selected randomly as our mailing sample for the investigation of their education programs. To this proportionally stratified, representative sample was sent a lengthy questionnaire seeking

detailed information about educational programming. Following this, site visits were made to 20 of these institutions.

It is from the data gathered during these activities that information relevant to the issues in correctional education will be synthesized and then analyzed. These issues were originally identified in the issues paper (Bell, R., Conard, E., Laffey, T., Volz, C. C., & Wilson, N. J., 1977), the first work product of this project. They relate specifically to the five general categories of correctional education programs. These five categories are the following:

(1) Adult Basic Education Programs (ABE)

For the purpose of this discussion, ABE programs are defined as those programs whose specific aim is to improve the basic literacy, linguistic, and computational skills of those inmates who are either functionally illiterate or for whom there is a large gap between the attained and potential achievement in such skill areas.

(2) Secondary Education and General Education Development Programs (SE/GED)

Secondary education programs include curricula and instruction often leading to a high school diploma. Such programs are available either through an accredited high school within the correctional system or through courses

enabling the inmate to gain a General Education Development (GED) diploma. These programs are usually designed to meet the needs of inmates who are functioning above the eighth grade level. The primary goal, however, of most of the secondary programs is the administration of the GED examination.

(3) Post Secondary Education (PSE)

This group of programs includes any college courses available to inmates for which they can gain academic, transcribed credit. These courses and programs are usually provided as part of a cooperative effort between the institution and local two- and four-year colleges. Correspondence courses are also included in this area.

(4) Vocational Education Programs (VOC)

The goal of these programs is the development of job-related skills through a combination of on-the-job training and classroom experience within the institution. Some of these programs may include the more specific goal of the acquisition of a trade or technical certification.

(5) Social Education Programs (SOC)

These programs prepare the inmate for reintegration into society after a lengthy period of incarceration. Although the definition of social education varies, such

programs would typically include life skills, decision-making skills, job-interviewing skills, group and family living skills, problem-solving skills, consumer education, and communication skills.

Only that information which deals specifically with the major issues in correctional education is reported, synthesized, and assessed in this report. The large amount of additional reported data collected by our project, however, will be available to other researchers in the field. The complete project data file, as well as general information collected, will be accessible from the National Criminal Justice Reference Service upon the completion of this project.

A. Explanation of the Issues

As stated earlier, issues explored in this report were first identified in the issues paper of this research effort. They consist of those issues which commonly appear in the literature and research in the field and are readily agreed to by a substantive body of opinion. The five (5) major areas which emerge in relationship to correctional education programs for inmates are as follows:

1. The funding and administration of such programs.

2. The influence and impact of the nature of correctional institutions upon such programs.
3. The design of the programs themselves.
4. The access to resources and materials for correctional education programs.
5. The need for evaluation of correctional education programs.

The following summary of the issues in each of these areas is presented only to familiarize the reader with our initial findings. This is done to provide an understanding of the framework used in the discussion of data in this document.

Funding and Administration

In the area of funding and administration, a review of the literature identified six issues as critical.

1. The sharing of responsibility for providing educational programs for inmates, among several agencies within each state, has caused the conflict between agencies to become an issue in correctional education. Such agencies may include, but are not limited to the State Departments of Education, Welfare, and Corrections, numerous federal

agencies, several local institutions of higher education, and local public school systems.

2. Conflict is also reported to exist among administrators within the prison. Most authorities indicate that this issue is an outcome of the fact that the institutional hierarchy often does not clearly delineate decision-making and policy-making responsibilities.

3. An inevitable result of such conflicts is the lack of comprehensive planning to provide long term funding, development, and integration of educational programs. This problem is seen to be both caused and compounded by the fact that educational programming has a relatively low priority within the institution and that it lacks credibility in the eyes of both security and other treatment staff.

4. The specific issue of lack of funding is common to corrections as a whole, but it appears to be particularly relevant when addressing the problems of outdated equipment, appropriate instructional materials, and lack of supportive services for educational programs.

5. The financing of correctional education programs seems to be compounded by the number of federal and state agencies which provide diverse sources of "soft" funding. Such funds require much administrative effort in obtaining

and keeping them and, as they usually are granted for short periods and are subject to change, their "soft" status adds considerable uncertainty for educator and inmate alike.

6. Finally, a lack of knowledge of the availability and requirements of such funding may be an additional restricting factor in providing adequate educational programs for inmates.

The Nature of the Institution

Five issues were identified as critical in this area.

1. Inherent within the very nature of the prison is the long-standing conflict between the contradictory philosophies espoused by custodial and treatment personnel. This issue is compounded by the rift between the treatment and education modalities within the institution. The outcomes of the "triangulation" are seen to be a lack of communication, a lack of an integrated treatment plan which includes educational objectives, and sometimes, hostility.

2. A direct result of this conflict is the low priority of the educational program within the institution. This, the literature suggests, has resulted in the lack

of adequate space, staff, and resources. In addition, there is a widely reported lack of cooperation and understanding between noneducation and education staff within the institution, making "school" more susceptible to interruption than any other institutional activity.

3. The custodial nature of prisons, by definition, limits education opportunities by a lack of contact with the "outside" world. Community resources and experiences, normally available to those enrolled in all levels of education programs in the normal population, are almost nonexistent in the correctional institution.

4. Within the institution, there are numerous reasons why an inmate is not attracted to education. On the other hand, there are sometimes pressures for him/her to enroll in school. Therefore, there exists both a lack of incentive coupled with a use of coercion. The financial rewards for participation in education programs within the infrastructure of the prison are often lower than those for any of the alternative activities he/she could choose. The availability of education may be restricted to the evenings when more attractive and competing activities are available. In several states, his/her attendance in programs may be required or he/she may, albeit subtly, be coerced into attending class by the suggestion that such participation

will look good on his/her parole or commutation application.

5. Finally, the security staff within the prison are often resentful of free education opportunities made available to "criminals", since they or their families have had difficulty in availing themselves of such opportunities. This hostility of security staff toward education programs is often manifested by security's lack of enthusiasm for the efforts of the correctional educator. It may also result in indirect "sabotage" of some programs.

Program Design

The literature identified five (5) specific issues in the area of program design.

1. A major issue identified in the issues paper was the fact that many authorities suggested that courses are not part of an integrated program, appearing to be islands unto themselves rather than being a part of a planned educational experience which, in turn, is part of an integrated treatment plan.

2. This ad hoc approach is compounded by the lack of specificity in the design of a course where no goals exist and no adequate pre and post assessment is available.

3. The inmates selection for and placement in such programs is often done on the basis of inadequate placement procedures and criteria. The instruments used in testing inmates are often inappropriate and badly administered. Moreover, there is a need for the results to be communicated accurately and systematically to educational personnel.

4. Support services and personnel are needed to provide accurate educational diagnosis, counseling, and career planning on a continued basis. The literature reviewed indicated that such services assume critical importance immediately prior to release and particularly during the first months "on the street".

5. Most authorities have identified the quality of instruction and the need for specially trained teachers as an area of critical importance. The special needs and circumstances of inmates require specially trained teachers with unusual personal qualities.

Access to Resources and Materials

This area is broken down into three issues.

1. The issue of inadequate and anachronistic materials

and machinery appears to have been compounded by two factors. The nature of the client--an adult inmate with severely retarded academic growth--makes it difficult to obtain appropriate learning materials. Secondly, the relatively low budgets for correctional education programs often do not allow the purchase of modern, instructional hardware.

2. Access to resources is often limited by security constraints; consequently, many inmates are prevented from benefiting from educational courses which require the use of tools, instruments, chemicals, equipment, or publications which are considered to be "contraband". Some administrations continue to discourage the use of female instructors, no matter how competent, on the grounds that they are a "threat to security".

3. A final issue in this area is the lack of contact with "external" resources and personnel. The isolation of the prison from the general community, as much by geographic location or by architectural design, means that those resources which are normally available to other educational institutions are rarely evident in the prison classroom.

Evaluation

The lack of any rigorous and systematic evaluation appears as the single most important issue in the literature on correctional education. It is difficult to assess a program's effectiveness when it lacks measurable objectives and the funding sources provide little or no mandate for evaluation. The lack of research expertise within the prison, the lack of interest by external researchers, and a lack of funding for evaluation purposes has contributed to this sparseness. It is difficult to establish a valid research design because of the nature and number of the variables involved. Moreover, the general hostility of the correctional environment has compounded this problem even further. The literature suggests that there has been a singular lack of concern for assessing the marketability of training and skills acquired in correctional education programs, as well as a lack of established needs assessments for the job market to which the inmate will return upon release.

The issue of assessing the impact of inmates' educational experience while incarcerated upon recidivism is a controversial one. Researchers are at odds about the use of recidivism rates for measuring effectiveness of educa-

tional programs. One school of research argues that the only real evaluation of program success is its impact upon recidivism, while the other school maintains that any attempt to connect educational success with recidivism is unrealistic.

B. Organization of the Synthesis and Assessment Document

Chapter II of this document is a detailed description of the methodology used in the collection of data. In this chapter sampling procedures are presented. Also presented is a comparison of the characteristics of the mailing sample to those of the total population. The construction of the questionnaire, the interview format for site visits, and the site visits themselves are described.

A synthesis of the data relating to the major issues in correctional education is presented in Chapter III. Chapter IV concerns itself with an assessment of the correspondence between these data and the issues. Both Chapters III and IV have been divided into six sections. The first section presents general information from the NCEEP questionnaire. The next five sections present data relevant to the five issues in correctional education programs. Chapter V summarizes the findings of the project,

draws conclusions, and makes recommendations within the scope of the issues.

CHAPTER II

METHODOLOGY

A. Population and Sample

According to the American Correctional Association's Directory (1977), there are more than 800 correctional institutions, centers, and camps for adults in the United States. For the NCEEP survey, centers, such as community service, pre-release, halfway houses and camps, and some specialized units, such as facilities for the aged and for the physically or mentally handicapped, were excluded. In addition, for some states which have many small institutions under one regional administration, these regions, rather than each institution, were counted. On this basis, the number of institutions identified as the population for the NCEEP survey was 327. Preliminary descriptive information about these 327 institutions, such as name and location, size and type of facility, sex of inmates, number and type of education programs, and number and type of LEAA-funded projects, was collected from available printed resources and contacts established during the information-gathering phase of the project. Two sources of valuable technical assistance in locating and listing these 327 institutions were the American Correctional Association's

Directory and the list provided by the Correctional Education Association of current Directors of Education at state and federal institutions.

Available descriptive data on these 327 institutions were then tabulated according to frequency distributions in the following categories:

1. Number of institutions in each of the states, excluding Alaska and Hawaii
2. Regional distribution of institutions
3. Number of inmates
4. Security classification
5. Sex of inmates
6. Types of education programs, e.g. Adult Basic Education, Secondary or GED, Post Secondary, Vocational Education, and Social Education
7. Number of LEAA-funded projects in topic area
8. Number of federal institutions

Since the project questionnaire was to be sent to a larger sample (200) of the total population, a random sample was drawn from the identified 327 institutions. This mailing sample of 200 was then checked against the frequency distributions found in the total population for representativeness in the eight (8) categories listed above. The

only constraint put on this sample of 200 was that institutions of less than 100 inmates were excluded when possible. Exceptions to this were made in the case of some women's institutions.

The table on the following page shows a comparison of the relative frequencies in the population and in the mailing sample in selected categories. It should be noted that all percentages are rounded off to the nearest whole number. Because of this rounding, totals may not always add up to 100%.

B. Design of the Questionnaire

Questionnaires were sent to the 200 state and federal adult correctional institutions in the mailing sample to obtain information about the current status of educational programming for male and female inmates in adult facilities. The questionnaire was designed to gather information which would serve as a data base for the testing and refining of evaluative frameworks formulated from a review of the literature and from field investigations.

Specifically, the instrument's questions addressed the basic elements that compose existing educational programs in the five areas of Adult Basic Education, Secondary Education, Post Secondary Education, Vocational Education,

TABLE 1

Characteristics of Total Population vs.
Characteristics of Mailing Sample

Characteristic	Percent of Total Population	Percent of Sample
<u>Type of Institution</u>		
Maximum Security	10%	9%
Minimum Security	11%	10%
Medium Security	10%	12%
Maximum, Minimum, and Medium Combined	13%	16%
Data Unavailable	56%	54%
<u>Sex of Inmates</u>		
Male	60%	60%
Female	11%	6%
Coed	9%	12%
Data Unavailable	21%	22%
<u>Region</u>		
Northeast	39%	39%
Northwest	16%	15%
Southeast	35%	36%
Southwest	10%	11%
<u>Education Programs</u>		
Adult Basic Education	78%	81%
Data Unavailable	21%	20%
No ABE	1%	-
Secondary/GED Program	74%	77%
Data Unavailable	25%	23%
No SE/GED	1%	1%
Post Secondary Education	66%	68%
Data Unavailable	28%	26%
No PSE	6%	6%
Vocational Program	77%	81%
Data Unavailable	22%	19%
No VOC	1%	1%
Social Education	28%	25%
Data Unavailable	68%	70%
No Social Education	4%	4%
<u>LEAA Federal Projects</u>	40%	41%
Data Unavailable	48%	45%
No LEAA Projects	12%	15%

and Social Education. Questions were selected to provide a detailed, descriptive, and analytical picture of each institution's education offerings. The NCEEP issues paper and flow diagram (Bell, R., Conard E., & Laffey, T., 1977) were the conceptual framework for question development.

The questionnaire consisted of thirty pages and was divided into six sections. The overall questionnaire format was designed to provide a set choice of answers to avoid varying, hand-written responses. This made answer tabulation more efficient for computer analysis, limited the response time for each participant, and assured a more uniform response pattern. In order not to predetermine or limit participant response to these choices, most questions also allowed the participant to specify his/her own response, in a category labelled "Other". This survey instrument was field-tested at a Pennsylvania state correctional institution, not part of the original mailing sample, to ascertain validity, response-time, item-appropriateness, and scope.

The introductory section of the questionnaire and the section on Social Education were to be completed by all recipients, while the remaining four sections, pertaining to specific education programs, were to be completed only if the program was in existence at the institution.

Section I, the introductory section, contained questions which set the general parameters of size, administration, funding, teaching staff, and inmate population in the institutions surveyed. Section II, pertaining to Social Education programs, requested information on programs which prepare inmates for reintegration into society, if these programs come under the jurisdiction or funding of the Education Department. Everyone was asked to complete this section in order to clarify how those in the field define and perceive Social Education. Institutions were asked questions pertaining to Social Education objectives, competencies, course titles, and program evaluations conducted since 1973. Section III contained questions relating to Adult Basic Education programs. Section IV addressed Secondary Education and GED programs. Section V dealt with Post Secondary Education offerings. Section VI addressed Vocational Education and vocational training. These final four sections included questions relating to placement criteria, monitoring systems, available programs, course objectives and competencies, availability and quality of resources and materials, and program evaluations done since January 1, 1973.

C. Telephone Interviews

The questionnaires were sent to the Directors of Education at the 200 institutions in the mailing sample during the second week of April, 1977. Owing to the length of the instrument and the specificity of many of the questions, it was decided that a telephone followup interview would be made to each survey participant during the last week of April. The telephone interview dealt mainly with the following items: (1) answering questions generated by the instrument itself, (2) encouraging interest in the questionnaire's completion and return by a May 6th deadline, and (4) restating willingness of the project staff to answer future questions about the survey. The NCEEP staff utilized the telephone interviews to increase respondent accuracy, to insure a valid and comprehensive response, and to encourage a high return rate for the questionnaire. In some cases several telephone interviews were needed with the same institution to expedite the return of the questionnaire. It was felt that each telephone contact was a valuable part of the questionnaire's dissemination and retrieval. These contacts were not meant to generate new information, but rather to provide support, clarification, and validation.

D. Site Visits

The NCEEP staff selected 17 institutions, from the mailing sample for site visits to complete the final phase of the field-contact component of the study. The 17 institutions selected were representative of the 200 institutions which had received the project questionnaire. The criteria used in the selection process were region of the country, size and nature of the institution, sex of the inmates, and federal and state institutions. Site selection was done randomly with the primary constraint being the most advantageous use of travel expenditures and efficient use of staff time. The project staff was also afforded the opportunity of visiting three (3) additional institutions which were not in the mailing sample. The rationale for visiting mainly institutions which received questionnaires was to enable the project staff to (1) assess the validity and reliability of the data collected from the project questionnaires and (2) round out, intensify, and complement the information gained from the questionnaires with direct exposure to programs, resources, and participants at the institutions in the mailing sample. This observation and interview process allowed for the assessment of environmental and exogenous factors that affect correctional education programs.

The 20 site visits were made within a six (6) week period, beginning on May 1st and ending in mid-June. Each institution was visited by a two (2) or three (3) member project team, spending two (2) days at the facility. The Warden and Director of Education at each institution were contacted by letter and by phone two (2) weeks prior to each visit. The letters made reference to the specific areas of interest of the visiting NCEEP team and requested interview time with various staff members and inmates of the institution. State Correctional Commissioners, LEAA Regional Offices, and State Planning Agencies were also informed of each visit within their area of responsibility.

The 20 institutions participating in the site visitations were the following:

- (1) Safford Conservation Center, Safford, Arizona
- (2) Federal Correctional Institution, Lompoc,
California
- (3) Colorado State Penitentiary, Maximum
Security Unit, Canon City, Colorado
- (4) Colorado State Penitentiary, Medium
Security Unit, Canon City, Colorado
- (5) Colorado Women's Correctional Institution,
Canon City, Colorado

- (6) Somers Correctional Institution, Somers,
Connecticut
- (7) Florida State Prison, Starke, Florida
- (8) Indiana State Prison, Michigan City, Indiana
- (9) The Women's Reformatory, Lanedale, Rockwell City,
Iowa
- (10) Maryland Correctional Training Center, Hagers-
town, Maryland
- (11) Mississippi State Penitentiary, Parchman,
Mississippi
- (12) Montana State Prison, Deer Lodge, Montana
- (13) Penitentiary of New Mexico, Santa Fe, New Mexico
- (14) Elmira Correctional Facility, Elmira, New York
- (15) U. S. Penitentiary, Lewisburg, Pennsylvania
- (16) Ellis Unit, Huntsville, Texas
- (17) Goree Women's Unit, Huntsville, Texas
- (18) Federal Correctional Institution, Fort Worth,
Texas
- (19) Federal Correctional Institution, Petersburg,
Virginia
- (20) Purdy Treatment Center for Women, Gig Harbor,
Washington

At each site visit nine interviews were planned with the following people or their designated representatives:

the Superintendent or Warden, one (1) Deputy Superintendent, the Director of Education, two (2) teachers, two (2) counselors, and two (2) inmates. In addition to these formal interviews, each project team attempted to gain as much direct contact as possible with the day-to-day operations, resources, and environment of the correctional institution's education programs.

To increase the accuracy and reliability of the data collected during these visits the project staff devised a series of site interview forms based upon the issues addressed in the questionnaire and the key aspects of the flow diagram. The standardized interview forms were also designed to provide consistency and uniformity in the collection of data.

CHAPTER III

SYNTHESIS

The intent of this chapter is to synthesize the data collected through the NCEEP questionnaire, field visits, and telephone interviews as related to the issues presented in the Introduction of this paper.

Of the 200 institutions which received the NCEEP questionnaire, a response rate of 81% (163 institutions) was achieved. In previous chapters, the term "mailing sample" was used to refer to the 200 institutions initially contacted. In the remainder of this document, the term "respondent sample" will refer to only those 163 responding institutions. In addition, since not all of the respondent sample will have answered a given question, the number of item respondents will be presented, where necessary, and will be denoted by the letter "N". It will be noted that in several cases the same data are reported in more than one issue area. While this is repetitious to some extent, this duplication is necessary for a thorough understanding of the subsequent analysis of the issues.

The information in this chapter is organized according to the following categories:

- A. General Information
- B. Funding and Administration

- C. Nature of the Institution
- D. Program Design
- E. Access to Resources and Materials
- F. Evaluation

Within each of these categories, data gathered from the NCEEP questionnaire will be reported, followed by a presentation of information obtained from site visits and other interviews. It should be noted that data collected from site visits are more subjective.

A. General Information

The first section of the NCEEP questionnaire was intended to gather quantitative information about the general descriptive characteristics of the institutions in the mailing sample--characteristics which may not directly relate to the education program, but which may, to some extent, dictate its thrust. The following discussion of this information provides the reader with data about the average characteristics of the respondent sample.

A high percentage of the 163 institutions responding to the questionnaire are located in rural areas (75%). Medium security institutions made up the largest category

in the respondent sample (42%), followed by maximum security institutions (30%), and minimum security institutions (28%). The respondent sample included 131 male institutions (80%), 7 female institutions (4%), and 23 coed institutions (14%). The average population in those male institutions surveyed is 846. Female institutions in the respondent sample have an average of 352 inmates, and coed institutions an average of 574 males and 118 females. The average age of all inmates in the respondent sample is 26.06 years.

When the length of time served in the institutions was computed, it was revealed that the largest average period of time served is in medium security institutions (32.45 months). The average time served in maximum security institutions is 31.20 months, compared to slightly less than half that time in minimum security facilities (15.44 months).

The average number of inmates enrolled in education programs of any kind across the respondent sample is 304.4. The following table gives a detailed breakdown of enrollment figures and programs offered:

TABLE 2
Educational Offerings and
Enrollment by Program Area

Type of Program	Percent of Institutions Offering Program	Percent of Inmates Enrolled	Average Number Enrolled		N
			Part Time	Full Time	
ABE	96%	11%	46.67	10.49	148
SE/GED	96%	12%	76.67	37.17	155
PSE	83%	10%	49.20	25.50	155
VOC	89%	19%	41.00	57.51	156
SOC	44%	15%	58.90	11.50	153

Information concerning the educational levels of inmates prior to commitment was obtained from questionnaire respondents. Reported below are the mean number of inmates and the percentage of inmates who have completed, as their highest grade in school, the following levels:

TABLE 3
Highest Educational Level of
Inmates Prior to Commitment (N=133)

Highest Level	Average Number of Inmates	Percent Of All Inmates
Some College Education	32	4%
High School Diploma or GED	170	23%
Between 8th & 12th Grades	250	33%
Less than 8th Grade	250	33%

B. Funding and Administration

1. Questionnaire Data

The funding and administration of correctional education programs for inmates was the first of the specific issue areas explored in the NCEEP survey questionnaire.

In the data collected, the average percentage of the total institutional budget devoted to education was reported as 9% (N=103). The average total expenditure for education programs, including both internal and external funds, is \$261,201.80. The average sum spent each year per inmate enrolled in the education program is \$905.59. In state institutions in the respondent sample, the largest source of funding for education programs (75%) comes from the state in which the prison is located. Federal sources provide 22% of the educational funds for state facilities and the balance of funds comes from various other sources, including private industry. For federal institutions in the respondent sample, 92% of educational funds come from federal sources and the remaining amount comes from the states (5%) and other sources (3%). In discussing the adequacy of such funding, 4% of the respondents considered funding to be "generous", 54% considered it to be "adequate", and 42% rated it as "inadequate."

Questionnaire respondents were asked to indicate how seriously the "lack of adequate funding" is a problem with respect to their staff's ability to meet inmates' learning needs. Their responses were entered on a five (5) point scale, where a notation of 1 signified the item was "Not a Problem" and a notation of 5 signified the item was a "Serious Problem". The relative frequency distributions of these responses are summarized below.

TABLE 4
Problem of Adequate Funding (N=157)

	Not a Problem 1	2	3	4	Serious Problem 5
Lack of Adequate Funding	23%	29%	19%	13%	15%

In applying for funds, most of the 112 responding Directors of Education (65%) believe sufficient guidelines are available to those preparing the application. Only 14% of the 125 responding institutions reported that someone had taken a specific course in grantsmanship. A larger percentage, however, reported that staff had attended workshops (46%) and/or conferences (41%) relating to the preparation of funding applications or proposals. Of the

respondent sample, 26% reported that they have someone with a research background. A number of institutions (37%) reported that staff had no special training for such work, while half of those responding (50%) reported that someone on the staff has had prior experience in the preparation of funding applications. Information about how often it is necessary to reapply for funds for correctional education programs is summarized below:

TABLE 5
Intervals At Which Institutions Are
Required to Reapply For Educational Funds

Interval	State Funds N=116	Federal Funds N=115	Local Funds N=33
More than once a year	8%	14%	21%
Annually	77%	85%	73%
Every 2 years	16%	1%	6%

In response to a question regarding program development, 49% of the 140 respondents indicated that they were unable to plan programs for more than one year ahead because of the necessity to reapply for funds periodically.

The responsibility for applying for funds from external sources varies. In a question asking whether the responsibility for applying for external funds is at the

state, local (institutional), or regional level, 36% of the 145 respondents reported the responsibility to be only at the state level. Of the respondents, 28% indicated only local (institutional) responsibility and 26% reported both local (institutional) and state responsibility. A small number (6%) stated that this responsibility is at the regional level only.

One-half of the 129 institutions sampled (50%) indicated that the sharing of funding responsibilities did cause problems. In two (2) separate responses, it was reported that the sharing of funding responsibilities created problems in both the planning of programs and the administration of programs by 40% of the respondents. More than a quarter of the 129 respondents (27%) indicated that it caused difficulties in acquiring materials and 17% indicated that there were problems caused in the retention of staff.

Information regarding the responsibility for the administration of education programs was sought by asking what agencies are involved in the administration of these programs and whether the administrative responsibility of each agency is nominal and/or functional. The relative frequencies of the responses to these questions are summarized in Table 6. It should be noted that since more than one agency could be involved, the percentage of involvement

reported does not total 100% but is rather a reflection of how many respondents have administrative ties with these agencies.

TABLE 6
Percentage of Institutions Reporting Involvement of
Specific Agencies in the Administration of
Correctional Education Programs

Agency	Involvement	Nominal Responsibility	Functional Responsibility	N
Institution	73%	17%	69%	148
State Department of Education	47%	39%	9%	149
State Department of Welfare	3%	3%	1%	158
State Department of Corrections	66%	29%	44%	147
Higher Education Institutions	27%	14%	16%	155
Public School System	7%	5%	3%	156
Other	20%	9%	12%	153

Almost half of the 135 institutions responding to a question on program administration indicated that multiple administration of education programs created problems within their programs associated with (1) the administration of programs (30%), (2) the planning of programs (29%), and (3) policy making (17%). In addition, the involvement of multiple administrators was reported to cause problems

among educational staff by 20% of the respondents, and 21% cited that problems in hiring procedures result from shared administrative responsibility.

The final decision in the hiring of educational personnel is made by noneducational, institutional, administrative staff in a plurality of the 143 responses (45%). Educational staff made this decision at 39% of the institutions responding. In other instances, the decision is made by either school district personnel (8%) or by state or regional administrative staff (9%).

The most frequently cited criterion in the hiring of educational staff is the possession of certification in the appropriate area, with 86% of the 160 respondents citing this criterion. Civil Service Status of job applicants is also a consideration in 40% of the institutions responding. Special training was cited by 26% of the institutions as a criterion in hiring, and experience with similar populations was noted as another important criterion (26%).

2. Site Visits

During the 20 site visits, NCEEP staff members interviewed institutional administrators, educational administrators, teachers, inmates, and treatment personnel. In

the course of the interviews, several questions were asked regarding the administration and funding of education within the institutions.

Superintendents and Deputy Superintendents

In interviews with 28 administrators (Superintendents and Deputy Superintendents), a consensus emerged that the funds available for education programs in their institutions were sufficient. Half of the administrators, however, expressed concern about their lack of control over the funding of education programs. It was stated, in general, that decisions regarding funds were made at the state level in the Departments of Correction and/or Education. This situation made institutional administrators' actions difficult and also influenced and determined policies and priorities in a way over which they had no control.

Educational Administrators

Twenty-two (22) educational administrators, when interviewed, cited varying sources of funding for their programs, including the following:

- (1) Adult Basic Education Grants, Elementary and Secondary Education Act--Titles I and II, Basic Education Opportunity Grants, and

- C.E.T.A. funds--19 educational administrators
- (2) Appropriations from the Institutional Budget--15 educational administrators
- (3) State Department of Education grants--6 educational administrators
- (4) Law Enforcement Assistance Administration--4 educational administrators
- (5) Grants and Veterans Benefits--4 educational administrators

Eleven of those educational administrators interviewed indicated that diverse funding sources caused problems with staffing and continuity of program. Almost a third of those interviewed (7) indicated that a general lack of funding was a serious problem. Only five out of 22 indicated satisfaction with funds available, including four administrators in Federal Prisons.

When asked what major administrative problems they faced, the administrators listed the following as the most common:

- (1) A staff shortage and numerous staff turnover
- (2) The funding of programs
- (3) The Education Department's lack of power within the institution
- (4) A lack of adequate space

Almost two thirds of those interviewed (14), felt that their relationships to the other administrative components of the institutions were the same as any other department and rated these relationships as excellent. Six education-

al administrators believed that the Education Department had little or no power within the system.

Regarding external influences upon the education program, the educational administrators reported that the State Department of Corrections had more power than the State Department of Education. The only influence the State Department of Education could exert was in the area of specific funding. All educational administrators in the federal facilities visited indicated that the standards, policies, and budget of the Bureau of Prisons had considerable influence on educational programs in federal institutions.

Teachers

Thirty-seven (37) teachers, when interviewed, summarized the funding of education programs in a fashion similar to that of the educational administrators. Less than one half of those interviewed (16) believed that there were no problems associated with the funding of their programs. A number (8) perceived the lack of funding as influencing the supply of materials for their programs and the development of programs. Problems cited less frequently were those associated with the hiring of additional staff and the purchasing of hardware.

Of the teachers interviewed, 17 viewed external agencies as having considerable influence on the education program, primarily because of their control over funding. Almost as many teachers (15) indicated that external agencies had some effect upon the design of specific programs, and a substantial number (13) indicated that staffing patterns were controlled by these external agencies.

Eleven (11) of the teachers interviewed indicated that a common concern was the low priority of education within the institutions. Nine (9) believed that education programs did not have much influence and power within the institution.

Treatment Personnel

Interviews with 32 treatment personnel revealed that a common opinion was that most education programs were under-staffed and needed more funding. This opinion was voiced by 18 of the treatment staff who were interviewed.

C. The Nature Of The Institution

1. Questionnaire Data

Most authorities agree that the establishment, development, and day-to-day operations of education programs in

prisons is difficult because of the characteristics associated with such an environment. The NCEEP survey questionnaire attempted to seek out responses which would clarify this issue. Particular aspects of the on-site interviews also sought to ascertain the respondents' perceptions about possible conflicts because of the nature of the correctional institution.

It has already been reported that most of the institutions in the sample (75%) are in rural areas, with 28% being minimum security facilities, 42% medium security facilities, and 30% maximum security institutions. It is important to keep these data in mind when considering what influence the nature of the institution may have upon the education program.

Responses (N=157) show that in more than one half of the institutions (56%) the inmate is always released from other duties in the prison to participate in the education program. In 40% of the institutions, the inmate is only released under certain conditions. A small number of respondents (4%) noted that an inmate was never released from other duties to participate in an educational program.

Almost one half of the 156 respondents (47%), indicated that "released time" created problems or conflicts between education and other departments in the institutions.

Of these 156 institutions, 38% noted that released time caused conflict with the inmates' work supervisor, and 15% indicated conflict between the education staff and both the work supervisor and the security staff. Six percent of the institutions indicated conflict solely with security staff, and 5% noted conflict with security staff, work supervisor, and treatment staff. In 40% (N=152) of the institutions in the respondents sample it was reported that a formal administrative policy or process to resolve such conflicts was established.

One survey question sought to determine whether Directors of Education believed that the higher pay scale offered by prison industries discouraged the inmate from participating in education programs. Responses revealed that 62% of the respondents did believe this situation had some negative effect and 25% felt this factor was very much involved in discouraging the inmate.

The summary of the responses to a question in which Directors of Education assessed the attitudes of other institutional personnel toward their education program is given on the next page.

TABLE 7

Institutions Rating Attitudes of Noneducational
Staff Towards the Education Program (N=159)

Attitude	Security Staff	Treatment Staff	Administration
Extremely Supportive	21%	54%	56%
Moderately Supportive	64%	45%	41%
Not Supportive	11%	1%	4%
Hostile	4%	-	-

Security concerns were also addressed in the NCEEP questionnaire and 59% of the 155 respondents indicated that the education program and course offerings were limited by security constraints. It was also reported that in more than one half of the 147 responding institutions (53%) teachers were not permitted to offer educational services to inmates confined to their cells.

The availability of education programs for institutional staff was explored in the questionnaire. A large minority of the 154 responding institutions (42%) had no educational offerings for their staff, 40% had separate classes for staff, and 28% had classes which both staff and inmates attended.

To ascertain what items influenced the education staff's ability to meet inmates' learning needs, a list

of items was presented to respondents for their ratings. Responses were entered on a five (5) point scale, where a notation of 1 signified that the item was "Not a Problem" and 5 signified that the item was a "Serious Problem". The relative frequencies to these responses are summarized in the following table.

TABLE 8
Factors which Influence the
Effectiveness of Educational Staff (N=157)

Factors	Not A Problem 1	2	3	4	Serious Problem 5
Conflict with Custodial Staff	45%	26%	22%	5%	5%
Conflict over Maintenance of Institution (e.g., inmate jobs)	31%	33%	16%	16%	4%
Lack of Adequate Liaison with Treatment Staff	52%	30%	12%	5%	1%
Conflicts with Other Institutional Programs for Inmates (Religious, Recreational, etc.)	48%	25%	13%	8%	5%

2. Site Visits

Superintendents and Deputy Superintendents

During the site visits, 28 administrators were asked

how they perceived the relationship of education to the goals of the total institution. The responses tended to cluster around two points of view. The first opinion, held by slightly more of the respondents, was that education is an integral part of the goals of the institution and as such is a segment of the treatment process available to help an inmate change. The second significant view was that education is only part of a correctional system in which the main emphasis must be upon security.

All of the administrators interviewed felt that the education program in their institution was qualitatively and quantitatively good. They believed the programs were important aspects of the institution because of the large percentage of the institutional population enrolled in the programs, either as part-time or full-time students. Less than one half of those interviewed (12) referred to education in a management context and stated that it helps in security. "It keeps the men busy," was a phrase repeated in several interviews.

When asked if education programs presented any specific problems relating to the security of their institutions, eight (8) administrators said that they did, primarily because teachers did not appreciate the need for security and couldn't or wouldn't deal with security

problems. The majority of respondents (18), however, did not believe that education programming presented any security problems. In fact, as mentioned above they felt that the availability of educational opportunities improved institutional security.

Most administrators agreed that education was an integral part of the treatment program within their institution. Several respondents perceived education as part of a prescriptive package by which "the skills learned might give a man the ability to sustain himself on the outside".

Educational Administrators

The problems of operating an educational program within a correctional setting were explored in several questions addressed to the 22 educational administrators during the site visits. Two of the most frequently cited problems facing educational administrators were (1) education's lack of power and influence within the correctional system, and (2) lack of adequate space and staff to provide educational programming to all those who needed or wanted it. Both these problems were cited by five (5) of the educational administrators. Seven (7) of those interviewed believed that security problems within the institution had a

significant impact upon the use of materials and space in the education program. A few (4) respondents felt that security concerns limited the involvement of certain people in the education program. This was particularly true for women, who, in four (4) institutions, were reportedly not allowed to be employed in programs as either professionals or resource people.

In 11 of the institutions visited, educational personnel were assigned responsibilities beyond those directly related to education. These responsibilities were most often in the areas of discipline, inmate classification, appeal board activities, and security, including involvement in search parties at the time of an escape and general security responsibilities outside the education block.

Sixteen (16) of the educational administrators cited institutional characteristics as causing significant interruptions in the educational "flow" of inmates through their program. Among specific examples cited were delays in arrivals to class, "call-outs" of inmates for work assignments, and conflicts caused by the scheduling of competing activities. Other interruptions were caused by unavoidable reasons, unique to correctional settings, such as transfer, release, court hearings, and visits.

When asked if there was a relationship between the

inmate's overall treatment plan and his/her educational needs and program, nine (9) of those interviewed said that education was well-integrated with treatment. On the other hand, six (6) educational administrators reported that their institution's education program was not well-integrated with treatment and that there was a lack of communication between these two segments of the institution which resulted in conflict. Responses to a question about the influence of inmate participation in education programs upon parole status were divided. A slight majority (12) indicated that inmate participation had a great deal of influence in this area. Another group (8) believed, however, that the influence of educational participation upon parole status was insignificant and, at best, information relating to educational programs was inconsistently used in parole decisions.

In responding to a question about the communication between the Education Department and other segments of the institution, 12 educational administrators indicated that such communication was either on a limited ad hoc basis or nonexistent. An additional eight (8) indicated that communication was maintained by various methods including departmental and staff meetings and inter-departmental memoranda.

Teachers

In site interviews with 37 teachers, the problem of conflicts with security staff was ranked second only to the problem of low motivation in their students. In response to a question, "Are there any institutional policies or regulations which hinder your effectiveness as a teacher?", 21 of the teachers indicated that security regulations were inhibiting factors. When asked, however, "How does your role as teacher relate to the role of custody?", most teachers (18) thought that although custody is of primary importance, it does not interfere with their role as a teacher. A small number (4) of those interviewed felt that the role of the teacher has no relationship to security. The most commonly held view (17) was that inmate participation in education programs played an important part in an inmate's parole status.

The teachers were asked if they were required to perform duties outside of their educational responsibilities. Twenty (20) said that they were and that such duties usually involved security responsibilities, case work, or committee assignments which they considered tangential to education. While 19 of those interviewed thought they had adequate classrooms, materials, and resources, a common complaint was the overall lack of

adequate space. Six (6) teachers in the area of Adult Basic Education, said that while they had adequate materials in terms of amount, the quality and appropriateness of these materials was questionable.

Most of the teachers (26) reported that the inmates' "flow" through the education program was often interrupted. Almost one third of the teachers (11) mentioned low student motivation as a prime cause of interruption, while a smaller number (8) felt that lockups and call-outs were the greatest causes of interruptions.

When asked about the relationship of an inmate's educational program to his/her overall treatment plan, the most frequent response (15) was that there was no relationship or that this relationship was not known by the teachers. A few teachers commented that all institutional programs were incidental to security. The communication between teachers and the rest of the institution was most often seen as informal, and in several instances (12), no formal communication system was established. Of those who reported that a communication system did exist for teachers, four (4) indicated all such communications were maintained by the Director of Education.

As reported earlier, a large number of teachers (23) felt that they had no input into the decisions and policies of the institutions as a whole. Fourteen (14) of these teachers also indicated that they had no input into the decisions and policies of the education program.

Treatment Personnel

When asked to outline their perceptions of education programs within the prison, most of the treatment personnel (23) rated the offerings as adequate and of good quality. The overwhelming opinion, however, of the 32 staff members interviewed was that the shortage of staff in education and the low student motivation were considerable barriers to program success. Specific mention was made in several interviews of what the treatment personnel felt was coercion to enter the education programs. Such pressure, it was felt, diluted the effectiveness of the educational program.

The treatment personnel interviewed were unanimously of the opinion that education was part of "the total treatment package". In response to a question regarding the mutual transfer of information between treatment and education staffs, less than half (15) reported having any formal system for communication and even those with such systems usually relied on the informal transfer of inform-

ation. Of those interviewed, almost two thirds said that they had no orientation in any way to the education programs in their institution. The balance indicated that their only orientation to education programs was during entry-level training and was of a cursory fashion. All 32 reported that they were not aware of any formal orientation to the treatment program which was available for the benefit of the education staff. Treatment personnel were asked whether they or other treatment staff worked in the Education Department in any capacity. A majority (21) said they did not perform any work in the Education Department. Six (6) of the respondents reported that they did work, on some occasions, with education staff in the writing of parole reports.

Inmates

A large number of the 39 inmates interviewed (22) believed that the education programs within the prison were better than those they had experienced on the "outside". Some expressed concern that involvement in such programs was not very highly esteemed by either the administration or their peer culture.

Most of the inmates (23) felt that being in an education program helped them obtain a parole. A number of

these inmates, in unsolicited responses, went on to explain that they felt that participation in education helped only in the sense that the parole board responded negatively if you were not enrolled in an education program and were deemed to be in need of education. Thus, inmates did not believe that participation in education had a positive effect upon parole board actions. In other words, it was better to be in the education program and "gain nothing" in the eyes of the parole board than to not participate and consequently be denied parole.

When asked what other inmates in the institution thought of the education programs, one third of those interviewed (13) felt that most inmates held favorable opinions about programs. The remainder of those interviewed were not willing to venture an opinion or believed that inmates held negative attitudes about educational offerings. A similar divergence in opinion appeared in responses to the question, "Are the inmates (enrolled in education) serious about the education program?". About one-half of those interviewed (16) said that they believed students to be serious, but 17 either felt that the students were not serious or that it depended on the inmate. The most common explanation given by those with negative opinions was that a lot of

inmates joined the education program because it was "good time", an escape from a work assignment or because it enabled the inmate to get off the cell block.

When queried about the general atmosphere which prevailed in the school, a majority of the inmates interviewed (26) indicated that school was a relaxed and comfortable place to be when compared to the rest of the institution. Several of those interviewed referred to it as a "safe" place. Most of the inmates interviewed (28) said that no pressure was put on them, either by the court or the institution, to attend classes or participate in the education program. A small number of inmates (6) claimed that some such pressures existed.

The competition between education and work assignments in the institution was explored in inmate interviews. Some inmates felt that there was a need to earn money to survive in the institution and that this need discouraged them from enrolling in the education program. Twelve (12) of the inmates reported that prison industries or other work assignments paid better than the education program and five (5) reported receiving no pay for participating in the education program. Only four (4) respondents indicated that they were either financially better off or just as well off because of enrolling in school, and four (4) stated that inmates are not paid for either work or school.

The average daily pay for attendance in school in the institutions visited is \$1.12.

D. Program Design

This section presents a synthesis of the data collected as it relates to the design of education programs within corrections. The area of program design was specifically addressed by questions in each part of the questionnaire. The on-site interviews also contained questions which examined aspects of the various issues associated with program design.

1. Questionnaire Data

For convenience of presentation, the discussion of the program design information collected from the questionnaire is broken down into five (5) subdivisions. These five (5) areas were identified as critical aspects of program design in the issues paper. The general issues of program design deal with the following items: (1) the need for courses to be part of an integrated program, (2) the need for specificity in course design, (3) the procedures and criteria for student placement and selection, (4) the need for adequate support services, especially after release,

and (5) the quality of instruction and teacher training for corrections.

The Need for Courses to be Part
of an Integrated Program

The NCEEP issues paper identified an integrated program as one that, in its development, takes into account the factors of inmate population needs, institutional needs, and program effectiveness. It also allows for uninterrupted student advancement through his/her prescribed educational and vocational plan. This issue area was explored by questions in the NCEEP questionnaire which pertained to the following: (1) the average time served by inmates in the institution and the design of educational programs within these time limits, (2) "clustering"-- the provision of academic skills in conjunction with vocational skills, (3) provisions for simultaneous enrollment in two or more program areas, including work assignments, and (4) the availability of continuous funding as a consideration in integrated program planning.

Data about average inmate characteristics and the needs of inmates were collected by the questionnaire. The average time served in the institutions in the respondent sample is 27 months. This factor will necessarily

affect the design of education programs. Responding to a question on the educational backgrounds of the inmates, the 133 respondents reported the average number of inmates who had reached the following levels of education prior to commitment in each institution: (1) college or above--32, (2) high school or GED--170, (3) 8th grade--250, and (4) less than 8th grade--250.

Data were collected by the NCEEP questionnaire to determine the number of institutions using factors relating to program integration in the design of their Post Secondary Education programs. The following table illustrates the percentage of institutions which consider these factors during PSE program design:

TABLE 9

Factors Considered in the Design of
Post Secondary Education Programs (N=133)

Factors	Percent of Institutions Using Factors					
	0%	20%	40%	60%	80%	100%
Inmate Needs Assessment						81%
Institutional Limitations						63%
Availability of Instructors						58%
Transferability of Credit						30%
Job Market Needs Assessment						25%

In the five program areas, questionnaire data show the most frequent combinations of course offerings as (N=155):

- (1) ABE, SE/GED, PSE, and VOC courses--
offered by 37% of the institutions
- (2) ABE, SE/GED, PSE, VOC, and SOC courses--
offered by 32% of the institutions
- (3) ABE, SE/GED, and VOC courses--offered
by 7% of the institutions
- (4) ABE, SE/GED, VOC, and SOC courses--
offered by 6% of the institutions
- (5) ABE, SE/GED, and PSE courses--offered
by 5% of the institutions

In response to a question about the "clustering" of program offerings, 48% of the 140 responding institutions did not cluster their vocational courses with ABE, Secondary/GED, or college courses. Of the responding institutions (N=140), 75% reported, however, that they have general academic prerequisites for certain vocational courses.

The following table shows the percentage of responding institutions that allow for simultaneous enrollment by students in the various program areas. This table is to be read across, by row only, and not by column, because it represents only whether a student enrolled in one program area could participate in any additional program areas.

TABLE 10

Percentage of Institutions Allowing Simultaneous
Participation in Program Areas

Program Area of Enrollment	Program Areas of Allowed Participation							N
	ABE	SOC	SE/GED	PSE	VOC	Work	None	
ABE	NA	51%	NA	NA	61%	79%	9%	150
SOC	73%	NA	84%	58%	71%	66%	7%	109
SE/GED	NA	44%	NA	26%	70%	83%	7%	155
VOC	68%	44%	75%	62%	NA	60%	4%	142

A question was asked to investigate possible conflicts arising from the simultaneous participation of students in work and educational assignments. Of 156 respondents, 38% reported conflicts between work supervisors and educational staff. In response to another question, 48% of the 157 respondents saw no conflicts between education programs and other institutional programs for inmates.

In response to a question on whether the sharing of funding responsibility causes problems in program planning, 40% of the 124 respondents answered "yes". Additionally, 49% of the respondents (N=140) said they were not able to plan programs for more than one year because of funding considerations.

The Need for Specificity in Course Design

The NCEEP issues paper suggested that specificity in course design is defined by the following factors:

(1) specific objectives and competencies for each course in each of the five program areas, (2) the availability of course objectives and competencies to students, teachers, and counselors, (3) objectives developed in response to the needs of the inmate population as determined through needs assessment, (4) the clarity of course definition, necessary for student placement, student success, and eventual course evaluation, and (5) appropriate course availability in response to inmate educational and cultural background.

Data from the questionnaire identified the percentage of responding institutions which have lists of specific objectives and/or competencies for their programs as listed in Table 11.

TABLE 11
Percentage of Institutions Having Lists of Specific
Competencies and/or Objectives for Education Programs

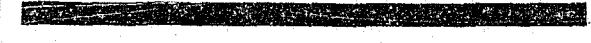
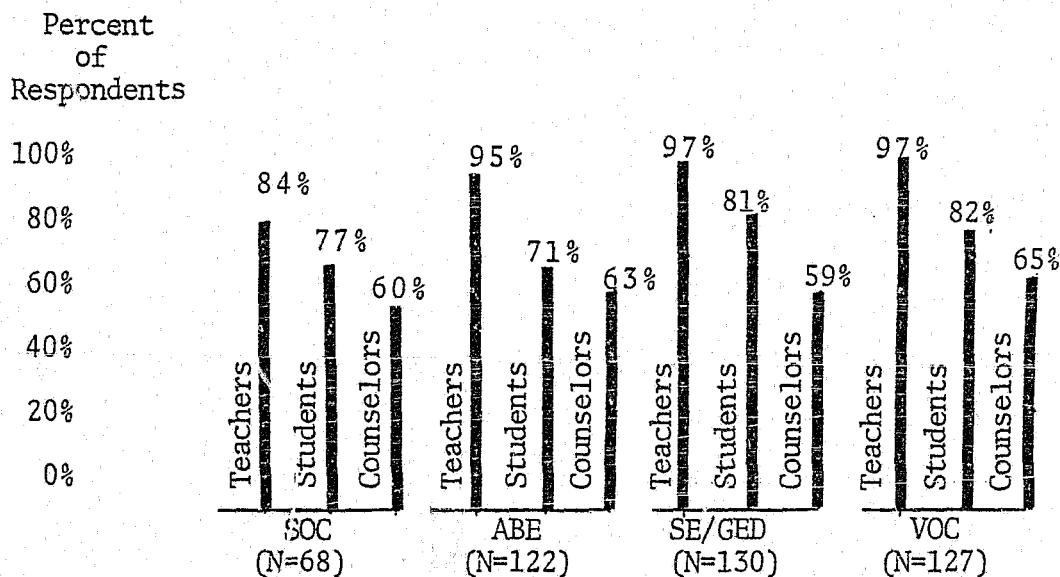
Program Area	Percent of Respondents						N
	0%	20%	40%	60%	80%	100%	
SOC							123
ABE							151
SE/GED							155
VOC							141

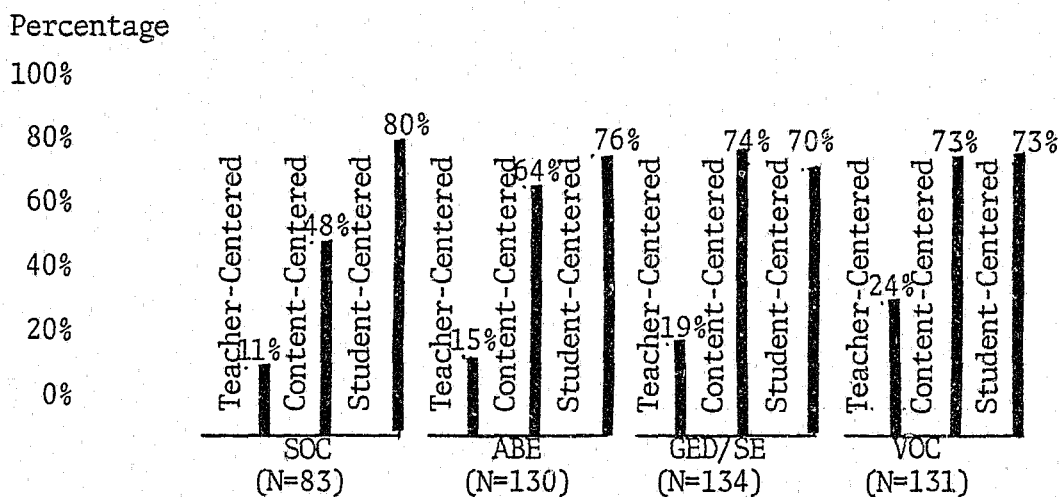
Table 12 reflects the percentages of the above institutions who make these lists available to teachers, students, and counselors.

TABLE 12
Availability of Competencies and/or Objectives to
Teachers, Students, and Counselors



It was reported that these specific competencies and/or objectives are designed according to teacher-centered, content-centered and/or student-centered criteria by the following percentages of respondents.

TABLE 13
Criteria Used in Design of Objectives



One method of distributing information about the availability of educational programs to the institutional population is through the use of a handbook or catalog. Of the 162 respondents, 59% have a handbook or catalog describing available courses and programs. Among the institutions having such handbooks, 69% distribute them to all inmates, while 31% distribute them only to those interested in education. Another means of communicating program information is through a course syllabus, The

percentage of institutions which reported having course syllabi in specific program areas is shown in the following table:

TABLE 14
Percentage of Institutions Having Course Syllabi
in Specific Program Areas

Program Area	Percent of Institutions						N
	0%	20%	40%	60%	80%	100%	
SOC	 44%						105
ABE	 51%						146
SE/GED	 60%						152
VOC	 80%						138

A variety of criteria influence Post Secondary Education program design in the institutions surveyed. The five most frequently reported combinations of criteria used in the design of PSE programs are (N=130):

- (1) Availability of an Instructor, Inmate Needs Assessment, and Institutional Limitations--used by 17% of the institutions
- (2) Inmate Needs Assessment alone--used by 12% of the institutions

- (3) Inmate Needs Assessment and Institutional Limitations--used by 8% of the institutions
- (4) Inmate Needs Assessment and Availability of an Instructor--used by 8% of the institutions
- (5) Inmate Needs Assessment and Job Market Needs Assessment--used by 7% of the institutions

The extent to which responding institutions measure the general abilities of inmates through the use of standardized tests was measured by the NCEEP questionnaire. Data show that the following tests listed in Table 15 are administered to inmates upon entry into the institution.

The two most frequently reported achievement tests, in the "Other" category are the Able and the Gray-Votaw-Rogers General Achievement Test (GVR). The most frequently reported intelligence test under "Other" is the Otis.

TABLE 15
Percentage of Institutions
Using Standardized Tests

Type of Test	Percent of Institutions	N
<u>Achievement Tests</u>		
California Achievement Test	37%	158
Tests of Adult Basic Education	35%	158
Stanford Achievement Test	32%	158
Wide Range Achievement Test	23%	158
Other	26%	158
<u>Intelligence Tests</u>		
Revised Beta	46%	155
Wechsler Intelligence Tests	22%	155
Stanford Binet	8%	155
Slossan Intelligence Tests	8%	155
Other	16%	155
<u>Personality Tests</u>		
Minnesota Multiphasic Personality Inventory (MMPI)	51%	156
Other	17%	156
<u>Vocational Surveys</u>		
General Aptitude Test Battery (GATB)	52%	156
Singer Graflex Vocation- al Evaluation	7%	156
Differential Aptitude Test	5%	156
Other	13%	156

Another area of specificity of course design investigated by the NCEEP questionnaire was the way in which institutions assessed course effectiveness. Project data show that the following methods are employed to determine whether program objectives/competencies have been met:

TABLE 16
Methods Used in Assessing the Attainment
of Objectives/Competencies

Method	Percent of Respondents by Program			
	SOC (N=90)	ABE (N=141)	SE/GED (N=142)	VOC (N=131)
Standardized Tests	29%	84%	84%	30%
Observation	70%	67%	58%	86%
Criterion-Based Tests (Teacher-Made)	53%	55%	59%	69%
Work Sample	33%	43%	37%	83%
Other	8%	4%	11%	12%

During courses, inmates' progress is monitored and evaluated by a variety of means. The following table presents the percentages of those institutions which use these methods of evaluation in the various program areas:

TABLE 17

Methods Used to Monitor and Evaluate
Inmate Progress Through the Educational Program

Method	Percent of Respondents by Program		
	ABE (N=152)	SE/GED (N=155)	VOC (N=141)
Use of Pre & Post Tests	96%	92%	55%
Staff Meetings	33%	30%	25%
Written Reports from Teachers	57%	56%	81%
Interviews with Educational Counselor	17%	22%	27%
Other	12%	13%	19%

As reported by these institutions, the inmate is made aware of his/her progress in the following ways:

TABLE 18

Methods By Which Inmates Are Made Aware of
Their Progress in Education Programs

Method	Percent of Respondents by Program		
	ABE (N=152)	SE/GED (N=155)	VOC (N=140)
Grades	41%	50%	55%
Conferences	78%	79%	76%
Written Evaluation	51%	52%	68%
Other	21%	19%	11%

In 151 responding institutions, the average percentage of inmates passing the GED test at first attempt was 69%. This can be compared to the 1976 national pass rate of 68% for all students taking the test, regardless of the number of attempts (American Council of Education, 1976, p.5). It must be noted, however, that in 62% of the responding 154 institutions, there is a grade level attainment requirement for the inmate before he/she is allowed to attempt the GED.

The Procedures and Criteria for Student Placement and Selection

The NCEEP issues paper stated that student selection for and placement in appropriate educational programs is dependent upon adequate population needs measurement, specific course descriptions, and adequate matching of student objectives with course content. Much of the data presented in the previous discussions of integrated programs and specificity of course design can also be applied to this issue area. Adequate student placement depends on a workable knowledge of the specifics of each course and is, therefore, inseparable from specificity of course design.

The NCEEP questionnaire asked respondents to rate those factors which determine whether inmates become involved in the educational program. Each factor was rated on a four point scale ranging from "Very Important" to "Not Important". The following table illustrates the percentage of institutions citing these factors as influencing inmate involvement in education programs:

TABLE 19
Factors Influencing Inmate Involvement in Education

Factor	Percent of Institutions		N
	Very Important to Important	Moderately Important to Not Important	
Inmate Interest	94%	6%	156
Recommendations of Counselor	72%	30%	156
Parole Board Recommendations	59%	41%	150
Test Results	62%	38%	156
Court Recommendations	35%	65%	151
Years in School Prior to Incarceration	33%	67%	150

The institutions surveyed were asked to specify which individuals played a part in the placement of inmates in education programs. The responses identified the following persons, listed in the order of those most frequently cited by the 162 respondents: (1) inmates themselves--89%, (2) education representative--83%, (3) treatment staff--71%, (4) security staff--31%, and (5) other--25%. The following combinations of responses occurred most frequently:

- (1) Treatment Staff, Inmate, and Education Representative--cited by 25% of the institutions.
- (2) Treatment Staff, Inmate, Education Representative, and Security Staff--cited by 22% of the institutions
- (3) Treatment Staff and Inmate--cited by 12% of the institutions

Data were collected about the percentage of students in each institution who received academic and/or vocational counseling prior to the selection of an educational or vocational training program. Of the 159 institutions which supplied such data, 57% reported that "all of them" received counseling, 28% answered "most of them", 10%

answered "very few of them", and 4% answered "none of them".

The criteria used for placement of inmates in both the ABE and SE/GED programs are identified in the following table:

TABLE 20
Criteria Used for Inmate Placement

Placement Criteria	Percent of Institutions by Program	
	ABE (N=153)	SE/GED (N=155)
Achievement Tests	90%	93%
Intelligence Tests	28%	20%
Grade Level	56%	59%
Interviews	68%	56%

The frequencies of responses, in which institutions cited one or more criteria as important for placement, appear below. The top four (4) combinations of responses for criteria in ABE programs (N=153) are listed as follows:

- (1) Achievement Tests, Grade Level, and Interviews--used by 24% of the institutions
- (2) Achievement Tests and Interviews--used by 16% of the institutions

- (3) Achievement Tests only--used by 14% of the institutions
- (4) Achievement Tests, Intelligence Tests, Grade Level, and Interviews--used by 12% of the institutions

In SE/GED programs, the top four(4) combinations of placement criteria are the following (N=155):

- (1) Achievement Tests, Grade Level, and Interviews--used by 22% of the institutions
- (2) Achievement Tests only--used by 19% of the institutions
- (3) Achievement Tests and Grade Level--used by 18% of the institutions
- (4) Achievement Tests and Interviews--used by 14% of the institutions

Analysis of questionnaire data shows the percentages of institutions which provide a formal staffing for each inmate to formulate recommendations for further educational or alternative placements upon completion of the ABE and SE/GED programs. Formal staffings are held in 46% of the 148 responding institutions when an inmate has completed the ABE program. In SE/GED programs, 43% of the 153

responding institutions provide a formal staffing upon program completion.

The criteria used to place students in the Post Secondary Education program were addressed by the NCEEP questionnaire. Responses were given on a four point scale, ranging from "Extremely Important" to "Not Important".

TABLE 21
Percentage of Institutions Rating Criteria
Which Determine Inmate Participation in PSE Programs

Criteria	Percent Assigning Rating				N
	Extremely Important	Important	Moderately Important	Not Important	
High School Diploma	71%	20%	8%	1%	134
Offense Record	6%	9%	13%	73%	128
Institutional Adjustment	18%	31%	31%	21%	150
SAT Scores	6%	25%	13%	57%	120
Availability of Needed Courses	29%	46%	14%	11%	128
Admission to/ Acceptance by Post Secondary Institution	47%	20%	12%	21%	127
Other	64%	29%	-	7%	28

Respondents were asked if alternative placements or services existed for those inmates who were referred for

educational placement but could not be placed in existing program offerings (e.g. because of extremely low level of achievement and/or serious learning disability). Of the 154 respondents to this question, 60% reported that they do provide alternative placements or services in such cases.

The following data, supplied by questionnaire respondents, identify the percentage of institutions which require compulsory attendance in specific educational areas:

TABLE 22
Compulsory Education Programs
(N=159)

Educational Area	Percent Requiring Attendance
ABE program	11%
SE/GED program	8%
VOC program	8%
Specified Grade Equivalency	10%
None	79%

The Need for Adequate Support Services,
Especially After Release

Literature and research have identified the need for affective education and support services to complement

formal coursework. Counseling, life skills training, and job placement are examples of support services cited as necessary components of an effective educational program. In addition, services designed to support the inmate upon completion of the educational program and continue this support through pre- and post-release phases were cited as a major need. Such support services relate to the integration of educational programs with other institutional programs, especially in the areas of treatment and counseling. The availability and types of support services offered by the surveyed institutions were investigated by the NCEEP questionnaire.

As previously discussed in the section on placement and selection procedures, more than one half of the surveyed institutions provide academic and/or vocational counseling to all inmates prior to their placement in programs. More than one quarter of the respondents provide such services to most students.

The number of support staff per institution were identified by the respondents and the averages of these responses are reported in the following table:

TABLE 23

Average Number of Part-Time and Full-Time
Support Staff Per Institution (N=159)

	Part-Time	. . . Full-Time
Administrative	.38	1.60
Educational Counseling	.44	1.01
Diagnosticians	.16	.28
Educational Specialists	.40	1.09
Educational Psychologists	.12	.13

Survey recipients were asked to rank the effects of various problem areas on their attempts to meet inmate educational needs. By circling appropriate values on a five point scale, where 1 represents "Not a Problem" and 5 represents "Serious Problem", respondents designated which areas are problems and the degree of severity of these problems. Many of these areas relate to the needs for support services and a unified system of interaction between departments and inmate services in order to provide a comprehensive educational package. The following table illustrates the percentage of respondents who ranked areas relating to support services as a cause of problems with respect to the staff's ability to meet inmates' learning needs:

TABLE 24

Percentage of Institutions Rating
Possible Problems Areas (N=157)

Problem Area	Rating				
	Not A Problem 1	2	3	4	Serious Problem 5
Lack of Adequate Liaison with Treatment Staff	55%	30%	12%	5%	1%
Lack of Supplementary Staff (Educational Counselors, Psycholo- gists, etc.)	30%	22%	19%	13%	17%
Lack of Educational Followup with Parole and Post-Release Agencies	11%	17%	25%	20%	20%
Conflicts with Custody	45%	26%	22%	5%	2%
Conflicts with Mainte- nance of Institution (e.g., inmates' jobs)	31%	33%	16%	16%	4%
Conflicts with other Institutional Programs for Inmates (religious, recreational, etc.)	48%	25%	13%	8%	5%
Lack of Administrative Support	53%	27%	11%	7%	3%

A question related to the area of Post Secondary Education programs was also asked. Questionnaire respondents were asked to check the factors they felt caused serious problems with respect to their effectiveness in PSE programs. The following table indicates

the percentage of responding institutions which checked each area cited:

TABLE 25
Percentage of Institutions Citing
Problems Relating to PSE Programs

Problem	Percent of Responding Institutions	N
Lack of adequate liaison with external institutions	14%	120
Lack of follow through or relevance with respect to inmates' job and/or career goals	35%	120

Furthermore, five (5) factors relating to an institution's ability to meet inmate learning needs were investigated through a cross-tabulation. These five (5) factors related to teacher training, which is further reported in the following section, as well as to the area of support services. This cross tabulation investigated the frequency with which each factor appeared as a problem for the 158 respondents to this question. The five (5) factors investigated were the following: (1) lack of liaison with treatment, (2) lack of qualified teachers, (3) lack of support staff, (4) lack of inservice training,

and (5) lack of administrative support. The following five (5) response patterns were identified most often:

- (1) None of these areas were reported as problems--by 29% of the institutions
- (2) Lack of Supplementary Staff was a problem--reported by 15% of the institutions
- (3) Lack of Supplementary Staff and Lack of Inservice Training for Staff were problems--reported by 8% of the institutions
- (4) Lack of Inservice Training for Staff was a problem--reported by 7% of the institutions
- (5) Lack of Supplementary Staff and Lack of Qualified Teachers were problems--reported by 4% of the institutions

Finally, support services are dependent upon transferring communications intra-institutionally. In response to a question relating to this communication, 81% of the 156 responding institutions answered that information gained about the inmate through his/her participation in educational programs has appropriate influence with

respect to the inmate's total institutional profile and record of adjustment.

The communications available from the education department to external support services, after release, were also investigated in the questionnaire. As shown in Table 26, 96% of the 160 respondents stated that an inmate's educational record goes into a cumulative file which is available to persons outside the Education Department. The percentages of the responding institutions which allow access to such files appears below.

TABLE 26
Percentage of Institutions Allowing Access
to Inmate Educational Records by
External Personnel (N=150)

Available To	Percent of Institutions
Parole Board	97%
Post-Release Employer	52%
Post-Release Vocational Training Program	61%
Post-Release Education Program	65%

The Quality of Instruction and
Teacher Training for Corrections

This issue area was explored by questions in the NCEEP questionnaire pertaining to the following items: (1) the amount and types of training given correctional educators, (2) the number of teachers per institution, (3) the types of in-service available to teachers, (4) the evaluations of teachers, and (5) the evaluations conducted to measure program quality.

Respondents were asked to record the number of teaching staff in their institution. The 159 responses were averaged and these averages are reported in Table 27.

TABLE 27
Average Number of Teachers Per
Institution by Program (N=159)

Program	Part-Time	Full-Time
ABE	1.4	2.0
SE/GED	1.4	2.0
PSE	4.3	.7
VOC	1.2	5.3
SOC	.7	5....

The percentage of 159 responding institutions which reported having from one (1) to five (5) full-time vocational teachers is 36%. Those having from six (6) to 15 full-time vocational teachers equaled 31%. An additional 7% of the institutions reported having 16 to 30 full-time vocational teachers. Of the responding institutions, 28% did not report any full-time vocational teachers. There were 32% of the institutions that reported no full-time ABE staff and 55% with from one (1) to four (4) full-time ABE teachers. The remaining 13% of the facilities had in the range of from five (5) to 13 full-time ABE staff. The average number of full-time Secondary or GED teachers is two (2). Of the 159 institutions responding, 36% have no full-time GED or Secondary teachers. In 61% of the institutions there are from one (1) to six (6) such teachers.

When the number of part-time staff in each of the five (5) education programs is considered, the average number is fairly close to the average number of full-time staff, with the exception of the Post Secondary and Vocational Education programs. In Post Secondary Education, the average number of part-time staff is 4.3 with 53% of the institutions reporting no such staff. The range of part-time Post Secondary Education staff extends from one (1) to 30 persons and 40% of the in-

stitutions have from one (1) to 16 part time Post Secondary teachers. In Vocational Education, the average number of part time staff is 1.2, with 75% of the institutions reporting no such staff.

The average number of teachers, administrators, and support staff per institution having the following as their highest degrees of educational attainment are reported below:

TABLE 28
Educational Levels of Correctional Education Staff
(N=155)

	Average No. Per Institution						
	0	1	2	3	4	5	6
Associates Degree							.89
Baccalaureate Degree							5.19
Masters Degree							4.83
Doctorate Degree							.27

Data gathered from the questionnaire also reported the numbers of teachers holding state certification in specific areas. Table 29 identifies the average number of teachers with each certification per institution.

TABLE 29

Average Number of State Certified Teachers Per
Institution by Area of Certification (N=154)

Area of Certification	Average No. of Teachers Per Institution
Vocational Education	4.60
Secondary Education	
General	1.68
Specific Subject Area	2.91
Elementary Education	2.00
Adult Basic Education	.90
Guidance	.51
Specialist Certification	
Reading	.43
Special Education	.40
Learning Disabilities	.18
EMR	.05
Speech Therapy	.08
Social Restoration	.05
Other	.18

Another question in the NCEEP survey instrument investigated criteria for the employment of teachers. This question offered five (5) choices and respondents were asked to check those criteria that were used in staff employment. Table 30 shows the percentage of institutions using such criteria in hiring.

TABLE 30

Criteria Used in the Employment of Teachers (N=160)

Criteria for Teacher Employment	Percent of Institutions Using Criteria
Certification in Appropriate Area	86%
Civil Service Status	39%
Special Prior Training	26%
Experience with Similar Populations	26%
Other	24%

In order to determine which employment criteria are most frequently used in combination, a cross tabulation of the above responses was run. This computation identified the most common response patterns to this question. The four (4) most frequently occurring patterns are (N=160):

- (1) Certification in Appropriate Area only--
used by 28% of the institutions
- (2) Certification and Civil Service Status--
used by 14% of the institutions
- (3) Certification and Other criteria--used
by 9% of the institutions
- (4) Certification, Civil Service Status,
Special Prior Training, and Experience

with Similar Populations--used by 7% of
the institutions

Since both the academic and vocational programs utilize a variety of teachers, a question was asked to determine the number and types of full and part-time teachers in each institution. The following table presents the average number of such teachers per institution:

TABLE 31
Average Number of Part and Full-Time Vocational
and Academic Teachers Per Institution (N=160)

	Part-Time	Full-Time
<u>Vocational Teachers</u>		
Certified Teachers	.56	5.20
Non-Certified Teachers (Excluding Inmate Teachers)	.35	.89
Inmate Teachers	.16	.42
Teachers from Special Outside Projects	.28	.13
<u>Academic Teachers</u> (Excluding College Level)		
Certified Teachers	.87	5.79
Non-Certified Teachers (Excluding Inmate Teachers)	.19	.29
Inmate Teachers	.43	.87
Teachers from Special Outside Projects	.70	.24

Questions relating to inservice training and teacher evaluation were included in the NCEEP questionnaire. Of the 153 responses, 43% conduct mandatory inservice training, 41% provide optional inservice training, and 17% have no inservice training available. In those institutions offering inservice programs, the frequency of these offerings varies. Time intervals were reported as follows (N=132): (1) Weekly--6%, (2) Monthly--17%, (3) Annually--33%, and (4) Other--43%. A majority of those answering "Other" reported that inservice courses were offered on an "as needed" basis.

Regular evaluations of education staff are conducted in the institutions surveyed on the following basis: (1) Annually, by 70% of the 158 respondents; (2) Monthly, by 8%; (3) Not Conducted by 2%; and (4) Other, by 20% of the respondents. These evaluations of educational staff in the surveyed institutions are conducted by the personnel identified in Table 32. This table gives the percentages of responses to a question asking which personnel were utilized in the evaluation of staff. Supervisors are reported as being responsible for an overwhelming majority of all staff evaluation.

TABLE 32

Persons Responsible For Evaluation Of
Educational Staff (N=156)

Person Responsible	Percent of Institutions
External Personnel	14.0%
Supervisors	96.0%
Peers	.6%
Inmates	4.0%
Others	7.0%

A cross tabulation of the above data shows that the following two (2) response patterns are recorded most frequently:

- (1) Education Supervisors only are used to evaluate staff--by 76% of the institutions
- (2) Education Supervisors and External Personnel are used to evaluate staff--by 10% of the institutions

Slightly over one half of the surveyed institutions use inmates as staff in their Education Department. Inmates are employed as support or teaching staff in the education programs at 59% of the 160 responding institutions. Those institutions (94) that use inmates in their

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education program assign various responsibilities to these inmate aides, as indicated by the following percentages:

(1) Teaching Aide--78% of the institutions, (2) Assigned Tutoring--59%, (3) Monitoring Equipment--33%, (4) Classroom Teaching--27%, and (5) Other--19%.

Volunteer tutors from the outside community are used in 34% of the responding 155 institutions. Of the institutions utilizing volunteer tutors, both from the outside community and from within the institution, 55% provide a training and/or orientation program for them.

In order to identify problems in correctional education programs, questionnaire respondents were asked to rate 18 items with respect to their influence on the staff's ability to meet inmates' learning needs. Respondents were asked to circle their answers on a five (5) point scale, where 1 represented "Not a Problem" and 5 represented "Serious Problem". The following table presents the percentages of respondents who rated three (3) items relevant to the area of instructional quality:

TABLE 33

Percentage of Institutions Rating Items
Relevant to Quality of Instruction (N=157)

Item Influencing Education Program Quality	Not A Problem 1	2	3	4	Serious Problem 5
Lack of Qualified Teachers	65%	19%	8%	4%	5%
Lack of Supplementary Staff (Educational Counselors, Psychologists, etc.)	30%	22%	19%	13%	16%
Lack of Inservice Training for Staff	30%	33%	19%	13%	6%

The majority of responding institutions use a combination of individualized programmed instruction and classroom instruction in teaching ABE and SE/GED classes. The percentages of the respondents which use these teaching methods are shown in the following table:

TABLE 34
Instructional Methods Used In
ABE and SE/GED Programs

Method of Instruction	Percent of Institutions by Program	
	ABE Program (N=152)	SE/GED Program (N=155)
Individualized Programed Instruction	38%	22%
Classroom Instruction	7%	14%
Both of the Above	60%	60%
Other	2%	5%

A combination of teaching methods was also reported in the area of Vocational Education. The following table shows the percentages of the 140 respondents and the teaching methods used in Vocational/Educational programs:

TABLE 35
Instructional Methods Used in Vocational Programs (N=140)

Method of Instruction	Percent of Institutions
On-the-job-training	3%
Classroom Instruction	10%
Both of the Above	81%
Other	6%

Almost one half (47%) of the 126 institutions responding assessed the availability of Post Secondary and College programs with respect to inmate educational needs as adequate. The following table illustrates the perceptions of these institutions regarding the adequacy of their PSE programs:

TABLE 36

Assessment of Post Secondary Programs (N=126)

Assessment	Percent of Institutions
Adequate for Current Needs	47%
Quantitatively Adequate, but Quality and Relevance Inadequate	6%
Qualitatively Adequate, but Need for More Program Offerings	34%
Inadequate	14%

A question was asked identifying which areas of the responding institutions' education programs had been examined in evaluations. Twenty (20) program aspects were investigated by this question, with three (3) directly relating to the quality of instruction and teacher training. Table 37 shows the percentage of institutions which reported that these three (3) areas have been examined in the evaluations conducted in specific program

areas.

TABLE 37
Evaluations of Aspects Relating to Quality
of Instruction and Teacher Training

Aspect Evaluated	Percent of Institutions by Program				
	SOC (N=48)	ABE (N=95)	SE/GED (N=85)	PSE (N=60)	VOC (N=81)
Teacher/Student Ratio	58%	77%	81%	45%	78%
Staff Preparation	52%	69%	71%	38%	77%
Teaching Methods	67%	81%	82%	42%	82%

2. Site Visits

During site visit interviews with prison administrators, educational administrators, teachers, students, and treatment personnel, several questions were asked pertaining to the area of the design of education programs within the institution.

Superintendents and Deputy Superintendents

Of the 28 Superintendents and Deputy Superintendents interviewed, nine (9) administrators reported that the Director of Education has the ultimate responsibility for designing education programs, hiring educational staff, and

allocating funds. Five (5) stated that these areas are the joint responsibility of the Director of Education and the Superintendent, with the Superintendent having to give the final approval for any changes made. Six (6) reported that the Superintendent makes the decisions in the areas of designing education programs, allocating funds, and hiring educational staff.

The administrators interviewed, when questioned about future changes in correctional education programs, stated that they would like to see the following: (1) more correlation between program offerings and employment possibilities, (2) more social skills courses, (3) more community interaction, (4) more on-the-job training, and (5) a greater emphasis on education in correctional institutions. Most administrators view Adult Basic Education as the most crucial part of any correctional education program. All in all, most of the administrators feel that the quality and quantity of their educational offerings are good and that education is an important aspect of their institution since it involves a large percentage of the prison population.

Educational Administrators

Educational administrators, when interviewed, indicated the following as it pertains to program design. In

questions regarding the student selection process, 13 of the administrators reported that programs are voluntary and that inmate requests to attend school are the most important aspect of this process. Eleven (11) stated that recommendations from the classification unit are also considered, and five (5) make use of recommendations from individual staff members.

Educational goals for individual students are generally determined through testing (10), through staff recommendations (6), or through inmate interest as determined by an interview (5). Once a student is enrolled, progress is most frequently monitored through measures of grade level advancement (i.e., GED test) (18). Additionally, nine (9) of the educational administrators defined inmate success by the number of inmates who stay in the program. Five (5) stated that success is not easily measurable because it involves the development of both self-concept and good habits.

In questions relating to staff, responding administrators were evenly divided about whether they felt they have sufficient educational staff. Eight (8) reported that they do; eight (8) reported that they do not. The most commonly expressed needs for additional staff were for more support staff, counselors, specialists, and substitute teachers.

Thirteen (13) of the educational administrators stated that their staff are adequately trained for their positions, seven (7) that they are not, and five (5) expressed a need for specific training for those working in a correctional setting.

Nine (9) of these administrators rated their inservice opportunities for staff as good to excellent, while seven (7) stated that inservice opportunities are insufficient and not responsive to the staff's needs. The types of inservice training offered most often, according to 15 of the educational administrators, are a potpourri of workshops, conferences, staff meetings, and courses. Nine (9) administrators stated that there is no formal inservice training offered, while three (3) said that there is a formal and systematic inservice program.

Ten (10) administrators stated that "needs assessments" had been done in their institutions. Most of these, however, reported that these assessments were of limited scope and either concentrated on a specific project or were designed to meet a funding requirement. Eight (8) said that no formal needs assessments had been done and that the only available information on inmate needs was from knowledge gained through classifications and/or individual diagnosis.

In the area of institutional support services and communications, 11 educational administrators reported that communication between staff in education and other institutional personnel is maintained through inter-departmental meetings, staff meetings, and memoranda. Eight (8) stated that inter-departmental communication is informal, limited, and "ad hoc" in nature. Four (4) stated that there is no such communication.

The relationship of an inmate's educational needs and progress to his/her overall treatment plan was considered well-integrated by nine (9) of those interviewed. Six (6) reported that education is not well-integrated with the treatment plan.

Thirteen (13) of the educational administrators reported that on-going feedback and/or evaluation regarding the impact of education programs on an inmate's institutional adjustment is essentially positive, though informal, and somewhat intuitive. Five (5) reported that there was no feedback.

Teachers

The responses of the 37 teachers interviewed correspond closely with those of the educational administrators in the areas of student selection; determination of educational

goals, and monitoring of student progress.

There was a 50-50 split in the teachers' perceptions of the adequacy of their own preparation for teaching in a correctional institution. Most of those interviewed (16) indicated there are not enough inservice programs available, but that those programs which are offered are of good quality (15). Five (5) teachers stated that most inservice courses are too general and seven (7) rated them as "not good".

Regarding teacher evaluation, most (21) responded that it is done by the Director of Education and takes the form of observation (8) and/or a written report (16). Five (5) reported that there is no formal evaluation done.

Teachers were asked to describe the process used to select inmates for education programs. Although all of those interviewed listed a variety of methods, the most commonly cited were the following: (1) Diagnostic Center testing, cited by 11 teachers; (2) individual inmate's choice, cited by 11 teachers; (3) classification team meetings, cited by 9; (4) personal interviews and grade level, cited by 4; and (5) use of Stanford Achievement Test scores, cited by 4 teachers. A follow up question related to the determination of educational goals for the individual inmate. Of those interviewed, 14 stated that

they rely primarily on diagnostic testing, five (5) rely on individual inmate interest, and five (5) use a combination of classification team recommendations and inmate interest. Twenty-two (22) reported that most inmate needs assessment is done either through diagnostic centers or to meet Title I funding requirements.

Ten (10) teachers reported that inmate progress is most often monitored by periodic testing. Ten (10) reported that progress reports from teachers are important. Twenty-five (25) said that no followup evaluation has been done on inmates who have been involved with the education program.

Communication with staff outside the Education Department is reported as mostly informal (12) and as formally occurring through meetings with the Director of Education (10). Most teachers reported the use of a combination of both formal and informal communications. Fifteen (15) teachers reported that the relationship of the education program to other segments of the institution is well coordinated. Four (4) stated that it is not coordinated with treatment and/or security and three (3) mentioned that the relationship is only given lip service.

A great majority of the teachers interviewed (26) stated that their roles and responsibilities are clearly defined within the institution and within the school.

Treatment Personnel

Twenty-two (22) of the 32 treatment personnel interviewed stated that they are involved in educational programming for inmates. Twenty (20) reported, however, that they are given no formal orientation to what education programs are available to inmates. Most treatment personnel also stated that the education staff is not given an orientation to treatment services. Twenty-eight (28) said that the input of educational staff is sought when making treatment decisions and that this input is most often obtained through joint participation in classification meetings. Twenty-one (21) of the treatment personnel said that there are no treatment staff who work in the Education Department in any capacity. Six (6) reported that treatment personnel do work in the Education Department, but only in the capacity of writing parole reports.

When asked if there is a formal system of transferring information from treatment to education and vice versa, 15 stated that a formal system exists, but 13 rely mostly on informal methods of communication. Seventeen (17) said that they use some combination of informal and formal communications. The formal methods of communication cited are a combination of quarterly reports, classification meetings, and committee meetings. Most respondents indicate a

preference for informal methods.

Twenty-three (23) of the treatment personnel saw no scheduling conflicts between their work with inmates and inmate participation in education programs.

Inmates

Of the 39 students interviewed, most (25) described the teachers as helpful in meeting their educational needs. An even higher number (31) indicated that they enjoyed participating in the education program.

Seventeen (17) of the inmates reported that the educational selection and placement process involved consultation with a classification committee, education staff members, and/or a counselor before program entry. Twelve (12) indicated that no counseling was provided. Twenty (20) inmates were able to get into the program of their choice, and 28 knew what other education programs were available. Twenty-eight (28) students stated that no pressure is put on them, by either the institution or the court, to participate in the education program.

Twenty-two (22) of the students interviewed stated that the education programs in their institutions are better than the education programs in the "outside" community. Four (4) viewed the education programs as inferior to those offered in the community. Sixteen (16) inmates

felt that those inmates involved in education programs are serious about their involvement, while 12 felt that they are not.

Finally, 23 inmates suggested that education programs should be changed to offer more courses, programs, materials, and facilities. Eight (8) inmates cited the need for more diversity in program and course offerings, with an emphasis on career education, vocational programming, and community-related programs.

E. Access to Resources and Materials

This section of the synthesis will review the information collected as it relates to the issue of access to resources and materials.

1. Questionnaire Data

A question, in Section I of the questionnaire, asked respondents to indicate how seriously a list of given items affect their education staff's ability to meet inmates' learning needs. Responses were entered on a five point scale, where 1 represented "Not a Problem" and 5 represented "Serious Problem". The items pertaining to resources and materials that were included in this question are listed in Table 38, along with the relative frequencies of the responses.

TABLE 38

Percentage of Institutions Rating
Possible Problem Areas (N=157)

Problem Area	Rating				
	Not A Problem 1	2	3	4	Serious Problem 5
Lack of Educational "Hardware"	44%	29%	15%	10%	3%
Lack of Educational "Software"	51%	25%	13%	8%	3%
Lack of Instructional Material Related to Inmate Needs	44%	26%	15%	10%	5%
Lack of Adequate Books, Tools, & Other Educational Materials	43%	29%	15%	8%	4%
Lack of Study Areas Conducive to Good Learning	27%	20%	20%	21%	12%
Inadequate Library Facilities	30%	30%	20%	12%	8%

Other aspects that relate to the issue of access to resources and materials include the following: (1) the use of volunteer tutors, (2) the adequacy of library facilities, (3) the availability and quality of study space, (4) the use of community resources and, (5) the effect of institutional security regulations on the use of resources and materials.

In 55% of the 155 responding institutions, inmates are used as volunteer tutors. Of these institutions, 34% use volunteers from the surrounding community and 11% utilize other institutional staff, such as correctional officers, counselors, and administrators, as volunteers in education programs. When asked to assess the effectiveness of volunteer tutoring programs, 80% of the 88 respondents rated these programs as "effective" to "very effective".

In response to a question pertaining to library facilities, the average number of volumes presently in the libraries of those 136 responding institutions is 6,869. The number of volumes per institution ranges from zero to an estimated 30,000 volumes. The median was 5,200 volumes. The percentage of those institutions with 2,000 volumes or less was 27%. Of the 155 responding institutions, 96% reported that library resources are available to inmate students. This availability is viewed as adequate to meet the needs of education programs by 70% of the educational administrators responding. A large portion of the 156 responding institutions (81%) also have arrangements for interlibrary loans with community libraries to supplement their facilities. In summary, (54%) of the 157 responding educational

administrators perceive their library facilities as "adequate". Of the remainder, 24% rate library resources as poor and 22% feel that they are excellent.

Questionnaire respondents were asked to check the items listed in Table 39 concerning the availability and adequacy of study space provided to students for "out of class work".

TABLE 39
Availability and Adequacy of Study Space

Availability of Study Space	Percent of Institutions (N=133)
Available	34%
Available on a Limited Basis	53%
Not Available	13%

Adequacy of Study Space	Percent of Institutions (N=102)
Conducive to Study	37%
Not Conducive to Study	63%

The NCEEP questionnaire addressed the use of external resources in education programs. In 89% of the 156 responding facilities, external resources are utilized. In 65% of the institutions such resources were reported in use only on an occasional basis. External resources are used

on a regular basis by 24% of the institutions while 11% reported never using outside resources. The majority of the 158 responding institutions (58%) reported that their education programs are moderately limited in scope by a lack of contact with community resources and experiences, whereas 28% stated they are not limited in this respect and 14% indicated that they are very limited by the lack of community contact.

The impact of security constraints upon the use of educational resources and materials was also addressed in three (3) questions of the questionnaire. In 99% of the 160 responding institutions, inmates are permitted to take books and educational materials to their cells or dormitories. Instructors are not permitted, however, to work tutorially with students who are confined to their cells for behavioral or safety reasons in 53% of the 147 responding institutions. The majority of the 153 responding education administrators (59%) also reported that there are "cases in which program or course offerings are limited by security constraints". In the Adult Basic Education, Secondary/GED, Post Secondary, and Vocational Education subsections of the NCEEP questionnaire, respondents were asked to assess the "availability" and "quality" of the resources and materials.

ABE and Secondary/GED Programs

The following items were rated according to their availability and quality:

- Textbooks
- Charts, Graphs, Globes, & Maps
- Educational Films & Filmstrips
- Audiovisual Equipment
- Classroom Space
- Desks, Chairs, & Other Classroom Furniture

In ABE and Secondary/GED programs, both the overall availability and quality of these items were assessed by most respondents as sufficient and of high quality, with the exception of the item of "Charts, Graphs, Globes, and Maps". Even in this rating, however, only 18% of 146 respondents in ABE and only 15% of 152 respondents in Secondary/GED judged this item as "definitely insufficient" and of "poor quality".

Post Secondary Education Programs

The above items were also rated in terms of availability and quality for Post Secondary Programs. The one additional item added to this list was "Resource and Research Materials". The assessment of both availability and quality of these items in PSE programs was skewed positively with one exception. This exception was the

rating for "Resource and Research Materials". Approximately one third of the 122 respondents assessed this item as "definitely insufficient" (35%) and of "poor quality" (29%). Other respondents judged resource and research materials to be available in "limited quantity" (30%) and of "adequate quality but in need of improvement" (39%). The remaining respondents ranked this item as being readily available and of high quality.

The NCEEP issues paper reported that the resources of the outside community are essential for the implementation and maintenance of a viable Post Secondary program. In this context only 14% of the 120 responding institutions indicated that a "lack of adequate liaison" with external institutions was a significant problem in terms of the effectiveness of their PSE programs.

Questionnaire respondents were asked to check off those criteria used to select specific course offerings for the Post Secondary program. Two (2) of these criteria, which were noted by a majority of respondents, relate to the issue of accessibility of resources. Institutional limitations (i.e., lack of laboratory space, etc.) was considered in course selection by 63% of the 133 respondents. Another criterion for course selection is the availability of instructors to teach needed courses, as

noted by 58% of the respondents.

There are no inmates participating in Post Secondary educational release programs in 58% of the 123 responding institutions. Of those institutions which do have educational release arrangements, 67% reported the number of inmates participating ranges from one (1) to 10. The average number of inmates in all the reported educational release programs is 7.8 and the range extends from one (1) to 120 inmates. The most frequently reported number of inmates participating in a given Post Secondary Educational release program is three (3). Of the 51 institutions reporting an educational release program, 33% have either two (2) or three (3) students participating in this program.

Vocational Education

Educational administrators were asked to rate the following items in terms of their availability and quality in Vocational Education programs. In the following table, the percentage listed indicates those respondents who assessed each item as being "sufficient to meet the needs of all classes" and "modern and of high quality":

TABLE 40

The Availability and Quality of
Resources and Materials in Vocational
Education Programs (N=136)

Item	Percent of Assigning Rating	
	Sufficient Availability	High Quality
1. Textbooks	68%	64%
2. Charts, Graphs, Globes, & Maps	38%	34%
3. Educational Films & Filmstrips	45%	45%
4. Audiovisual Equipment	55%	54%
5. Classroom Space	45%	43%
6. Desks, Chairs, & Classroom Furniture	56%	52%
7. Lighting	66%	58%
8. Lab Space & Work Stations	46%	46%
9. Hand Tools for Occupational Areas	66%	61%
10. Machines & Equipment	50%	55%
11. Instructional Supplies	55%	53%

With the exception of items 2, 3, 5, and 8 in the above table, the majority of the institutions reported that the availability and quality of their Vocational Education resources is sufficient and of high quality. In the ratings of items 2, 3, 5, and 8, the response pattern is somewhat more evenly distributed across the three (3)

available choices. The percentage of respondents, however, who rated these four (4) items as "definitely insufficient" or of "poor quality" never exceeds 20%.

Questionnaire respondents were asked to list any vocational training programs contracted through an external agency and to indicate which of these programs have a post-release job placement component. Out of the 153 institutions which responded to this question, 59% reported that there were no such externally contracted programs. There was a post-release job placement component reported by 19% of the 62 institutions which do have an externally contracted program.

Two (2) other factors pertinent to the issue of accessibility of resources and materials are the extent to which "prior investment of equipment" and "availability of instructors" affect Vocational Education program offerings. In 60% of the 116 responding institutions, "prior investment of equipment" was rated as an "important" or an "extremely important" factor in the determination of Vocational Education program offerings, and in 68% of 117 responding institutions the "availability of instructors" was rated similarly.

2. Site Interviews

NCEEP staff interviews with educational administrators, teachers, and inmates provided information about how the issue of "access to resources and materials" is perceived.

Educational Administrators

The main problem or concern expressed by the educational administrators interviewed is the lack of "adequate space". Twelve (12) educational administrators out of 22 reported that the lack of appropriate space prohibits the implementation and design of an effective education program. Overall, however, the administrators stated that their respective departments possess adequate resources and materials. Only four (4) of the 22 educational administrators reported that their programs are in need of more educational resources and materials. Also, in response to the question of whether existent resources are understood and utilized properly, 13 administrators reported in the affirmative. Twelve (12) of the educational administrators reported that they have adequate "access to existent community resources". Six (6) stated they need greater access to community resources, and two (2) educational administrators laconically stated that there

are no community resources to access.

Educational administrators were almost unanimous in their conviction that the resources and materials in their education programs are effectively monitored and cooperatively shared. Only one (1) interviewee stated that the monitoring of materials is an on-going and serious problem.

In 15 cases, these administrators stated that their Education Departments operate under the same constraints and restrictions as do other departments in the institution with respect to policies or regulations prohibiting the use of certain space, personnel, or materials. In all-male institutions, three (3) of the educational administrators affirmed that the employment of women as support or teaching personnel is subtly, yet firmly, discouraged.

Teachers

The majority of the 37 teachers interviewed (22) reported that there are not enough staff to meet the educational needs of their respective institutions. In 19 cases, teachers stated that they do have adequate space, materials, and resources and 31 of the teachers reported that they have adequate access to information regarding the availability and proper utilization

of educational materials.

Almost two thirds of the teachers (20) stated that existent community resources are not being sufficiently utilized in their education programs. The remaining teachers affirmed that their education programs are making appropriate use of existent community resources.

In 20 of the teacher interviews, it was stated that there is an adequate system for monitoring and sharing materials and resources. Six (6) teachers, however, stated that there is a need for such a system.

Inmates

The majority (23) of the 39 inmates interviewed by NCEEP staff stated that they have sufficient materials, supplies and books for their educational endeavors, while ten (10) stated that they do not. The most frequent complaint among inmates regarding the materials and resources being used in their education programs dealt with the quality, relevance, and "antiquity" of such materials.

Inmates were evenly divided in the opinions of the adequacy of institutional library resources. Sixteen (16) reported that the library was adequate and 15 stated it was not adequate. In several cases, however, the inmates' judgments of the institutional library appeared to be

based primarily on their perceptions of the volume, quality, and scope of its legal works.

When questioned as to what they would like to see changed in the institution's Education Department, the most frequent response by inmates (23) was the desire to see an overall expansion of the educational facility, program offerings, and courses. More specifically, the areas of career education, vocational programs, and community-related education programs were cited by eight (8) interviewees as the areas of greatest need by the "consumers" of correctional education.

F. Evaluation

The necessity for evaluation of correctional education programs was addressed in the NCEEP issues paper. In this section of the synthesis, information pertinent to this issue will be reported and summarized.

1. Questionnaire Data

Recipients of the questionnaire were asked to provide the following data regarding evaluations done of education programs since January 1, 1973: (1) Title of Evaluation(s), (2) Year of Evaluation(s), (3) Evaluator(s) and, (4) Internal Evaluation(s) or External Evaluation(s).

Additionally, each recipient was asked to provide descriptive information regarding the nature and content of such evaluation(s). A list of program aspects was provided for each respondent to check, enabling the following determination: (1) which elements of the program(s) were examined in evaluations and (2) which of these elements were the primary aspects examined. The tabulation of the information collected about program evaluations (1) provides a picture of the quantitative status of evaluation in correctional education programs and (2) allows a delineation of the aspects of correctional education programs given greater or lesser emphasis over the past five (5) years.

The following table depicts the percentage of institutions reporting program evaluation(s) done since January 1, 1973 in each of the five (5) program areas:

TABLE 41
Percentage of Institutions Reporting Evaluations

Program Area	Percent of Institutions						N
	0%	20%	40%	60%	80%	100%	
SOC						70%	71
ABE						61%	153
SE/GED						55%	156
PSE						48%	137
VOC						55%	146

The data collected from the NCEEP questionnaire provide a descriptive picture of the program aspects examined in the preceding evaluations. A question concerning which aspects of the programs had been examined in evaluations was included in each of the five (5) sections of the questionnaire dealing with specific programs. Recipients of the questionnaire were asked to do the following: (1) check those items listed that best described what program aspects their evaluation(s) had examined and (2) double check those "five" (5) items listed that best described the primary aspects examined. For the purpose of clarity and interpretation, a sample of the question appears on the following page.

Table 42 (page 118) presents the responses to this question separately for each program. Within each program area, two (2) percentages are given as follows:

- (1) The percentage of respondents who indicated that this aspect was examined. It should be noted that this percentage includes all respondents who either single or double checked an aspect.
- (2) The percentage of respondents who indicated that this aspect was a primary one examined in evaluations. This percentage is a subset of the first, being only those respondents who double checked an item.

Question Regarding Information On
Aspects Examined in Evaluations

Please check which of the following program aspects have been examined in these evaluations. Double check those five (5) which were the primary aspects examined.

- ☐ ☐ Educational Goals & Principles
- ☐ ☐ Inmate Response to Program
- ☐ ☐ Job Market Assessment
- ☐ ☐ Post-Program Followup
- ☐ ☐ Post-Release Followup
- ☐ ☐ Recidivism
- ☐ ☐ Inmate Population Needs Assessment
- ☐ ☐ Utilization of Community Resources
- ☐ ☐ Teacher/Student Ratio
- ☐ ☐ Enrollment
- ☐ ☐ Dropout Rate
- * ☐ ☐ Grade Level Advancement
- ☐ ☐ Completion Rate
- ☐ ☐ Recruitment/Selection Procedures
- ☐ ☐ Facilities
- ☐ ☐ Staff Preparation
- ☐ ☐ Counseling & Supportive Services
- ☐ ☐ Security Procedures
- ☐ ☐ Teaching Methods
- ☐ ☐ Pre and Post Testing Procedures
- ** ☐ ☐ Internal Testing
- ☐ ☐ Other (Please specify) _____

*Included only in the ABE and GED Secondary Sections.

**Included only in the PSE section, to replace Pre and Post Testing Procedures.

TABLE 42

Aspects Examined in Evaluations of the Five Program Areas

Program Aspect	Program									
	SOC (N=48)		ABE (N=95)		SE/GED (N=85)		PSE (N=60)		VOC (N=81)	
	Aspect	Primary Aspect	Aspect	Primary Aspect	Aspect	Primary Aspect	Aspect	Primary Aspect	Aspect	Primary Aspect
Educational Goals and Principles	77%	54%	92%	64%	89%	67%	65%	40%	93%	62%
Inmate Response to Program	77%	52%	70%	34%	67%	29%	72%	47%	81%	41%
Job Market Assessment	23%	6%	14%	4%	16%	2%	25%	7%	78%	41%
Post-Program Followup	14%	6%	18%	2%	21%	4%	23%	7%	39%	6%
Post-Release Followup	18%	8%	12%	0%	11%	0%	27%	8%	40%	12%
Recidivism	21%	8%	17%	2%	22%	4%	28%	15%	26%	4%
Inmate Population Needs Assessment	65%	27%	64%	36%	70%	37%	55%	33%	69%	37%
Utilization of Com- munity Resources	46%	15%	28%	3%	27%	2%	37%	12%	48%	10%
Teacher/Student Ratio	58%	23%	77%	30%	81%	28%	45%	17%	78%	30%
Enrollment	79%	46%	83%	48%	90%	45%	85%	45%	92%	41%
Dropout Rate	56%	23%	61%	21%	62%	20%	68%	33%	62%	22%

TABLE 42 cont.

Program Aspect	Program									
	SOC (N=48)		ABE (N=95)		SE/GED (N=85)		PSE (N=60)		VOC (N=81)	
	Aspect	Primary Aspect	Aspect	Primary Aspect	Aspect	Primary Aspect	Aspect	Primary Aspect	Aspect	Primary Aspect
Grade Level Advancement	NA	NA	78%	34%	71%	27%	NA	NA	NA	NA
Completion Rate	77%	54%	74%	38%	86%	45%	65%	40%	84%	40%
Recruitment/Sele- ction Procedures	31%	8%	54%	11%	51%	11%	42%	10%	62%	16%
Facilities	58%	23%	68%	18%	63%	21%	62%	17%	88%	40%
Staff Preparation	52%	23%	80%	31%	70%	28%	38%	15%	77%	31%
Counseling and Supportive Services	52%	21%	46%	11%	52%	7%	58%	20%	58%	16%
Security Pro- cedures	15%	0%	24%	2%	24%	2%	25%	7%	39%	6%
Teaching Methods	67%	42%	81%	45%	82%	41%	42%	20%	82%	31%
Pre and Post Testing Procedures	58%	35%	73%	34%	74%	37%	NA	NA	57%	15%
Internal Testing	NA	NA	NA	NA	NA	NA	22%	8%	NA	NA
Other	2%	0%	11%	1%	13%	1%	14%	9%	10%	3%

There was a total of 916 individual program evaluations reported in all of the five (5) program areas. Of these individual evaluations listed, 490 (53%) were described as "external" evaluations and 426 (47%) were listed as "internal" evaluations.

In four (4) of the program categories--Adult Basic Education, Secondary/GED, Post Secondary, and Vocational Education--those receiving the questionnaire were asked if the funding source(s) for these respective programs required program evaluations. The following table depicts the percentage of programs in which the funding source(s) requires an evaluation at least once a year:

TABLE 43
Evaluation as a Funding Requirement

Program Area	Percent Requiring Evaluation At Least Once A Year						N
	0%	20%	40%	60%	80%	100%	
ABE	 52%						148
SE/GED	 41%						148
PSE	 33%						118
VOC	 50%						137

2. Site Visits

Several of the questions in site visits which were directed to the educational administrators and the teachers dealt specifically with the issue of evaluation.

Educational Administrators

Directors of Education and/or their designated representatives reported that regularly conducted "external" program evaluations were most frequently the responsibility of a state or federal corrections and/or education department. These evaluations, cited by 16 of the 22 administrators interviewed, are conducted either through a regional or state auditor, or by the field representative of an externally funded program.

Ten (10) of the educational administrators interviewed, however, stated that the main thrust of their efforts in evaluation was the day to day monitoring of their programs, staff, and facilities. Often this is done in an informal manner and on an "as needed" basis.

When asked if "more evaluation of their programs was needed", eight (8) of the 22 educational administrators replied negatively. Twelve (12) responded affirmatively and six (6) of these emphasized the need for the "right kind" of evaluation. This "right kind" of evaluation was

described as one that would focus on the following: (1) the quality of programs, (2) the needs these programs addressed, and (3) the developmental, continuous, and integrated nature of education programs. Education administrators who stressed the need for the "right kind" of evaluation referred to the past evaluations of their programs as "Mickey Mouse" checklist affairs or "numbers game" evaluations which provided them with little feedback in terms of planning or developing their education programs.

When asked what they felt should be the main criteria in evaluating education programs, the educational administrators unanimously stressed the need for qualitative and "process oriented" evaluation models. Such items as teaching techniques, student progress records, inmate response, course objectives, and course sequence were mentioned as the main criteria in this type of evaluation. Another common, albeit less frequent, response to this question of evaluation criteria was the need for an "outcome oriented" evaluation model. This type of model was suggested by 13 administrators. In the "outcome oriented" evaluation, the emphasis would be on the relationship of education programs to the needs of inmates, to the job market, and to the impact that participating in an education program has on an inmate outside the

school program and after release.

Two (2) of the questions addressed to educational administrators dealt specifically with post-release evaluation and evaluation of the impact of education programs on an inmate's institutional adjustment. The universal response to both these questions was that there was no formal process of evaluation in either of these areas. Ten (10) specific programs (viz., Post Secondary Education and Vocational Education) were reported to have had post-release studies, but the results of these evaluations were either incomplete, unknown, or forgotten. With respect to an inmate's institutional adjustment, 13 of the administrators felt that education has a positive impact. In every such case, however, educational administrators stated that this perception was the result of informal feedback from other institutional staff and was not based upon an evaluative study. Five (5) administrators simply noted that there was no evaluation or feedback regarding the impact of education programs on an inmate's institutional adjustment or behavior.

Educational administrators were asked who had participated in the evaluation of their education programs. The most frequent responses included the following: representatives from federal, state, and/or external

funding agencies (cited 13 times), and institutional administrators, Directors of Education, and teachers (cited 12 times). In six (6) of the facilities visited, an independent external evaluator(s) had been involved in some aspect of the education program. Usually, external evaluators were employed either to evaluate college programs or in an advisory role for self study evaluations. Inmates were mentioned as participants in program evaluation in five (5) cases, but in all of these cases, inmate feedback was essentially of an "informal" nature.

When questioned regarding whether or not evaluations of education programs should consider the impact of the program on recidivism rates, education administrators were almost evenly divided about this issue. Of the administrators surveyed, ten (10) said that recidivism rates should not be a factor in evaluation and eight (8) felt recidivism should be included as one (1) factor in assessing the effectiveness of their programs.

Teachers

When the 37 teachers interviewed were asked what aspects of their education program needed evaluation, there were a variety of responses. The most frequent responses to this question were the following: (1) staff training,

cited by eight (8) teachers; (2) teaching methods, cited by six (6); (3) inmate response, also cited by six (6); (4) relevance to job market, cited by four (4) teachers; and (5) resource availability, also cited by four (4) teachers.

Teachers were asked if evaluations of their programs had included any post-program or post-release followup evaluation of their work with inmates. With few exceptions, the response was negative. The nine (9) teachers who did maintain contact with former students usually did so through the inmate's post-release employer.

Teachers were asked to assess the impact of participation in education programs on an inmate's institutional adjustment. The most frequent response was that all feedback on institutional adjustment occurs on an informal, random basis, usually either at interdepartmental staff meetings or through day-to-day conversations with other staff. The teachers were evenly split on the issue of whether recidivism rates should be considered in the evaluation of education programs.

CHAPTER IV

ASSESSMENT

This chapter is an assessment of correctional education programs for inmates in the state and federal prison systems of the United States, excluding Alaska and Hawaii. Data were collected from a detailed questionnaire, completed by 163 Directors of Education or their designees from a stratified random mailing sample of correctional institutions, and from 20 site visits to representative prisons in each quadrant of the country. These data cover the major aspects of existent correctional education programs throughout the nation. The framework for the examination of these data is the issues identified in the NCEEP issues paper and summarized in the Introduction. These issues relate to the following:

1. The funding and administration of correctional education programs.
2. The influence of the nature of the institution upon such programs.
3. The design of education programs.
4. The access to resources and materials needed to operate programs.
5. The evaluation of education programs.

Before dealing with these issues, a discussion of the general descriptive information that was collected by the NCEEP is presented.

A. General Information

A large number of prisons in the United States (75%) are located in rural areas. There are some indications that such locations may limit the availability, quality, and retention of staff, as well as limiting the access to those resources necessary for educational enterprises.

The length of time served in prison was slightly longer in medium security institutions than in maximum security facilities (32.45 months versus 31.20 months). A comparison of these figures is difficult, however, since the inmate may, after a period of time served in a maximum security facility, be transferred to a facility with a less secure classification. It is reasonable to conclude that most inmates do return to "the street" in less than three (3) years. These inmates are generally young adults. The reported average age of inmates is 26 years.

The NCEEP issues paper identified that the average inmate re-enters the "outside" seeking jobs in a market which requires basic academic and vocational skills. Less than half of the average institutional population,

however, is enrolled in any type of educational program. The average number of inmates in the education programs sampled was 304, or approximately three eighths of the average total prison population. This enrollment is not very high, considering that it was reported that 66% of the inmates do not have a high school diploma or a GED and one half of these have not completed the eighth grade prior to commitment. While most institutions report having regular offerings in all major program areas, the average percentage of students enrolled in education programs does not come close to meeting the potential academic needs of the total inmate population. Only one third of those in need of either Adult Basic Education or Secondary or GED are enrolled in one of these programs. The same is true for those who could benefit from a Post Secondary Education program. The issue of educational course offerings and program design is dealt with in more detail in Part D of this chapter.

The findings of the NCEEP study, while indicating a wide gap between inmate needs and educational offerings, present a somewhat more positive picture than do the data presented by Dell'Apa (1973). His findings, from a slightly smaller sample, indicated that 83.13% of inmates had not graduated from high school (prior to commitment)

and that 13.2% had high school diplomas. A comparison of the data from Dell'Apa's study and the NCEEP findings is presented below:

TABLE 44
Percentage of Total Population and Highest
Educational Level Upon Commitment

Educational Level	Dell'Apa (1973)	NCEEP (1977)
Not Completed High School	83.13%	66.41%
Completed High School	13.52%	22.67%
Some College Education	3.4%	4.32%

Table 45 indicates that little change in the percentage of the total population enrolled in program areas has occurred between 1973 and 1977. The one exception is in the area of Post Secondary Education programs. Comparisons are presented below:

TABLE 45
Percentage of Total Inmate Populations
Enrolled in Specific Program Areas

Program Area	Dell'Apa (1973)	NCEEP (1977)
Adult Basic Education	10.87%	11.03%
Secondary Education/GED	11.27%	11.56%
Post Secondary Education	5.87%	10.44%
Vocational Education	17.38%	18.87%

B. Funding and Administration

This section will assess the issues relating to the funding and administration of correctional education programs on the evidence of the data collected from the questionnaires and from the interviews conducted in site visits. The issues identified by the issues paper relating to funding and administration are as follows:

- Issue 1: The relationships among external agencies responsible for the administration of education programs for inmates.
- Issue 2: The relationships among administrators within the prison.
- Issue 3: The need for comprehensive planning to provide long term funding, development, and integration of programs.
- Issue 4: The need for adequate funding.
- Issue 5: The diverse sources of "soft" funding.
- Issue 6: The need for knowledge about the availability and requirements of funding.

Issue 1: The relationships among external agencies responsible for the administration of education programs for inmates.

In addition to the institution itself, the State Departments of Education and Corrections and one or more institutions of higher education usually share administrative responsibility. The institution, while often required to be accountable to external agencies, maintains functional responsibility for most of the education programs. Almost half of the educational administrators responding to the questionnaire reported that the multiple administration of education programs was a cause of problems. In addition, this was reported by institutional administrators (Superintendents and Deputy Superintendents) during site interviews. Half of these administrators expressed the belief that their administrative actions were influenced and determined by such conflicts. They were particularly disconcerted by their inability to determine policies or set priorities for education because principle funding decisions were made at the State Department level in either Corrections or Education.

Similar concerns were expressed by educational administrators who indicated that they also had difficulty in determining policy and making decisions because of the

number of agencies involved. In addition, some educational administrators stated that program planning was hindered by such conflict and confusion over administrative responsibility. It was also reported that, in some cases, educational efforts were impeded by the influence of this conflict upon staff morale and hiring procedures.

Teachers voiced the most concern over conflicts among administrative agencies. They viewed the external agencies as having considerable influence upon the design of programs and the staffing patterns in the educational program. The latter influence was a major concern, probably because job security could be jeopardized by external decisions.

NCEEP data support the premise that there is conflict between the multiple agencies responsible for the administration of correctional education programs. This conflict exerts a negative influence upon the education programs in prisons.

Issue 2: The relationship among administrators within the prison.

There was some evidence that conflict between administrators in the prison may exist. The responses to the questionnaire and site interviews, however, reveal that such conflicts are not common and, when existing, are not

viewed as a major concern. Both Superintendents and educational administrators commented that the relationship of the Administration to the Education Department is much the same as it is to any other department and is harmonious in most instances. The one (1) area most likely to cause conflict between the Administration and the Education Department is staff hiring. Conflict sometimes results from the fact that final hiring decisions are often made by noneducational administrators.

Although the above data do not indicate that there is overt conflict between administrators and the Education Department in the prisons, it is contended that the ground for such conflict exists as an expression of the uncertainty of the role of education within a prison setting. This issue, therefore, is more closely associated with problems in the relationship of education to treatment and/or security. These interdepartmental relationships are discussed in Section C of this chapter.

Issue 3: The need for comprehensive planning to provide long term funding, development, and integration of programs.

In the discussion of this issue in the issues paper, it was suggested that the lack of planning in correctional education is caused in part by the relatively low priority

of educational programs within the correctional setting. The data suggest that lack of planning is indeed an issue in correctional education. Conflict within the institution, however, does not seem to be the cause of this problem. Other factors, especially external influences, more directly result in a lack of educational planning.

In interviews with educational administrators, the most commonly cited problem in the area of educational planning was the number of external agencies involved in the funding of programs and the need to continually re-apply for and justify funds needed to run programs on a regular basis. It was reported by 86% of the questionnaire respondents that state agencies require reapplication for funds on at least an annual basis. Federal agencies were reported to require such reapplications 99% of the time. When asked if the need for frequent reapplications for funds interfered with their ability to plan programs for more than one (1) year in advance, almost half of the questionnaire respondents indicated that it does. Since most of the funds for education in prisons come from sources politically and geographically distant from the institution, the ability to develop long term plans for both funds and programs is severely limited. The respons-

ibility for making funding requests is solely that of the prison administration in only 41 of the responding institutions. The rest of the facilities (104) must also rely on other agencies or administrators to apply for educational funds.

It should be noted that the varying number of funding sources may also affect the integration of education programs. In cases where the source of program funding identifies specific target populations (i.e., Title I), enrollment may be limited. The need for improved educational planning in corrections appears to be real and complex. The causes of this problem do not appear to be as obvious as once thought, and have their roots as much outside the institution as inside. One impression gained from site visits, however, is that these external causes are used, at times, as a "scapegoat", and as a consequence allow for a tendency to avoid dealing with problems at the program or institution level.

Issue 4: The need for adequate funding.

The term "adequate" is, by definition, a subjective one. In this sense, any interpretation of the lack of funds for correctional education is very much open to question. Yet this issue is among the most frequently cited in the literature of correctional education.

The amount of funds spent on education in prisons appears to vary greatly from prison to prison, state to state, and system to system. The average amount reported by the respondent sample was \$261,201.80 per year, with the average annual expenditure per student being \$905.59.

The funding sources for correctional education appear to have remained stable over the last five (5) years. Dell'Apa (1973) presented information about the funding sources in state institutions in his study. Federal institutions were omitted in his analysis since most of their funding is federal in origin. He stated that:

The States carry slightly less than 80 percent of the costs of academic programs, with the federal government supplying about 20 percent of the money. Other sources are negligible, accounting for only about one percent of the total costs of the program."
(p. 11)

The NCEEP data, with federal institutions excluded, show that the present sources of funds for education programs are as follows:

All State Sources	75%
All Federal Sources	22%
All Other Sources	2%

The adequacy of funds for education was not questioned by Superintendents and Deputy Superintendents during

site interviews. Of those who made reference to educational funding (one half), all believed that there were sufficient funds to offer an effective program for inmates who needed it. Almost half of the respondents to the questionnaire rated educational funding as "inadequate" and considered it a problem. This response was repeated in on-site interviews with educational administrators. When asked if funding was adequate, several who answered in the affirmative qualified their responses. These educational administrators believed that if enrollment were to increase to accommodate all those who could or wanted to benefit from education, then present funds would certainly not be adequate. Until more space and funds were made available, however, such program expansion was a moot point. Those teachers interviewed held very similar views, and treatment staff believed there was a general need for more funding for educational programs.

The expressed opinion of prison administrators and treatment personnel is that education is a vitally important part of the rehabilitative effort of prisons. The operation of an educational program to meet the special needs of incarcerated adults would require more money than a program for a normal population. It is therefore difficult to accept that a commitment of less than 9% of the

institutional budget offers "adequate" financial support to education programs for the inmates of the prisons in the continental United States.

Issue 5: The diverse sources of "soft" funding.

The fact that a number of agencies are often involved in the funding of correctional education programs has already been introduced in this section. The NCEEP issues paper identified this large number of funding sources as an issue in that many sources grant funds for relatively short periods and have guidelines and eligibility requirements which are subject to change on an annual basis. Thus, it is sometimes the case that the acquisition of such "soft" funds consumes a considerable amount of the educational administrator's time and effort.

The findings of this survey confirm that there are numerous and varied sources of funding for correctional education. It has already been noted that in state institutions, 75% of this funding comes from the state in which the prison is located. This funding, however, is often not from a single source and is often composed of, but not limited to, allocations from the Department of Corrections, the Department of Education, the Department of Welfare, and the State Criminal Justice Planning Agency.

Data indicate that funds from federal sources provide 22% of the money for education programs in state correctional institutions. As in the case of state funds, numerous agencies are often involved, including offices in the Department of Health, Education, and Welfare, the Department of Labor, and the U. S. Justice Department.

Evidence was presented earlier in this section that the existence of a multiplicity of funding agencies causes problems in many institutions and prevents almost half of the institutions from planning educational programs for more than one (1) year ahead. Half (11), of the educational administrators indicate that such diverse sources of funding cause problems with staffing and program continuity. Some educational administrators expressed concern that the uncertainty of funding from year to year forced them to manipulate staff slots, change staff assignments, or even terminate some teachers because of funding shortages.

"Soft" funding appears to be much less of a problem in federal institutions and in those states with a centralized correctional education system. In both instances, the process of funding is more centralized and secure, with the number of agencies involved significantly reduced. Administrators in the institutions within such

systems were much less concerned about the issue of funding in general and the issue of the diversity of funding sources in particular.

The amount of time and effort consumed in seeking and applying for funds is most often not considered a problem by correctional education administrators. It was found that most funding application and proposal writing is done at administrative levels above the institutional education program. While this may cause problems in other administrative areas, the administrator in the prison is usually far enough removed from funding applications that this process is not a burden on his time and efforts. Of those administrators who did have the responsibility to seek outside funds, most seemed to believe that this is an important and a valid role for the correctional administrator and, therefore, not a waste of time.

In summary, the data indicate that the issue of diverse sources of "soft" funding is of some concern to correctional educators. There are many sources of "soft" funding and the uncertainty of the continued acquisition of sufficient funds for education appears to be a cause of considerable frustration in a number of state facilities.

Issue 6: The need for knowledge about the
availability and requirements of funding.

A large number of institutions do not apply directly for funds, but instead rely upon central state agencies to initiate funding requests. The knowledge of funding availability and requirements, therefore, does not seem to be a significant issue in the institutions sampled. (The validity of this issue for the staff of those agencies responsible for originating funding applications is not within the scope of the NCEEP data.) NCEEP questionnaire responses show that 65% of the educational administrators stated that there are sufficient guidelines available to prepare funding applications and proposals.

As reported in Chapter III, most questionnaire respondents indicated that they have staff who have had some form of special training in the preparation of funding applications and proposals. The most frequently reported combination of special training methods includes workshops in proposal writing, a research background, and prior experience. More than one third (37%) of the educational administrators, however, reported that none of their staff had special training in applying for funds through external agencies.

C. Nature of the Institution

This section will assess the issues associated with the nature of the institution on the evidence of the data collected from the questionnaire and site visits. The issues identified by the issues paper which relate to the nature of the institution are as follows:

Issue 1: The relationship between the philosophies of custodial and treatment personnel.

Issue 2: The priority of education programs within the correctional institution.

Issue 3: The availability of contact with the "outside" world.

Issue 4: The incentives for participation in education programs.

Issue 5: The attitudes of security staff toward education programs.

Issue 1: The relationship between the philosophies of custodial and treatment personnel.

The research and literature in the area of correctional education indicated a rift between the treatment and education modalities within correctional institutions.

It was suggested that there is a "triangulation" among custody, treatment, and education which affects communication among all segments of the institution.

Respondents to the questionnaire indicated that their relationships with custodial staff, including work supervisors, was somewhat less harmonious than with other segments of the prison. More than half of the respondents rated the treatment staff (54%) and administrative staff (56%) as "extremely supportive", while only 21% of the respondents rated the security staff as "extremely supportive". The total percentage of institutions rating these three (3) staff areas as either "extremely" or "moderately" supportive was 99% in the area of treatment, 97% in the area of administration and 85% in the area of security. At the negative end of the spectrum, 11% of the educators indicated that the security staff were "not supportive" and 4% saw them as "hostile" toward their program. No respondent felt that treatment and administrative staff were hostile and few indicated they were not supportive.

There seems to be some evidence to suggest that educational administrators believe their programs or course offerings are somewhat limited by security constraints. This was reinforced by responses of teachers

during site visits. In response to a question about problems faced as correctional educators, security conflicts were mentioned by eight (8) of the teachers interviewed. It should be noted, however, that most of the educational personnel interviewed recognize the need for security and view it as an essential part of the institution and as not critically interfering with their efforts. Also of special concern in this issue was the conflict between educational personnel and the inmates' work supervisors. More than one third of the respondents indicated that there was some conflict generated over the issue of released time from the inmate's work assignment to attend class. This conflict was usually reported as existing between the educational administrator or the education staff and the security staff together with the work supervisor. There were indications that this was seen as more intrusive by the teachers than by the Director of Education. Several cited interruptions of their class, particularly at the whim of farm or industrial supervisors in time of high demand. Several teachers in the southern quadrant of the country used the example of the necessity for tractor drivers to be withdrawn from class during spring and again in late fall. They also reported that a large number of students are taken from their studies when farm crops need harvesting.

An area of particular concern to administrators was the apparent impact of security concerns upon the access to materials and the acquisition of adequate space needed to complement programs. Several also commented upon the negative attitudes of the security and administrative staff toward the use of women on the professional staff, particularly in maximum security facilities.

While no data regarding the attitudes of the administrative staff toward education were collected by the questionnaire, those interviewed during the site visits presented some contradictory positions. Generally all those interviewed stated that they viewed education as an important part of the overall effort of the institution. A slight majority viewed it as part of the treatment process, while the other principle view was that it was only part of a correctional system in which the main emphasis is on security. This contradictory stance was, to some extent, compounded by the fact that almost all administrators describe their programs as qualitatively and quantitatively good. These opinions seem more contradictory when one examines the often espoused view that education is good for security and to some extent could be viewed as a management rather than a rehabilitative necessity.

The relationship between education and treatment in the correctional system can be only partially determined through the data collected. Educational administrators, in their responses on the questionnaire and in site interviews, stated that the treatment staff has a strong influence upon an inmate's decision to enroll in education. Less than half of those interviewed, however, stated that educational efforts and those of treatment were well integrated. There was some indication also that communications between the two (2) staffs are informal and ad hoc, at best. This is contradicted somewhat by the fact that a large majority of the questionnaire respondents felt that "adequate liaison" existed between the treatment staff and the Education Department.

The teachers interviewed indicated similar if somewhat stronger feelings about the relationship between education and treatment. Several teachers reported that there seemed to be little or no relationship between their efforts and the overall treatment plan. In the institutions where they were involved in the decisions regarding treatment some indicated that it may be something of a waste of time and that no productive prescriptions were forthcoming as a result of such efforts. Few actually had any work assignment in the treatment area.

Information gleaned from interviews with treatment staff also indicates some contradictions. There was general agreement that education is an integral part of the total treatment program. In the majority of the institutions, however, there is no formal transfer of information and few treatment personnel had more than a passing orientation as to what existed in the way of educational offerings. Few counselors work in the educational program directly and all of those interviewed indicated that they were not aware of any formal orientation to their program for the education staff.

In summary, the issue identified here appears to exist and, given the general nature of corrections, will probably continue to exist. Most educational staff would appear to agree that there is a need for security. There is, however, some evidence to indicate that the contradictory goals and priorities have some negative influence upon the design, administration, and efficacy of educational programs in prison. There are further indications that the actions of prison administrators are often dictated by the security and management functions of their institutions, more so than by the needs of their education program.

In regard to the relationship between education and treatment, it would appear that all concerned are

committed to its spirit although the relationships and communication between the two do not appear to be organizationally or programmatically integrated.

Issue 2: The priority of education programs within the correctional institution.

This issue has been indirectly addressed in several of the issues assessed above. Perhaps it is some indication of the relative priority of education that less than 9% of the institutional budget is committed to the educational effort. Most institutional administrators stated that education is an important part of the institution. Although most educational administrators shared this view, several stated that the Education Department lacks sufficient power and influence within the institution. A number of teachers indicated that education's influence is not strong and its power is limited. Additionally, half of the teachers indicated that they had no influence in any decisions or policies made for the institution as a whole and sometimes were not consulted about decisions or policies that related specifically to education.

Issue 3: The availability of contact with the
"outside" world.

The very definition of incarceration is to limit contact with the "outside" world. The process of education in most formal settings, however, depends to a great extent upon the ability to interact both within the educational environment and with resources available outside that environment. The impact of incarceration, separation from the community, may to some extent limit the efficiency of the rehabilitation process.

The findings of the NCEEP study, which indicate that more than three quarters of the responding institutions are located in rural settings, point to a geographic as well as a physical separation from the general community. This, it is felt, limits, for correctional institutions, the number of vocational and academic resources which are normally available to students in public schools or in institutions of higher education.

Issue 4: The incentives for participation in
education programs.

The NCEEP issues paper reported that there are often many conflicting pressures on an inmate which discourage

his/her enrollment in education programs. These pressures arise from the financial rewards to be gained from participation in institutional work assignments or the personal rewards to be gained from participation in leisure time activities. In addition, the literature indicated that peer pressure tends to work against an inmate enrolling in school. On the other hand, however, there is some pressure for him/her to enroll. The counselor may recommend it; the sentencing judge may wish it; the parole board may be impressed with it, and the degree of comfort in custody may be enhanced by it in that an inmate may avoid unsavory work assignments.

The findings of this survey to some extent reinforce the existence of these conflicting pressures. Questionnaire respondents indicated that, in terms of the lack of incentives, the inmates were, to some extent, discouraged by the relatively higher pay for working in prison industries in 62% of the institutions. A quarter of the institutions indicated that it had a strong negative effect. The desire to have bartering power and to be able to have purchasing power on commissary days is difficult for inmates to balance against the less tangible goal of "an education." It is not surprising that educational administrators and teachers reported that the most difficult problem they face is low student motivation. This view

was also held by all treatment personnel interviewed.

The interviews with the inmates during the site visits were particularly noteworthy in relation to this issue. Although most stated that the education programs in which they were enrolled were better than those they had experienced on the street, they expressed some concern that their involvement was not highly regarded by their peers or even by the administration. It is not encouraging that only 13 of the inmates interviewed stated that other inmates have a favorable opinion towards education. A large number indicated that to be in education was considered "good" time by those enrolled and that they were only in it to avoid work assignments or to kill time and get out of the cell house. Almost one half of the inmates agreed with the respondents to the questionnaire that the financial rewards for enrolling in education were either nonexistent or less than those for a work assignment--especially in prison industries. Of the few inmates who felt that they were better off, most were receiving veteran's benefits and were enrolled in post secondary or vocational programs. It perhaps ought to be noted here that many of the inmates interviewed considered the Education Department to be a relaxed, comfortable, or "safe" place.

In terms of the pressure to enroll in education, the data collected indicate that a majority of the school administrators believe that the recommendations of both counselors and parole boards have an important influence. A much smaller number of educational administrators reported that court recommendations have influence upon the inmate's decision to enroll in education.

The particular issue of the influence of the educational experience upon parole status was explored in some depth in the on-site interviews. The perceptions of slightly more than one half of the educational administrators were that it does influence, in a favorable sense, the decision of the parole board in many systems although it ought to be pointed out that a substantial minority (40%) questioned its impact upon the board's decisions and indicated some frustration over the inconsistencies in application of standards and guidelines by the boards. The federal educators expressed some concern that parole boards in their system are no longer assigning parole "points" to the inmate for his or her attendance in school. The teachers echoed the perceptions of the administrators, believing somewhat more strongly in the impact of the educational experience upon the boards' decisions to parole inmates. Several treatment personnel, while not directly asked questions regarding whether

inmates were coerced into entering educational programs, indicated that when coercion does occur, it dilutes the effectiveness of programs and is at least partly to blame for the problem of low student motivation.

Inmates, when interviewed, indicated in the large majority of instances that they did not feel they had been placed under any pressure, either by institutional personnel or by anyone at the time of sentence, to participate in the education program. There was strong support for the belief that being in education programs affects parole status, in the negative sense, since not being enrolled in education programs sometimes looks bad on one's record. In a sense, one may interpret this as a form of coercion.

There seems to be some evidence that the conflict of incentive versus coercion does little to help the inmates' motivation or the educators' task. This conflict appears to be valid and worthy of consideration because it reinforces an inmate's uncertainty and confusion as to what really counts.

Issue 5: The attitudes of security staff toward education programs.

This area was discussed by several writers in the

area of correctional education who stated that security staff may be resentful of the "free" educational opportunities made available to inmates. They reported that this attitude is often manifested by security's lack of enthusiasm for the efforts of the educational staff and may be the cause of indirect "sabotage" of some programs.

This survey made no attempt to assess the attitudes of the security staff directly. Some educational administrators and teachers, however, reported that there are conflicts between educators and security staff. These conflicts have been explored earlier in this chapter. It may be worthwhile to note that teachers seemed somewhat more concerned over this issue and tended to report more conflicts with, and disruptions by, security staff than did administrators.

The questionnaire did collect data on the availability of educational opportunities for the staff. Such opportunities could, some authorities suggest, ameliorate any hostility which might exist. A large minority (42%) of responding institutions reported no educational offerings for this staff while many (40%) had separate classes offered for staff. In only 28% of the responding institutions were classes available to both staff and inmates together.

The degree to which the attitudes of the security staff disrupt the efforts of the staff in education has not yet been clearly established.

D. Program Design

In this section, information will be presented to assess the relationship, where one exists, of the data collected by the NCEEP questionnaire and site visits to the specific issues associated with the area of program design. These issues were presented in the NCEEP issues paper and the five (5) major areas identified were the following:

- Issue 1: The need for courses to be part of an integrated program.
- Issue 2: The need for specificity in course design.
- Issue 3: The procedures and criteria used for student placement and selection.
- Issue 4: The need for adequate support services, especially after release.
- Issue 5: The quality of instruction and teacher training for corrections.

Issue 1: The need for courses to be part of an integrated program.

Data collected from both the NCEEP questionnaire and site interviews partially support the premise that correctional education courses and programs are often not well integrated. It is difficult to achieve overall program and curricula integration without being able to establish any long-range goals or objectives. Yet 68 of the questionnaire respondents (49%) reported that they were unable to plan programs for more than one (1) year in advance because of the multiplicity of funding sources and the necessity of reapplying for funds at frequent intervals. In addition, of the 22 educational administrators interviewed during site visits, 11 indicated that the variety of funding sources causes problems with respect to both staffing and program continuity.

Integration of specific program and course offerings is necessary to allow for inmate participation in more than one (1) program area at a time. Institutional planning, student counseling, and adequate time/space allotment are all critical factors in bringing about this integration. Table 10 presents those data reported on opportunities for simultaneous enrollment of inmates, by program. These data do not suggest that there are

problems in this area. They indicate that a high percentage of institutions allow for simultaneous participation in two (2) or more programs if one (1) of the programs is Vocational Education. There is conflicting data, however, when one analyzes responses to a question about the opportunities for clustering. Clustering refers to programs which integrate both academic and vocational courses pertaining to a given vocational area. Of the 140 respondents to this question, 52% stated that they do not have a program which involves clustering.

The literature has reported that often inmates receive greater pay for work assignments than for academic assignments and that this often discourages inmate enrollment in the education program. Yet, simultaneous participation in both work and educational assignments can help diminish the effects of this situation. Table 10 shows that a majority of the responding institutions do allow inmates to hold both work and educational assignments simultaneously.

Issue 2: The need for specificity in course design.

Data collected generally indicate that there is a lack of specificity in the design and revision of courses. Aspects of this issue include the following: (1) the

availability of course competencies, objectives, and syllabi and (2) the relationship of needs assessment to course design.

The need for specific objectives and competencies in course design was discussed in the issues paper. Table 11 indicates those academic and vocational programs having lists of specific competencies and/or objectives. Most of the institutions surveyed reported having such lists. These lists were most often made available to teachers. Less frequently, they were available to students and counselors (Table 12). There is a notable difference, however, between these figures and those reported in Table 14. This table shows the percentage of institutions having a syllabus for each course offered. Only 44% of the institutions stated that they have course syllabi for Social Education; 51% for ABE; and 60% for SE/GED. These responses indicate that a substantial number of the institutions in the sample have not developed syllabi for most courses offered.

Perhaps the most important aspect of specificity of course design is the continuing process of assessing, designing, re-evaluating, and revising programs according to student needs, job market needs, and stated program objectives and competencies. Specificity of course design must, therefore, be an on-going process which

takes into account the dynamic relationship of education to the needs of the institution and of the "outside" community.

There are conflicting data concerning the use of needs assessment. Most of the assessments reported were of limited scope and were conducted either for a specific project or in response to a funding requirement. Educational administrators emphasized the importance of needs assessment (both inmate and job market) in program evaluation. Teachers reported that needs assessment was usually conducted to meet a requirement for Title I funding. The data collected indicate an awareness of the relationship of needs assessment to post-program evaluation although they do not indicate that needs assessments are commonly used in such internal evaluations.

Needs assessment is also an important factor in program design and revision. The research, as reported in the issues paper, stated that there is a lack of accurate needs assessment before planning or implementing educational programs in most correctional institutions. NCEEP data were collected on the use of needs assessment as a criterion in the selection of Post Secondary course offerings. Of the responding institutions, a large majority report that inmate needs were considered in the selection of Post Secondary course offerings. Only 25%,

however, reported using job market needs assessment in choosing courses.

The administration of standardized achievement tests can provide information valuable in the assessment of inmate needs and in the design of specific courses to respond to these needs. As reported in the synthesis, eight (8) educational administrators stated that the only needs assessment done in their institutions is through the administration of tests in the classification unit or through individual teacher diagnosis. Although a large percentage of the responding institutions do administer standardized achievement tests to all inmates upon entry into the institution, questionnaire and interview data indicate that these tests are used primarily as criteria for student placement in programs rather than for program design (Table 15).

The NCEEP data indicate that programs are often not designed to meet the broad spectrum of inmate educational needs. Data were analyzed to ascertain the relationship of enrollments, by program, to the educational backgrounds of the inmate population. The percentage of inmates in the population who had not completed high school prior to incarceration is 66%. Yet the percentage of the population enrolled in either the ABE or SE/GED programs is only 23%. The same situation exists in Post Secondary Education,

where 27% of the average inmate population were reported to have completed high school, but an average of only 10% of the population is enrolled in the Post Secondary programs. This clearly demonstrates that the average institution is only meeting the needs of approximately one third of those inmates who could potentially benefit from academic program offerings.

Issue 3: The procedures and criteria used for student placement and selection.

Information was collected through both the NCEEP survey questionnaire and the on-site interviews with educational administrators and teachers regarding the variety of methods used for student selection and placement. Although the issues paper indicated that the selection procedures used in correctional education programs were often inadequate and inappropriate, the collected data do not support this premise.

It is encouraging to find that a combination of selection methods is used in most institutions. Respondents reported that information is gathered from several areas of the institution before making placement decisions. Moreover, the responding institutions consider this information as an important basis for their decisions

on student placement. Inmate interest is viewed as "Important" to "Very Important" in the placement decision by 94% of the 156 respondents, recommendations of counselors by 72%, and test results by 62%. One fourth of the institutions reported that placement decisions are made on the basis of the combined input obtained from treatment staff, an educational representative, and the potential student. An additional one fourth of the respondents indicated that the above three (3), along with security staff, make the placement decisions.

Information on the availability of counseling services to inmates also suggests that either research has exaggerated the lack in this area or that progress has been made in expanding services. Of the respondents, 57% stated that academic and/or vocational counseling is provided for all inmates prior to the selection of an educational or vocational training program. An additional 28% stated that such counseling is provided for most inmates.

Most respondents also reported the frequent use of a variety of specific placement criteria in a given institution. Almost all responding institutions use achievement tests for placement and the most common combination of criteria employs achievement tests, grade level, and personal interviews. In the area of Post Secondary Education, the most important selection criteria reported

include the following: a high school diploma, the availability of needed courses, and admission to or acceptance by a post secondary institution. It is encouraging to find that most institutions do not make placement decisions on the basis of a single criterion.

Issue 4: The need for adequate support services, especially after release.

This issue, common to all program areas, was reported by several authorities and was discussed in the NCEEP issues paper. There appears to be some evidence from the questionnaire to support the presumption that the lack of adequate supportive services may indeed be a significant issue in correctional education programs.

NCEEP data reveal that the ratio of the number of supportive staff to inmates may be too large to be effective. In the average facility of over 800 inmates, the average number of educational counselors is two (2). Diagnosticians and other available educational specialists each average less than 1.5 per institutions. The average number of educational psychologists is even less, averaging one (1) for every two (2) institutions sampled. Given the specialized learning needs of an adult population who, by and large, are educationally disadvantaged,

this availability of specialized support staff is hardly encouraging.

Questionnaire responses also indicate that problems resulting from a lack of support staff are of greater concern to correctional educators than many other problem areas. Slightly less than one half of the respondents indicated that the "lack of supplementary staff" presents some degree of difficulty in the operations of their programs. Of the seven (7) factors investigated in relationship to educational support services and identified in Table 24, this problem was ranked second only to the problems created by the "lack of educational followup with parole and post-release agencies". The Directors of Education in 76 of the institutions sampled also reported that the lack of support staff interfered in some way with their staff's ability to meet inmates' needs. The availability of support staff is especially essential at the times of decision making regarding an inmate's participation in education programs.

Prison administrators, by their responses during site interviews, indicated an awareness of the need for increased effort in the area of post-release services. These administrators frequently cited the desire to establish stronger relationships between educational offerings and employment needs after release.

In summary, there appears to be a need in many institutions for more support personnel to supplement the efforts of the teaching staff. In addition, the "follow through" necessary to reinforce the effectiveness of the education program after release seems, in many instances, to be lacking.

Issue 5: The quality of instruction and teacher training for corrections.

Specific questions were asked both in the questionnaire and in on-site interviews about the training and evaluation of teachers and the variety of instructional methods used. To the extent that certification indicates the degree of teacher training, it is interesting to note that the majority of institutions responding to the questionnaire reported that most of their teachers, both academic and vocational, are certified. The largest number of these hold state certification in either Vocational Education (average of five (5) per institution), Secondary Education (average of five (5) per institution), or Elementary Education (average of two (2) per institution). Certification in an appropriate area was identified as a criterion for employment by a large majority of the responding institutions. In site visits with teachers,

however, half of the teachers questioned the adequacy of their training for their current jobs. This might indicate that "traditional" education certificates alone are not sufficient for the correctional setting. Five (5) of the Directors of Education interviewed also spoke to this assumption stating that there is a need for specific teacher training programs which deal with the unique problems of teaching in a correctional institution.

With regard to the updating and enrichment of instructional quality, questionnaire responses indicated that in-service programs for teachers are available in most institutions. The adequacy of such programs, however, was questioned by many teachers during on-site interviews. These interviews revealed that often in-service programs are made up of a potpourri of workshops, conferences, and staff meetings and are viewed by most teachers as not sufficient, especially in frequency, to meet their needs.

In summary, although the literature in correctional education had indicated that there is a lack of certified and well-trained teachers, data do not confirm that this is so, at least in terms of teacher credentials (Table 29).

Evaluations can be an important tool for maintaining and improving the quality of instruction. Site interviews and questionnaire data indicate that regular staff evaluations are conducted in most responding institutions.

Such evaluations are generally done by the Director of Education, usually on a yearly basis, and employ a variety of methods. Some of the education administrators interviewed stated that there is no set structure for staff evaluations and that they are conducted through informal observation. This lack of formal structure in the general approach to staff evaluation makes this area a most difficult one to assess.

The objective measurement of the quality of instruction is also difficult to achieve through the use of a questionnaire. The data collected about teaching methods, however, did show that most institutions use a combination of individualized and classroom instruction in Adult Basic Education and Secondary/GED programs and a combination of classroom instruction and on-the-job training in Vocational courses. Interviews with inmates suggest that the majority perceive that the teachers are helpful in meeting their educational needs.

E. Access to Resources and Materials

This section of the assessment will assess that data from the NCEEP questionnaires and site visits relevant to issues in the area of access to resources and materials, as identified by the NCEEP issues paper. The issues

identified in this report are as follows:

- Issue 1: The availability and quality of materials and machinery.
- Issue 2: The access to resources as related to security constraints.
- Issue 3: The need for contact with external resources and personnel.

In addition to the review of these issues, the data will also be assessed within the context of specific program areas. The NCEEP data will be reviewed under the following three (3) headings:

- (1) Adult Basic Education and Secondary/GED Programs
- (2) Post Secondary Education
- (3) Vocational Education

Issue 1: The availability and quality of materials and machinery.

Only a relatively small percentage of the respondents both to the questionnaire and in the on-site interviews stated that their materials and resources were inadequate or anachronistic. Directors of Education in the 163 institutions surveyed by the NCEEP questionnaire were asked to assess the following items with respect to how

they did, or did not, impact upon their staff's ability to meet inmates' learning needs:

Lack of Education Hardware

Lack of Educational Software

Lack of Instructional Materials Related to Inmates' Needs

Lack of Adequate Books, Tools, and Other Educational Materials

These items were rated on a five (5) point scale, where a notation of 1 signified that the item was "Not a Problem" and a Notation of 5 signified that the item was a "Serious Problem." More than 70% of those who responded rated the above items in the "1" to "2" range ("Not a Problem").

This positive assessment of educational resources and materials was confirmed by site visit interviews with educational administrators. Only four (4) out of 22 educational administrators indicated that their programs needed more and/or better resources and materials. Further confirmation was received in interviews with teachers and inmates, where 19 of the 37 teachers responding, and 23 of the 39 inmates responding stated that they had sufficient materials for their educational endeavors.

Although inadequate and anachronistic materials and

machinery was clearly not considered a problem by those participating in NCEEP's study, the lack of adequate space for the operation of educational programs appears to be a major problem of educational administrators in corrections. The frequency with which the need for more space was expressed by educational administrators, in both the questionnaire responses and the site visit interviews, establishes this need as a primary issue in the area of access to resources and materials.

Issue 2: The access to resources as related to security constraints.

For the most part, the limitation that security considerations may place upon the use of materials and resources is not perceived by educational administrators and teachers as a pressing problem to be solved, but as a necessary reality to be tolerated. Although a majority (59%) of the educational administrators responding to the questionnaire reported that their programs are limited by security constraints, site visit interviews indicate that these constraints are not considered unique to the Education Department, and are not viewed as being inappropriate in light of the basic purpose of correctional institutions.

The majority of educational administrators who were interviewed expressed the opinion that security constraints do not prevent the employment of qualified female staff in male institutions. The evidence from NCEEP site visits suggests that the gradual emergence of women as educators in male correctional facilities is being accepted as an inevitable reality--albeit with a sense of ambivalence, caution, and, at times, resistance.

Issue 3: The need for contact with external resources and personnel.

Research has suggested that the geographical and symbolic isolation of most prisons from external communities, institutions, and agencies prevents the use of resources and personnel that are often essential to the content, scope, and purpose of educational projects. A review of the NCEEP data tends to support the idea that there are definite needs for further development of the use of external resources in correctional education.

Questionnaire responses reveal that external resources are a part of the education program in nine (9) out of 10 institutions surveyed. The majority of institutions (65%) report, however, that these resources are used on an "occasional" basis, as opposed to a "regular" use.

Also, a substantial number of educational administrators who responded to the NCEEP questionnaire (72%) noted that their education programs were, to some extent, limited in scope by lack of contact with community resources and experiences.

Although a majority (60%) of the educational administrators interviewed during site visits reported that they had adequate access to external resources, two thirds of the teachers interviewed contended that external resources were not being adequately used in their education programs. The inmates' perceptions of this issue supported those of the teachers. This was especially true for those inmates who had been enrolled in Post Secondary and/or Vocational Education programs. A number of these inmates complained that participation in PSE or Vocational programs in their respective institutions was often a frustrating and "token" exercise. When pressed to explain the cause of this somewhat cynical stance, inmates frequently mentioned the inconsistent, fragmentary, and isolated nature of PSE and Vocational programs within the institution.

One can reasonably infer from the preceding data that contact with external resources and personnel is a problematic area in correctional education. Presently, correctional education, especially in PSE and Vocational

programs, does not have sufficient contact with community institutions, agencies, and programs.

Adult Basic Education and Secondary/GED Programs

The status of resources and materials in ABE and Secondary/GED programs is evaluated quite positively by a large majority of those educational administrators who responded to the questionnaire. Within the present scope of these academic programs, the quality and quantity of educational materials is generally rated as adequate.

The principle issue in ABE and Secondary/GED programs appears to be the limited degree to which these programs address the educational needs of the total inmate population. According to NCEEP data, two (2) reasons for this lack of program scope are as follows: (1) the prevailing limitations in the number of support staff and (2) a lack of adequate space for educational programs. One impression, gained primarily from the site-visit interviews, is that these often critical limitations in supportive staff and available space force educational administrators to concentrate most of their attention on maintaining existing programs rather than attempting to expand their program offerings to reach a greater number of inmates. When queried about the future directions of

the education program, most educational administrators seemed primarily concerned with the maintenance, survival, and accountability of their present programs. Paradoxically, many of these same administrators felt that their primary accomplishment had been in the expansion and growth of program offerings.

Post Secondary Education

The data collected by NCEEP seem to confirm the existence of those problems discussed in the issues paper regarding the access to resources and materials in Post Secondary Education programs. The problems of Post Secondary Education programs were outlined in the issues paper as follows: (1) the lack of research and resource materials, (2) limitations imposed by security on the number and kinds of courses, (3) the lack of contact with "on campus" resources, and (4) the lack of adequate educational and career counseling necessary to complement a viable college program.

Approximately one third of the respondents to the project questionnaire assessed resource and research materials in Post Secondary programs as "definitely insufficient" and of "poor quality". This statistic contrasts sharply with the more positive assessment

given to all other educational resources and materials for PSE.

A majority of the educational administrators who responded to the questionnaire assessed the availability of their Post Secondary Education programs with respect to inmate educational needs as being qualitatively and/or quantitatively inadequate. The relatively small percentage of inmates who were reported to be involved in Post Secondary Education "release" programs supports the above. Of those institutions with Post Secondary Education programs, 59% reported having no inmates on educational release and 67% of those which do provide educational release reported 10 or less inmates involved in such release.

Vocational Education

The issues paper emphasized the lack of contact with vocational programs and resources in the "outside" community. The data collected by NCEEP confirm that this is a real situation in Vocational Education programs.

Of those institutions with Vocational Education programs which responded to the questionnaire, 59% reported no vocational training programs contracted through external agencies. In addition, in approximately one half

of those facilities which do have such external contracts, there are only one (1) or two (2) training options made available to inmates. Finally, only 19% of these institutions indicated that they had a post-release job placement component coordinated through an external vocational institute or agency.

The status of the "internal" resources and materials in Vocational programs does not appear to be a problem. The only exception to an otherwise positive assessment of resources and materials is, once again, in the area of adequate space. One (1) out of five (5) respondents to the NCEEP questionnaire reported that classroom space for Vocational Education projects was "insufficient" and of "poor quality". Approximately 15% of the respondents also offered a similar assessment of "laboratory space" and "work stations".

F. Evaluation

This section of the assessment reviews the NCEEP questionnaire and site-visit data pertinent to the issue of evaluation. The NCEEP issues paper refers to the lack of any rigorous and systematic evaluation as the single most important issue in the area of evaluation.

The data collected by the NCEEP indicate that a

substantial number of program evaluations are reported to have been done in correctional education since January 1, 1973. Within the 163 institutions responding to the NCEEP questionnaire, a total of 916 specific program evaluations are reported and slightly more than one half of these evaluations (54%) were described as "external" evaluations. The questionnaire responses also show that annual evaluations are required by the funding sources for ABE and Vocational Education in one half of the responding institutions. Forty-one percent (41%) of Secondary/GED programs require such evaluation. In PSE, however, only one (1) out of three (3) programs is required to have annual evaluation.

The NCEEP data indicate that the most important aspects of program evaluation are its content and focus. The project questionnaire collected data about the following: (1) those aspects of the program that had been examined in evaluations, and (2) those elements which were the primary aspects examined. Respondents were provided a list of 20 possible evaluation criteria. The frequency of responses to each criterion is presented in the synthesis of this document (Table 42). These responses clearly show that the emphasis in program evaluation has not been in the area of intermediate or long range "outcomes". "Post-Program Followup", "Post-

Release Followup", and "Recidivism" were used as criteria in a small percentage of the evaluations implemented in correctional education over the past five (5) years. These data indicate that the "impact" of educational programs, especially after release, is given little attention in the design and implementation of program evaluations.

A focus of program evaluations has been on the internal aspects and immediate outcomes of education programs. The internal aspects most frequently reported as included in evaluations are the following: (1) enrollment, (2) goals and principles, (3) completion rate, (4) teaching methods, and (5) inmate response. This internal, program-specific emphasis in evaluation is, of course, necessary and justifiable. It appears, however, that there has been a one-sided emphasis in the evaluation of these aspects, perhaps because they are more easily measurable than the less immediate outcomes.

Data from site-visit interviews further confirm that there is an imbalance in the focus and content of program evaluations. During site interviews both educational administrators and teachers expressed the need for evaluating the qualitative aspects of their programs. A substantial number, however, also voiced the need for measuring

and assessing the "impact" of their programs outside the school itself.

There is some degree of inconsistency between the questionnaire and site visit data in the area of program evaluation. In the project questionnaire responses, "Inmate Response" ranks relatively high among the aspects examined in program evaluations (Table 42). In site-visit interviews with educational administrators, however, it was reported that inmates had participated in program evaluations in only five (5) cases. In all of these cases, the inmates' feedback was reported to be of an essentially informal nature. In addition, almost half (10) of the educational administrators interviewed on site visits stated that program evaluation is an "informal" activity. It is possible, therefore, that many of the evaluations reported by questionnaire respondents were also of an informal nature.

One final comment regarding the topic of program evaluation seems in order. An impression that emerges from the site visit interviews is that those working in the field of correctional education approach the subject of evaluation with a sense of frustration and confusion. This attitude appeared to be based on past experience with program evaluations. The contention of several educational administrators was that information

gained from past evaluations had been either superficial in content, or, in those cases where significant data had been reported, it was not appropriately applied to program planning or development. When asked if they believed more program evaluation was needed, those Directors of Education who replied in the affirmative often qualified their responses. It must be the "right kind" of evaluation was a frequent comment. They described this "right kind" of evaluation as the following: (1) emphasizing program quality and needs assessment, and (2) supplying the necessary feedback for the integrated and developmental growth of their programs. In light of this, a critical issue in evaluation appears to be the need to redefine and clarify the concept and process of evaluation in correctional education.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

On the basis of data collected during this project, conclusions were drawn regarding the general status of correctional education programs in the state and federal prisons of the United States (excluding Alaska and Hawaii) and the specific issue areas in correctional education. These conclusions are presented in this chapter. Recommendations regarding educational programs for inmates are also suggested.

A. General Information

Conclusions

1. The general state of education in correctional institutions seems to have improved in recent years and the picture is less pessimistic than that presented in the literature.

2. The geographic location of prisons may influence the staffing patterns of programs and restrict access to some resources normally considered necessary in most traditional educational enterprises.

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2 OF 3

3. The length of time served in prisons is approximately three (3) years. At the end of this time, most inmates return to "the street" and to a job market which requires academic, vocational, and social skills.

4. Approximately one third of the inmates who could potentially benefit from academic programs are enrolled in such programs. The NCEEP staff noted that while actual numbers enrolled in programs have risen, the percentage of the total population enrolled has remained virtually unchanged over the past five (5) years. The single exception to this is in Post Secondary Education programs, where the percentage enrolled has almost doubled.

Recommendations

1. Prison and correctional education administrators should consider that the average institutional stay of an inmate is approximately three (3) years. Programs, therefore, should be designed with this in mind. Further consideration should be given to the specific literacy, vocational, and social skills needed to gain employment in a highly competitive and fluid job market.

who have or appear to have educational needs.

5. The diverse sources of "soft" funding is of concern to correctional educators. The large number of state and federal agencies involved have varying guidelines, eligibility requirements, and funding periods which appear to cause considerable frustration, particularly in state facilities.

6. The NCEEP findings do not support that there is a lack of knowledge regarding the availability and requirements of funding sources, although this had been an issue in the literature.

Recommendations

1. State and federal agencies should make some attempts to consolidate the sources of funds for correctional education programs. The present diversity of funding, the "soft" nature of many of these funds, and the need to apply or reapply for funds at frequent intervals all appear to detract from the efficacy of prison education programs. Consolidation of funding could also serve to decrease the conflicts apparently created by the number of external agencies involved in the administration and funding of programs.

2. The number of programs in correctional education should be increased to meet the needs of the large number of inmates who are not benefiting from those offerings presently available.

B. Funding and Administration

Conclusions

1. The number of external agencies involved in the administration of educational programs within prisons does cause some degree of conflict and can detract from the effectiveness of the program.

2. While some conflict may exist among administrators within the prison, this is not seen either as a common or serious problem. The NCEEP staff suggests, however, that the basis for any conflicts which might exist is related to the uncertain role of education within the prison setting.

3. The need for improved educational planning appears to be real and complex. The causes of this problem appear to lie as much outside the institution as within it.

4. There is a lack of sufficient funding to provide adequate space, staff, and programs for all those inmates

2. It is suggested that while LEAA's involvement in research in the area is valid, there is some doubt as to the validity of their involvement in the funding of educational programs in correctional settings.

3. There appears to be some merit in the creation of a centralized school district which deals with the specific funding and administrative needs of education within the prison setting. The Federal Bureau of Prisons and those states with such centralized school districts appear to have fewer problems in the specific area of funding and administration than states without centralized agencies.

4. In general, funding for correctional education needs to be increased at both state and federal levels.

C. Nature of the Institution

Conclusions

1. While there is an obvious contradiction between the custodial and treatment functions, there may be less conflict than the literature suggests. It is believed, however, that, in some institutions, there exists sufficient conflict to have a negative influence upon the work of the correctional educator.

2. Although prison administrators interviewed were all very supportive of education programs and stated that they are of high priority in the institution, the lack of sufficient space allocated to education, the lack of teacher involvement in the decision-making process, and the frequent use of education as a management function, all suggest that the priority is, in fact, less than desired or necessary.

3. Educational opportunity may be limited by the lack of contact with the "outside" world, but this is not really viewed as an issue of importance by those involved in correctional education.

4. There is evidence to suggest that there is a lack of incentives for inmates to enroll in education programs in prison, as well as some coercion to enroll. This apparent anomaly does little either to help inmates' motivation or to enhance the prestige of education.

5. While there appears to be some hostility toward education programs for inmates by the security staff, the degree to which it seriously limits the efforts of the educational staff remains in doubt.

Recommendations

1. Administrators, both of prison systems in general and education in particular, may need to articulate a clearly understood and acceptable role for education within the system.

2. Communication among agencies and institutions and among departments within the institution needs considerable attention. Specific emphasis should be placed on increasing the communication among diagnostic, treatment, and education personnel. Such communication should be formal, yet flexible, with due deference to the specific professional responsibilities of the individuals involved and the need for an integrated effort.

3. The relationships between work and educational assignments should be clarified to prevent the conflict which appears to exist between education staff and work supervisors.

4. The problems of student motivation, the lack of incentives for enrollment, and the use of coercion should be investigated further.

D. Program Design

Conclusions

1. The multiplicity of funding sources creates problems in the planning of education programs in corrections, the continuity of these programs, and the staffing of such programs.

2. A variety of student selection and placement criteria are utilized in most responding institutions. Counseling is viewed as an important aspect of this selection and placement process.

3. Data and interviews indicate a severe shortage of supportive personnel, such as diagnosticians and educational counselors.

4. Most teachers in correctional institutions are certified. Many of the teachers interviewed, however, identified a need for more specialized training to prepare them to work within correctional settings and provide them with the special skills needed to work with an adult student population that is, by and large, educationally disadvantaged.

5. A combination of teaching methods is used in most correctional education programs. These include

individualized instruction, classroom instruction, and on-the-job training.

6. The percentage of responding institutions which have lists of specific competencies and/or objectives for educational programs is encouragingly high.

Recommendations

1. There is a need for better coordination of funding to allow for long-range programing and an increased amount of job security for educational staff.

2. More comprehensive needs assessment, both inmate and job market should be undertaken. The results of such assessments are needed in the planning, designing, implementing, and evaluating of education programs in correctional institutions.

3. Further research is necessary to assess the quality of tests and other criteria used for student selection for and placement in appropriate educational programs. Such research could help to reduce the possibility of subjective and arbitrary placement of students. This research would examine the validity of test information, the psychological implications of the time at which tests are administered, and the adequacy

of inmate orientation to existing education programs through handbooks, counseling, etc.

4. The number of supportive staff in educational areas should be increased to establish a system of support, followup, and follow through for inmates, especially after release.

5. A more comprehensive liaison is needed between the Education Department and external support services, after release. Such liaisons would provide communications about the effectiveness of educational and vocational training, establish community interest in and support of institutional programs, utilize community resources, and provide follow through in terms of support and direction for the released inmate.

6. There should be an on-going, coordinated system of interaction among the institutional departments which provide inmate services in order to more effectively recommend, monitor, and assess student movement through educational programs.

7. More correctional teacher training programs which address the specific needs of the educator in the correctional setting should be established. Such programs could provide diagnostic and skill training for

this educational area. More frequent and more comprehensive inservice could be utilized to provide such training for the correctional educator.

8. Further research is needed to assess the quality of instruction in corrections and the appropriateness of the classroom methods used.

9. There is a need for continuous re-evaluation of the number, scope, and balance of course offerings within each of the five (5) program areas in order to assure that the specific characteristics of each area are well-defined and are given appropriate consideration in the design of courses. For example, attention might be given to the following:

- In ABE, the average enrollment per institution is only one third of the recorded potential need.
- In SE/GED, preparation for the GED test is, too often, the main concern of secondary programs.
- In Social Education, programs lack specificity of design and objectives and are only vaguely defined within the institution.
- In PSE, the availability of courses is often disproportionate, with either

too many or too few courses to meet the inmate population needs.

- In Vocational Training courses, there is a need for additional contacts with the outside community and a greater variety of skills training related to job-market needs.

E. Access to Resources and Materials

Conclusions

1. The consensus of educators working in correctional institutions is that existent resources and materials are adequate to meet the needs of their current program offerings.

2. The main problem identified in the area of resources and materials is the lack of adequate space necessary to maintain present programs and/or to implement new programs.

3. Institutional security restrictions and regulations are not perceived as a problem affecting access to resources and materials.

4. In the specific program areas of Adult Basic Education, Secondary/GED programs, and Vocational

Education the availability and quality of the educational materials are assessed positively by correctional educators.

5. A singular exception to this otherwise favorable assessment is in the area of Post Secondary Education. Resource and research materials necessary for college level work were reported to be less than adequate by a relatively large proportion of those who responded to the NCEEP questionnaire.

6. The limited access to external resources and materials is a problem generic to correctional education programs, but the effects of this limitation are especially debilitating to Post Secondary and Vocational Education programs.

7. In the area of Vocational Education, there is a need for more pre- and post-release contacts and working agreements with vocational institutes and job placement agencies in the outside community.

Recommendations

1. Given the severe limitations of space available for education programs, it is recommended that further study and research be done in this area. Such research should investigate the development of educational delivery

systems that take into account the limits of "inner" space available for correctional education.

2. Further research and analysis of the use of community resources in correctional education programs is recommended. Given the inherent limitations of the correctional setting, procedures must be established to identify the most effective means of utilizing external resources, especially in the areas of Post Secondary and Vocational Education.

F. Evaluation

Conclusions

1. In each of the five (5) program areas of correctional education, a substantial percentage of the institutions, contacted by the NCEEP, report that some form of program evaluation has taken place since January 1, 1973.

2. The primary focus of program evaluations in correctional education over the past five (5) years has been on the internal processes and immediate outcomes of the education programs.

3. Little, if any, attention has been given to the measurement and/or assessment of post-program success,

post-release followup, or recidivism rates in the evaluations of correctional education programs over the past five (5) years.

4. Data collected concerning program evaluation indicate that there is a sizable degree of confusion and ambiguity about the meaning, content, and purpose of program evaluation.

5. The majority of correctional educators recognize the need for program evaluation, but also urged that the responsibility for conducting such studies, their content, and their purpose be more clearly defined.

6. The NCEEP data suggest that there are a substantial number of correctional education program evaluations reported, but that the quality, effectiveness, and purpose of these evaluations may be, at best, questionable and, at worst, meaningless.

Recommendations

1. The overriding need in the area of program evaluation for correctional education is for the further refinement and development of the scope, form, and purpose of such evaluations. It is therefore recommended that program evaluation in correctional education: (a) enlarge its

scope to include the systematic measurement of both immediate and long-range program outcomes, (b) develop a form that is adaptable to a diverse range of programs and institutions, and (c) establish as its central purpose the facilitation of program integration, development, and effectiveness.

2. It is recommended that the design of program evaluations include procedures for measuring the impact of education programs on inmates after program completion, and after release. In this context, criteria such as inmate needs assessment, inmate response to the program, post-program followup, and recidivism should be given priority in evaluation. This would achieve a greater balance in the scope of correctional education evaluations and increase the meaning and purpose of such evaluations.

APPENDIX A

SURVEY QUESTIONNAIRE

NATIONAL CORRECTIONAL EDUCATION EVALUATION PROJECT

INSTRUCTIONS FOR SURVEY QUESTIONNAIRE

Please read all instructions before completing the survey questionnaire. The questionnaire is divided into six (6) sections.

■ Section I--General Questions (Pages 1-11)

Information requested includes:

- Data on the overall institutional population
- Requirements (process) used for determining who participates in education programs
- Funding and Administration of Education programs
- Teaching staff, both academic and vocational

■ Section II--Social Education Programs (Soc.) (Pages 13-14)

For the purposes of this questionnaire, Social Education is defined as: programs which prepare inmates for reintegration into society, including such areas as life skills, decision-making skills, consumer education, etc.

Please complete this section regardless of whether you have a separate Social Education program or have Social Education skills as an integrated part of other programs.

Information requested includes:

- Programs available
- Course objectives/competencies
- Program evaluations that have been conducted since January 1, 1973

■ Section III--Adult Basic Education Programs (ABE) (Pages 15-17)

Only complete this section if you have an Adult Basic Education or Elementary program in your institution.

Information requested includes:

- Placement criteria
- Monitoring systems
- Course objectives/competencies
- Availability and quality of resources and materials
- Program evaluations that have been conducted since January 1, 1973

■ Section IV--Secondary/GED Programs (SE/GED) (Pages 19-21)

Only complete this section if you have a Secondary or GED program in your institution.

Information requested includes:

- Placement criteria
- Monitoring systems
- Course objectives/competencies
- Availability and quality of resources and materials
- Program evaluations that have been conducted since January 1, 1973

■ Section V--Post Secondary Education Programs (PSE) (Pages 23-26)

Only complete this section if you have Post Secondary programs in your institution.

Information requested includes:

- Admission criteria
- Course selection criteria
- Availability and quality of resources and materials
- Programs evaluations that have been conducted since January 1, 1973
- Programs available

■ Section VI--Vocational Education Programs (VE) (Pages 27-30)

Only complete this section if you have Vocational Education programs in your institution.

Information requested includes:

- Selection criteria
- Program offerings
- Course objectives/competencies
- Availability and quality of resources and materials
- Monitoring systems
- Program evaluations that have been conducted since January 1, 1973

NATIONAL CORRECTIONAL EDUCATION EVALUATION PROJECT

SURVEY QUESTIONNAIRE

Section I--General Questions

1. Education Director:

Name: _____

Title: _____

2. Institution Name: _____

Address: _____ Zip Code: _____

Phone Number: _____

3. Institution is principally (Please check only one):

☐ Minimum Security

☐ Medium Security

☐ Maximum Security

4. Institution's location is in:

☐ Rural Area

☐ Urban Area

5. Number of inmates in institution:

Male: _____

Female: _____

6. Average age of inmate population is: _____ years of age.

7. What is the average length of time served in this institution? _____

8. Does this institution serve any unique purpose or hold any specific population within your state or regional system? (You may check more than one)

☐ Diagnostic Center

☐ Criminally Insane

☐ Pre-Release Center

☐ Youthful Offenders

9. Does the education program at your institution have a handbook or catalog describing available courses and programs?

☐ Yes

☐ No

If yes, in what year was this catalog initially published? 19 _____

When was it last revised? 19 _____

Is this catalog given to:

☐ All inmates

☐ Only Inmates Interested in Education

10. What tests are administered to inmates upon entry into the institution? (You may check more than one)

Achievement Tests

☐ Stanford Achievement Test

☐ Wide Range Achievement Test

☐ California Achievement Test

☐ Tests of Adult Basic Education

☐ Other (Please specify): _____

Intelligence Tests

- ☐ Wechsler Intelligence Tests ☐ Slosson Intelligence Tests
☐ Stanford Binet ☐ Revised Beta
☐ Other (Please specify): _____

Personality Tests

- ☐ Minnesota Multiphasic Personality Inventory (MMPI)
☐ Other (Please specify): _____

Vocational Surveys

- ☐ General Aptitude Test Battery (GATB) ☐ Differential Aptitude Test
☐ Singer Graflex Vocational Evaluation ☐ Other (Please specify): _____

11. Please estimate the number of the total population who had attained each of the following levels of education prior to commitment:

- a. College or Above _____ c. 8th Grade _____
b. High School or GED _____ d. Less than 8th Grade _____

12. How many inmates are currently participating in educational programs?

13. Please provide the following information on the program types in your institution:

Do you have this program?

Number of inmates participating
in each program

- ☐ Yes--Adult Basic Education (ABE)
☐ Yes--Secondary Education (SE)***
☐ Yes--GED Program (GED)
☐ Yes--Post Secondary Education (PSE)
☐ Yes--Vocational Education (VE)
☐ Yes--Social Education (Soc.)

FULL TIME*

PART TIME**

*An inmate is to be considered a full time student if (s)he has no other job assignment and spends both morning and afternoon in school five (5) days per week.

**An inmate is to be considered a part time student if (s)he attends school for less than 20 hours per week.

***Only indicate if this is an accredited diploma-granting Secondary program.

14. How would you rate the following factors in the part they play in determining whether an inmate becomes involved in educational programs? (Circle one for each item)

	Very Important	Important	Moderately Important	Not Important
Recommendations of Counselor	4	3	2	1
Test Results	4	3	2	1
Years in School Prior to Incarceration	4	3	2	1
Inmate Interest	4	3	2	1
Court Recommendations	4	3	2	1
Parole Board Recommendations	4	3	2	1
Other (Please specify): _____	4	3	2	1

15. Which of the following are directly involved in the decision to place inmates in educational programs? (You may check more than one)

- ☐ Security Staff
 ☐ Inmate Himself
☐ Treatment Staff
 ☐ Education Representative
☐ Other (Please specify): _____

16. What percent of the total institutional budget is given to education? _____ %

17. What is your annual budget for educational programs? (Include internal and external funding sources) _____

18. Do you consider this amount:

- ☐ Generous
 ☐ Adequate
 ☐ Inadequate

19. What percent of the total expenditure for education programs comes from:

- a. The State _____ %
 b. The Federal Government _____ %
 c. Other (Please specify): _____ %

_____ Total should add to: _____ 100 %

20. Does the sharing of funding responsibility cause problems (You may check more than one):

- ☐ In Planning Programs
 ☐ In Retaining Staff
☐ In Acquiring Materials
 ☐ Does Not Cause Problems
☐ In Administering Programs

21. At what level is the responsibility for applying for external funding? (You may check more than one)

- ☐ Local (Institutional)
 ☐ Regional
☐ State

22. If local, who writes proposals for funds?

Name: _____ Title: _____

23. Does this individual have sufficient guidelines available for preparing applications for such funds?

- ☐ Yes
 ☐ Some
 ☐ No

24. Has anyone had special training in the preparation of such applications or proposals? (You may check more than one)

- | | |
|--|--|
| ☐ Course in Grantsmanship | ☐ Research Background |
| ☐ Workshops | ☐ Prior Experience |
| ☐ Conferences | ☐ No Special Training |

25. How often is it necessary to reapply for funding for education programs?

- | <u>State</u> | <u>Federal</u> | <u>Local</u> |
|--|--|--|
| ☐ More than once a year | ☐ More than once a year | ☐ More than once a year |
| ☐ Annually | ☐ Annually | ☐ Annually |
| ☐ Every 2 years | ☐ Every 2 years | ☐ Every 2 years |
| ☐ Every 3 years | ☐ Every 3 years | ☐ Every 3 years |
| ☐ Less than every 3 years | ☐ Less than every 3 years | ☐ Less than every 3 years |

26. Given the above, are you able to plan programs for more than one year ahead?

- ☐ Yes ☐ No

27. What agency(ies) is responsible for the administration of the education program? (You may check more than one in each category)

- | | <u>Nominal</u> | <u>Functional</u> |
|--|--------------------------|--------------------------|
| ☐ Institution | ☐ | ☐ |
| ☐ State Department of Education | ☐ | ☐ |
| ☐ State Department of Welfare | ☐ | ☐ |
| ☐ State Department of Corrections | ☐ | ☐ |
| ☐ Higher Education Institutions | ☐ | ☐ |
| ☐ Public School System | ☐ | ☐ |
| ☐ Other (Please specify): _____ | ☐ | ☐ |

28. If multiple administrators are involved, does this create problems? (You may check more than one)

- | | |
|--|--|
| ☐ In Planning Programs | ☐ In Policy Making |
| ☐ Among Educational Staff | ☐ In Administration of Programs |
| ☐ In Hiring Procedures | ☐ Does Not Cause Problems |

29. Which parts of your education program are compulsory? (You may check more than one)

- | | |
|--|--|
| ☐ Adult Basic Education (ABE) | ☐ Specified Grade Equivalency |
| ☐ GED Program | ☐ None |
| ☐ Vocational Education | |

30. Is the inmate released from other duties in the institution to participate in the education program during the course of the regular work day?

- ☐ Always ☐ Sometimes (On Condition) ☐ Never

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31. Has this "released" time created any problems or conflicts between (You may check more than one):
- ☐ Security & Education Staffs ☐ Work Supervisors & Education Staffs
☐ Treatment & Education Staffs ☐ Does Not Apply
32. Has any formal administrative policy or process been established to resolve such problems?
- ☐ Yes ☐ No ☐ Does Not Apply
33. To what extent do you believe the financial gains from working in prison industries discourage inmates from attending education programs?
- ☐ Very Much ☐ Very Little
☐ Some ☐ Not At All
34. Have any data been gathered from inmate interviews or questionnaires to support the above?
- ☐ Yes ☐ No ☐ Does Not Apply
- If yes, please specify: _____

35. How many of the students are given academic and/or vocational counseling prior to the selection of an educational or vocational training program?
- ☐ All of Them ☐ Very Few of Them
☐ Most of Them ☐ None of Them
36. Are classes provided in English as a second language?
- ☐ Yes ☐ No
37. Are subject area courses available in Spanish for the Spanish-speaking population?
- ☐ Yes ☐ No

38. How many supportive staff do you have in the following areas?

	PART TIME	FULL TIME
a. Administrative	_____	_____
b. Educational Counseling	_____	_____
c. Diagnosticians	_____	_____
d. Educational Specialists	_____	_____
e. Educational Psychologists	_____	_____

39. Please list the numbers of teaching staff involved in each of the following areas. (If staff are involved in more than one area, please list as Part Time under each.)

	PART TIME	FULL TIME
a. ABE	_____	_____
b. SE or GED	_____	_____
c. PSE	_____	_____
d. VE	_____	_____
e. Soc.	_____	_____

26

(5)

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1

5

44. 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.)

a. Elementary Education _____

b. Adult Basic Education _____

c. Secondary Education _____

1. General _____

2. Specific Subject Area _____

d. Vocational Education _____

e. Guidance _____

f. Specialist Certification _____

1. Reading _____

2. Special Education _____

3. Learning Disabilities _____

4. EMR _____

5. Speech Therapy _____

6. Social Restoration _____

7. Other (Please specify): _____

45. How many of your teachers are currently taking courses toward certification? _____

46. How many of your educational administrators, teachers, and support staff have the following as their highest degree?

Associates Degree _____

Masters Degree _____

Baccalaureate Degree _____

Doctorate Degree _____

47. Are inservice training courses available?

☐ Mandatory

☐ Not Available

☐ Optional

48. How often are inservice training courses offered?

☐ Weekly

☐ Annually

☐ Monthly

☐ Other (Please specify): _____

49. How often are regular evaluations of educational staff conducted?

☐ Annually

☐ Not Conducted

☐ Monthly

☐ Other (Please specify): _____

50. By whom are evaluations of educational staff conducted? (You may check more than one)

☐ External Personnel

☐ Peers

☐ Supervisors

☐ Inmates

☐ Other (Please specify): _____

51. Are inmates employed as support or teaching staff in your education program?

☐ Yes

☐ No

If yes, check which of the following responsibilities are given to inmates:

☐ Teacher Aides

☐ Monitoring Equipment

☐ Assigned Tutoring

☐ Classroom Teaching

☐ Other (Please specify): _____

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52. Please check the following items regarding the use of volunteer tutors
- a. Is there a training and/or orientation program for volunteer tutors?
☐ Yes ☐ No ☐ Does Not Apply
- b. Do any other institutional staff, such as correctional officers, counselors, or administrative staff, serve as volunteer tutors?
☐ Yes ☐ No
- c. Are inmates used as volunteer tutors?
☐ Yes ☐ No
- d. Are there any volunteer tutors from the outside community?
☐ Yes ☐ No
- e. If you use volunteer tutors, how would you evaluate their effectiveness on the following continuum? (Circle one)
- | Not Effective | | | | | Very Effective |
|---------------|---|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 | |
53. Approximately how many volumes do you have in your institutional library?
54. Are all these volumes available to inmate students?
☐ Yes ☐ No
55. Is this availability in terms of space and time adequate to meet the needs and goals of your educational projects?
☐ Yes ☐ No
56. Do you have arrangements for interlibrary loans with public/private libraries?
☐ Yes ☐ No
57. How would you rate the library facilities in your institution?
☐ Excellent ☐ Adequate ☐ Poor
58. How would you rate the availability and adequacy of study space provided for out of class work? (Please check one in each column)
- | | |
|---|--|
| ☐ Available | ☐ Conducive to Studying |
| ☐ Available on a Limited Basis | ☐ Not Conducive to Studying |
| ☐ Not Available | |
59. Do you use external resources (i.e., from the local community or industries) in your education programs?
☐ Regularly ☐ Occasionally ☐ Never
60. To what extent do you feel your education programs are limited in scope by lack of contact with community resources and experiences?
☐ Not Limited ☐ Moderately Limited ☐ Very Limited

61. What is the general attitude of other institutional personnel towards the educational programs?

Security

- ☐ Extremely Supportive
☐ Moderately Supportive
☐ Not Supportive
☐ Hostile

Treatment

- ☐ Extremely Supportive
☐ Moderately Supportive
☐ Not Supportive
☐ Hostile

Administration

- ☐ Extremely Supportive
☐ Moderately Supportive
☐ Not Supportive
☐ Hostile

62. Are there any cases in which program or course offerings are limited by security constraints (such as lab. courses which require the use of forbidden instruments, etc.)?

- ☐ Yes ☐ No

If yes, please explain: _____

63. Is there an "absentee policy" regarding those students assigned to the school program?

- ☐ Yes ☐ No

If yes, what is this policy? _____

64. Does a record of an inmate's educational progress go into a cumulative file?

- ☐ Yes ☐ No

If yes, is the file available to the following, if requested? (You may check more than one)

- ☐ Parole Board ☐ Post-Release Vocational Training Programs
☐ Post-Release Employers ☐ Post-Release Education Programs

65. In your opinion, does the information gained about the inmate through his/her participation in educational programs have appropriate influence with respect to the inmate's total institutional profile and record of adjustment?

- ☐ Yes ☐ No

66. If an inmate who is referred for educational placement can not be adequately placed in existing program offerings (e.g., because of extremely low level of achievement and/or serious learning disability), are there alternative placements or services available.

- ☐ Yes ☐ No

67. Are education programs available for (You may check more than one):

- ☐ Institutional Staff Combined in Classes with Inmates
☐ Separate Classes for Institutional Staff
☐ No Classes Available for Institutional Staff

68. Are inmates permitted to take books or materials back to their cells?

- ☐ Yes ☐ No

69. Are instructors permitted to work tutorially with inmates confined to their cells for behavioral or safety reasons?

☐ Yes

☐ No

70. Using the scale to the right of each item, indicate how seriously the following items are problems with respect to your staff's ability to meet inmates' learning needs.

	Not A Problem				Serious Problem
Conflicts with Custody	1	2	3	4	5
Conflicts over Maintenance of Institution (e.g., Inmates' Jobs)	1	2	3	4	5
Lack of Adequate Liason with Treatment Staff	1	2	3	4	5
Conflicts with Other Institu- tional Programs for Inmates (Religious, Recreational, etc.)	1	2	3	4	5
Lack of Qualified Teachers	1	2	3	4	5
Lack of Supplementary Staff (Educational Counselors, Psychologists, etc.)	1	2	3	4	5
Lack of Educational "Hardware" (Videocassettes, Tapes, etc.)	1	2	3	4	5
Lack of Educational "Software" (Workbooks, Texts, etc.)	1	2	3	4	5
Lack of Inservice Training for Staff	1	2	3	4	5
Lack of Instructional Material Related to Inmates' Needs	1	2	3	4	5
Lack of Adequate Books, Tools, & Other Educational Materials	1	2	3	4	5
Lack of Study Areas Conducive to Good Learning	1	2	3	4	5
Inadequate Library Facilities	1	2	3	4	5
Low Student Motivation	1	2	3	4	5
Lack of Adequate Funding	1	2	3	4	5
Lack of Administrative Support	1	2	3	4	5
Lack of Incentives for Inmate Participation	1	2	3	4	5
Lack of Educational Followup with Parole & Post-Release Agencies	1	2	3	4	5

71. In the space provided below, please summarize the main factors which you perceive as limiting your educational offerings.

72. What are your main priorities, as a educational administrator, for the future development and/or expansion of your institution's education programs?

Section II--Social Education Programs (Soc.)--See Instructions for Definition

1. Does your education program have a specific course(s) for Social Education?
☐ Yes ☐ No
2. If a student is enrolled in Social Education courses, which of the following can (s)he participate in simultaneously? (You may check more than one)
☐ Adult Basic Education ☐ Vocational Education
☐ Secondary/GED Education ☐ Work Assignment
☐ Post Secondary Education ☐ None of These
3. In your education program, which of the following best describes the Social Education component? (Please check only one)
☐ Social Education is an informal aspect of all education courses and activities
☐ Social Education is an elective course offered to all inmates
☐ Social Education is a required course that supplements all other education programs
4. Do you have a list of specific objectives and/or competencies for the Social Education program?
☐ Yes ☐ No
 If yes, is this list made available to (You may check more than one):
☐ Teachers ☐ Counselors
☐ Students ☐ Others (Please specify): _____
5. Are these objectives/ competencies (You may check more than one):
☐ Teacher-Centered ☐ Student-Centered
☐ Content-Centered
6. What method(s) is used to determine whether objectives/competencies have been achieved? (You may check more than one)
☐ Standardized Tests ☐ Observation
☐ Criterion-Based Tests (Teacher-made) ☐ Work Sample
☐ Other (Please specify): _____
7. Is there a syllabus for each Social Education course being offered?
☐ Yes ☐ No
8. Does the Social Education program operate on (You may check more than one):
☐ A Semester Basis ☐ An On-Going Basis
☐ Night School ☐ Day School
9. Can a student enter the program:
☐ At Any Time ☐ At the Beginning of the Semester
☐ Other (Please specify): _____

10. Does your funding source for the Social Education program require that a program evaluation be done?

- ☐ Once a Year ☐ More than Twice a Year
☐ Twice a Year ☐ Not a Requirement
☐ Other (Please specify): _____

11. Please provide the following information regarding evaluations that have been done on your Social Education projects since January 1, 1973. (Include those currently in progress.)

Title of Evaluation	Year	Evaluator	Internal	External

12. Please check which of the following program aspects have been examined in these evaluations. Double check those five (5) which were the primary aspects examined.

- | | |
|--|--|
| ☐ ☐ Educational Goals & Principles | ☐ ☐ Completion Rate |
| ☐ ☐ Inmate Response to Program | ☐ ☐ Recruitment/Selection Procedures |
| ☐ ☐ Job Market Assessment | ☐ ☐ Facilities |
| ☐ ☐ Post-Program Followup | ☐ ☐ Staff Preparation |
| ☐ ☐ Post-Release Followup | ☐ ☐ Counseling & Supportive Services |
| ☐ ☐ Recidivism | ☐ ☐ Security Procedures |
| ☐ ☐ Inmate Population Needs Assessment | ☐ ☐ Teaching Methods |
| ☐ ☐ Utilization of Community Resources | ☐ ☐ Pre- & Post-Testing Procedures |
| ☐ ☐ Teacher/Student Ratio | ☐ ☐ Other (Please specify): _____ |
| ☐ ☐ Enrollment | _____ |
| ☐ ☐ Dropout Rate | _____ |

Section III--Adult Basic Education Programs (ABE)

1. What specific criteria are used for placement of an inmate in the ABE or elementary program? (You may check more than one)

☐ Achievement Tests	☐ Grade Level
☐ Intelligence Tests	☐ Interviews
2. If grade level is used for placement, please specify your cut off points:

3. Which of the following best describes the ABE program? (Please check only one)

☐ Individualized Programmed Instruction	☐ Both of these
☐ Classroom Instruction	☐ Other (Please specify): _____
4. How is an inmate's progress in the ABE program monitored and evaluated? (You may check more than one)

☐ Use of Pre and Post Tests	☐ Written Reports from Teachers
☐ Staff Meetings	☐ Interviews with Educational Counselor
☐ Other (Please specify): _____	
5. How is the inmate made aware of his or her progress? (You may check more than one)

☐ Grades	☐ Written Evaluations
☐ Conferences	☐ Other (Please specify): _____
6. Upon completion of the ABE program, is a formal staffing held for each inmate to formulate recommendations for further educational or alternative placement within the institution?

☐ Yes	☐ No
------------------------------	-----------------------------
7. If a student is enrolled in the ABE program, which of the following can (s)he participate in simultaneously? (You may check more than one)

☐ Vocational Education	☐ Social Education
☐ Work Assignment	☐ None of These
8. Do you have a list of specific objectives and/or competencies for the ABE program?

☐ Yes	No
------------------------------	----

If yes, is this list made available to (You may check more than one):

☐ Teachers	☐ Counselors
☐ Students	☐ Others (Please specify): _____
9. Are these objectives/competencies (You may check more than one):

☐ Teacher-Centered	☐ Student-Centered
☐ Content-Centered	

10. What method(s) is used to determine whether objectives/competencies have been met/achieved? (You may check more than one)

☐ Standardized Tests ☐ Observation
☐ Criterion-Based Tests (Teacher-made) ☐ Work Sample
☐ Other (Please specify): _____

11. Is there a syllabus for each ABE course being offered?

☐ Yes ☐ No

12. Does the ABE program operate on (You may check more than one):

☐ A Semester Basis ☐ An On-Going Basis
☐ Night School ☐ Day School

13. Can a student enter the program:

☐ At Any Time ☐ At the Beginning of a Semester
☐ Other (Please specify): _____

14. How would you rate the availability and quality of the following items for the ABE program? (Circle one number under Availability and one under Quality for each item listed)

AVAILABILITY*

1 2 3

1 2 3

1 2 3

1 2 3

1 2 3

1 2 3

Textbooks

Charts, Graphs, Globes & Maps

Educational Films & Filmstrips

Audiovisual Equipment

Classroom Space

Desks, Chairs, & Other Class-
room Furniture

QUALITY**

1 2 3

1 2 3

1 2 3

1 2 3

1 2 3

1 2 3

*AVAILABILITY

1 = Sufficient to Meet Needs of
All Classes
2 = Available in Limited Quantity
3 = Definitely Insufficient

**QUALITY

1 = Modern and of High Quality
2 = Adequate, But Needs Improvement
3 = Poor Quality and Not Meeting
Needs

15. Do you use materials designed for adult illiterates and low level readers?

☐ Yes ☐ No

16. Does your funding source for the ABE program require that a program evaluation be done?

☐ Once a Year ☐ More than Twice a Year
☐ Twice a Year ☐ Not a Requirement
☐ Other (Please specify): _____

17. Please provide the following information regarding evaluations that have been done on your ABE or elementary projects since January 1, 1973. (Include those currently in progress.)

Title of Evaluation	Year	Evaluator	Internal	External

18. Please check which of the following program aspects have been examined in these evaluations. Double check those five (5) which were the primary aspects examined.

- | | |
|--|--|
| ☐ ☐ Educational Goals & Principles | ☐ ☐ Completion Rate |
| ☐ ☐ Inmate Response to Program | ☐ ☐ Recruitment/Selection Procedures |
| ☐ ☐ Job Market Assessment | ☐ ☐ Facilities |
| ☐ ☐ Post-Program Followup | ☐ ☐ Staff Preparation |
| ☐ ☐ Post-Release Followup | ☐ ☐ Counseling & Supportive Services |
| ☐ ☐ Recidivism | ☐ ☐ Security Procedures |
| ☐ ☐ Inmate Population Needs Assessment | ☐ ☐ Teaching Methods |
| ☐ ☐ Utilization of Community Resources | ☐ ☐ Pre and Post Testing Procedures |
| ☐ ☐ Teacher/Student Ratio | ☐ ☐ Other (Please specify): _____ |
| ☐ ☐ Enrollment | _____ |
| ☐ ☐ Dropout Rate | _____ |
| ☐ ☐ Grade Level Advancement | _____ |

Section IV--Secondary/GED Programs (SE/GED)

1. What specific criteria are used for placement of an inmate in the GED or Secondary program? (You may check more than one)

☐ Achievement Tests	☐ Grade Level
☐ Intelligence Tests	☐ Interviews
2. If grade level is used for placement, please specify your cut off points: _____
3. Which of the following best describes the GED or Secondary program? (Please check only one)

☐ Individualized Programmed Instruction	☐ Both of These
☐ Classroom Instruction	☐ Other (Please specify): _____
4. How is an inmates' progress in the GED or Secondary program monitored and evaluated? (You may check more than one)

☐ Use of Pre and Post Tests	☐ Written Reports from Teachers
☐ Staff Meetings	☐ Interviews with Educational Counselor
☐ Other (Please specify): _____	
5. How is the inmate made aware of his or her progress? (You may check more than one)

☐ Grades	☐ Written Evaluations
☐ Conferences	☐ Other (Please specify): _____
6. Upon completion of the GED or Secondary program, is a formal staffing held for each inmate to formulate recommendations for further educational or alternative placement within the institution?

☐ Yes	☐ No
------------------------------	-----------------------------
7. Please provide the following information about the GED test:

☐ GED Test is Offered	☐ GED Test is <u>Not</u> Offered
--	---

If the GED test is offered, please answer the following:

Number of times the GED test is offered per year: _____

Average number of inmates taking the exam per test: _____

Based on the last two years, what percent of those inmates taking the GED test for the first time are able to pass? _____

What are the requirements for taking the GED test? (You may check more than one)

☐ Class Attendance	☐ Particular Courses
☐ Grade Level	☐ Other (Please specify) _____

8. If a student is enrolled in the GED or Secondary Program, which of the following can (s)he participate in simultaneously? (You may check more than one)

☐ Vocational Education ☐ Post Secondary Education
☐ Social Education ☐ None of These
☐ Work Assignment

9. Do you have a list of specific objectives and/or competencies for the GED or Secondary program?

☐ Yes ☐ No

If yes, is this list made available to (You may check more than one):

☐ Teachers ☐ Counselors
☐ Students ☐ Others (Please specify): _____

10. Are these objectives/competencies (You may check more than one):

☐ Teacher-Centered ☐ Student-Centered
☐ Content-Centered

11. What method(s) is used to determine whether objectives/competencies have been met/achieved? (You may check more than one)

☐ Standardized Tests ☐ Observation
☐ Criterion-Based Tests (Teacher-made) ☐ Work Sample
☐ Other (Please specify): _____

12. Is there a syllabus for each GED or Secondary course being offered?

☐ Yes ☐ No

13. Does the Secondary or GED program operate on (You may check more than one):

☐ A Semester Basis ☐ An On-Going Basis
☐ Night School ☐ Day School

14. Can a student enter the program:

☐ At Any Time ☐ At the Beginning of a Semester
☐ Other (Please specify): _____

15. How would you rate the availability and quality of the following items for the Secondary/GED program? (Circle one number under Availability and one under Quality for each item listed)

AVAILABILITY*

QUALITY**

1	2	3	Textbooks	1	2	3
1	2	3	Charts, Graphs, Globes, & Maps	1	2	3
1	2	3	Educational Films & Filmstrips	1	2	3
1	2	3	Audiovisual Equipment	1	2	3
1	2	3	Classroom Space	1	2	3
1	2	3	Desks, Chairs, & Other Classroom Furniture	1	2	3

*AVAILABILITY & **QUALITY: Please see next page for Key

15. Continued

*AVAILABILITY

- 1 = Sufficient to Meet Needs of All Classes
2 = Available in Limited Quantity
3 = Definitely Insufficient

**QUALITY

- 1 = Modern and of High Quality
2 = Adequate, But Needs Improvement
3 = Poor Quality & Not Meeting Needs

16. Does your funding source for the Secondary/GED program require that a program evaluation be done?

- ☐ Once a Year ☐ More than Twice a Year
☐ Twice a Year ☐ Not a Requirement
☐ Other (Please specify): _____

17. Please provide the following information regarding evaluations that have been done on your GED or Secondary projects since January 1, 1973. (Include those currently in progress.)

Title of Evaluation	Year	Evaluator	Internal	External

18. Please check which of the following program aspects have been examined in these evaluations. Double check those five (5) which were the primary aspects examined.

- | | |
|---|---|
| ☐ Educational Goals & Principles | ☐ Completion Rate |
| ☐ Inmate Response to Program | ☐ Recruitment/Selection Procedures |
| ☐ Job Market Assessment | ☐ Facilities |
| ☐ Post-Program Followup | ☐ Staff Preparation |
| ☐ Post-Release Followup | ☐ Counseling & Supportive Services |
| ☐ Recidivism | ☐ Security Procedures |
| ☐ Inmate Population Needs Assessment | ☐ Teaching Methods |
| ☐ Utilization of Community Resources | ☐ Pre & Post Testing Procedures |
| ☐ Teacher/Student Ratio | ☐ Other (Please specify): _____ |
| ☐ Enrollment | _____ |
| ☐ Dropout Rate | _____ |
| ☐ Grade Level Advancement | _____ |

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Section V--Post Secondary Education Programs (PSE)

1. Please indicate the extent to which each of the following criteria are used to determine inmate participation in the Post Secondary program.

	Extremely Important	Important	Moderately Important	Not Important
High School Diploma (or GED)	4	3	2	1
Offense Record	4	3	2	1
Institutional Adjustment	4	3	2	1
SAT Scores	4	3	2	1
Availability of Needed Courses	4	3	2	1
Admission to/Acceptance by Post Secondary Institution	4	3	2	1
Other (Please specify): _____	4	3	2	1

2. What institution(s) (colleges or universities) is providing the Post Secondary program at your facility?

3. What criteria are/were used to select specific course offerings? (You may check more than one)

- | | |
|---|--|
| ☐ Inmate Needs Assessment | ☐ Job Market Needs Assessment |
| ☐ Institutional Limitations (i.e.,
lack of lab. space, etc.)
Please specify: _____ | ☐ Availability of Instructors |
| | ☐ Transferability of Credit |

4. How many inmates from your institution are on educational release for participation in a Post Secondary program?

5. Does the Post Secondary Education program operate on (You may check more than one):

- | | |
|---|--|
| ☐ A Semester Basis | ☐ An On-Going Basis |
| ☐ Night School | ☐ Day School |

6. Can a student enter the program:

- | | |
|--|---|
| ☐ At Any Time | ☐ At the Beginning of a Semester |
| ☐ Other (Please specify): _____ | |

7. How would you rate the availability and quality of the following items for the Post Secondary Education program? (Circle one number under Availability and one under Quality for each item listed.)

AVAILABILITY*

QUALITY**

1	2	3	Textbooks	1	2	3
1	2	3	Charts, Graphs, Globes, & Maps	1	2	3
1	2	3	Educational Films & Filmstrips	1	2	3
1	2	3	Audiovisual Equipment	1	2	3
1	2	3	Classroom Space	1	2	3
1	2	3	Desks, Chairs, & Other Class- room Furniture	1	2	3
1	2	3	Resource & Research Materials	1	2	3

*AVAILABILITY

**QUALITY

- 1 = Sufficient to Meet Needs of All Classes
2 = Available in Limited Quantity
3 = Definitely Insufficient

- 1 = Modern and of High Quality
2 = Adequate, But Needs Improvement
3 = Poor Quality and Not Meeting Needs

8. Does your funding source for Post Secondary Education programs require that a program evaluation be done?

☐ Once a Year

☐ More than Twice a Year

☐ Twice a Year

☐ Not a Requirement

☐ Other (Please specify): _____

9. Please provide the following information regarding evaluations that have been done on your Post Secondary projects since January 1, 1973. (Include those currently in progress.)

Title of Evaluation	Year	Evaluator	Internal	External

10. Please check which of the following programs aspects have been examined in these evaluations. Double check those five (5) which were the primary aspects examined.

- | | |
|---|---|
| ☐ Educational Goals & Principles | ☐ Completion Rate |
| ☐ Inmate Response to Program | ☐ Recruitment/Selection Procedures |
| ☐ Job Market Assessment | ☐ Facilities |
| ☐ Post-Program Followup | ☐ Staff Preparation |
| ☐ Post-Release Followup | ☐ Counseling & Supportive Services |
| ☐ Recidivism | ☐ Security Procedures |
| ☐ Inmate Population Needs Assessment | ☐ Teaching Methods |
| ☐ Utilization of Community Resources | ☐ Internal Testing Procedures |
| ☐ Teacher/Student Ratio | ☐ Other (Please specify): _____ |
| ☐ Enrollment | _____ |
| ☐ Dropout Rate | _____ |

11. Please provide the following information on all Post Secondary programs offered:

PROGRAM	COLLEGE OR UNIVERSITY	CREDIT		DEGREE				NO. OF STUDENTS
		Yes	No	AA	BA	MA	Other	

12. In your opinion, which of the following factors are serious problems with respect to the effectiveness of Post Secondary Education within your institution? (You may check more than one)

- ☐ Lack of Systematic Funding Sources
- ☐ Lack of Adequate Liason with External Institutions
- ☐ Logistical Constraints Due to Security
- ☐ Lack of Follow Through or Relevance with Respect to Inmates' Job and/or Career Goals
- ☐ Other (Please specify): _____

13. How would you assess the current availability of Post Secondary and College programs with respect to inmate educational needs?

- ☐ Adequate for Current Needs
- ☐ Quantitatively Adequate, but Quality and Relevance Inadequate
- ☐ Qualitatively Adequate, but Need for More Program Offerings
- ☐ Inadequate

Section VI--Vocational Education Programs (VE)

1. Are there general education prerequisites to certain vocational courses?

☐ Yes

☐ No

2. What aptitude and/or achievement tests or inventories do you use in your Vocational Education program?

3. Which of the following factors determine Vocational Education program offerings?
(Please rate each item by circling the appropriate number)

	Extremely Important	Important	Moderately Important	Not Important
☐ Marketability of Job Skills	4	3	2	1
☐ Prior Investment of Equipment	4	3	2	1
☐ Training for Correctional Industries	4	3	2	1
☐ Inmate Needs Assessment	4	3	2	1
☐ Inmate Interest	4	3	2	1
☐ Availability of Instructors	4	3	2	1
☐ Other (Please specify): _____	4	3	2	1

4. List any vocational training programs that are contracted through an external agency. Please STAR (*) those that have a post-release job placement component.

5. List the Vocational Education programs available in your institution. Please STAR (*) those programs which are directly tied in with the prison industries at your institution. (Omit those programs listed above)

6. Is there a "cluster" program in education that integrates academic education (ABE, Secondary/GED, or college courses) with Vocational Education?

☐ Yes

☐ No

7. If a student is enrolled in the Vocational Education program, which of the following can (s)he participate in simultaneously? (You may check more than one)
- | | |
|---|---|
| ☐ Adult Basic Education | ☐ Social Education |
| ☐ Secondary/GED Education | ☐ Work Assignment |
| ☐ Post Secondary Education | ☐ None of These |
8. Do you have a list of specific objectives and/or competencies for the Vocational Education program?
- ☐ Yes ☐ No
- If yes, is this list made available to (You may check more than one):
- | | |
|-----------------------------------|---|
| ☐ Teachers | ☐ Counselors |
| ☐ Students | ☐ Others (Please specify): _____ |
9. Are these objectives/competencies (You may check more than one):
- | | |
|---|---|
| ☐ Teacher-Centered | ☐ Student-Centered |
| ☐ Content-Centered | |
10. What method(s) is used to determine whether objectives/competencies have been met/achieved? (You may check more than one)
- | | |
|--|--------------------------------------|
| ☐ Standardized Tests | ☐ Observation |
| ☐ Criterion-Based Tests | ☐ Work Sample |
| ☐ Other (Please specify): _____ | |
11. Is there a syllabus for each Vocational Education course being offered?
- ☐ Yes ☐ No
12. Does the Vocational Education program operate on (You may check more than one):
- | | |
|---|--|
| ☐ A Semester Basis | ☐ An On-Going Basis |
| ☐ Night School | ☐ Day School |
13. Can a student enter the program:
- | | |
|--|---|
| ☐ At Any Time | ☐ At the Beginning of a Semester |
| ☐ Other (Please specify): _____ | |
14. Check which of the following teaching methods are used in your Vocational Education program:
- | | |
|--|--|
| ☐ On the Job Training | ☐ Combination of These |
| ☐ Classroom Instruction | ☐ Other (Please specify): _____ |

15. How is an inmate's progress in Vocational Education monitored and evaluated? (You may check more than one)
- ☐ Use of Pre and Post Tests ☐ Written Reports from Teachers
- ☐ Staff Meetings ☐ Interviews with Educational Counselor
- ☐ Other (Please specify): _____

16. How is the inmate made aware of his or her progress? (You may check more than one)
- ☐ Grades ☐ Written Evaluations
- ☐ Conferences ☐ Other (Please specify): _____

17. How would you rate the availability and quality of the following items for the Vocational Education program? (Circle one number under Availability and one under Quality for each item listed)

AVAILABILITY*

QUALITY**

1	2	3	Textbooks	1	2	3
1	2	3	Charts, Graphs, Globes, & Maps	1	2	3
1	2	3	Educational Films & Filmstrips	1	2	3
1	2	3	Audiovisual Equipment	1	2	3
1	2	3	Classroom Space	1	2	3
1	2	3	Desks, Chairs, & Other Classroom Furniture	1	2	3
1	2	3	Lighting	1	2	3
1	2	3	Lab Space & Work Stations	1	2	3
1	2	3	Hand Tools for Occupational Areas	1	2	3
1	2	3	Machines & Equipment	1	2	3
1	2	3	Instructional Supplies	1	2	3

*AVAILABILITY

- 1 = Sufficient to Meet Needs of All Classes
- 2 = Available in Limited Quantity
- 3 = Definitely Insufficient

**QUALITY

- 1 = Modern and of High Quality
- 2 = Adequate, But Needs Improvement
- 3 = Poor Quality and Not Meeting Needs

18. Does your funding source for the Vocational Education program require that a program evaluation be done?
- ☐ Once a Year ☐ More than Twice a Year
- ☐ Twice a Year ☐ Not a Requirement
- ☐ Other (Please specify): _____

FOR
OFFICE
USE
ONLY

1

20

19. Please provide the following information regarding evaluations that have been done on your Vocational Education projects since January 1, 1973. (Include those currently in progress)

Title of Evaluation	Year	Evaluator	Internal	External

20. Please check which of the following program aspects have been examined in these evaluations. Double check those five (5) which were the primary aspects examined.

- ☐ ☐ Educational Goals & Principles
- ☐ ☐ Inmate Response to Program
- ☐ ☐ Job Market Assessment
- ☐ ☐ Post-Program Followup
- ☐ ☐ Post-Release Followup
- ☐ ☐ Recidivism
- ☐ ☐ Inmate Population Needs Assessment
- ☐ ☐ Utilization of Community Resources
- ☐ ☐ Teacher/Student Ratio
- ☐ ☐ Enrollment
- ☐ ☐ Dropout Rate
- ☐ ☐ Completion Rate
- ☐ ☐ Recruitment/Selection Procedures
- ☐ ☐ Facilities
- ☐ ☐ Staff Preparation
- ☐ ☐ Counseling & Supportive Services
- ☐ ☐ Security Procedures
- ☐ ☐ Teaching Methods
- ☐ ☐ Pre & Post Testing Methods
- ☐ ☐ Other (Please specify): _____
- _____
- _____
- _____

APPENDIX B

ON SITE INTERVIEW

NCEEP: On Site Interview

Section I: Director of Education

Name: _____

Institution: _____

Date: _____ Interviewer(s): _____

1. Does the administration of your education program pose any problems?
2. What is the relationship of educational administration to other administrative components of the institution?
3. Is there a Table of Organization for institutional administration and/or the Education Department?
4. How much influence and power do education programs have within the institution?
5. Specifically, how much influence does education have in terms of treatment plan, parole status, post-release success, etc.?
6. What is the structure and influence of the State or Federal correctional agency and the State Department of Education with respect to your education programs?

7. Are there any state laws that affect the education of inmates in your institution?
8. Are there any institutional policies or regulations that prohibit the use of certain people, materials, space, etc. in your education programs?
9. What are the sources of your funding for education programs?
10. How do funding sources affect your education program offerings, e.g., continuity, staffing, etc.?
11. Do you have sufficient education staff?
12. Are your staff adequately trained for their roles in your department?
13. Are you or any of your staff assigned to any other institutional responsibilities outside of education?
14. What types of inservice training are offered for your staff?

15. How would you assess the quality and quantity of the inservice programs that are given to staff?
16. Are your staff's pay, benefits, and working conditions comparable to and/or competitive with education positions outside the institution?
17. Describe the standard working day for your teachers in terms of time spent teaching, preparation time, meetings, etc.
18. What process is used to evaluate your staff?
19. Does your department have adequate space, resources, and materials?
20. Are existent resources understood, utilized, and evaluated properly?
21. Do you have access to existent community resources?
22. What, if any, "needs assessments" have been made with respect to your education programming?

23. By what process are inmates selected for education programs?
24. How are the educational goals for the individual inmate determined?
25. How is success defined and how is an individual inmate's progress monitored in your education programs?
26. Describe the "flow" of a typical inmate through the education program.
27. What do you see as the critical problem areas that disturb this "flow"?
28. How is communication maintained between the staff of your department and other institutional personnel?
29. What mechanisms do you use to monitor and share materials and resources?
30. What is the relationship of an inmate's educational needs and progress with his/her overall treatment plan?

31. Is low student motivation a problem in your education program?
32. What procedures do you use or would you like to see used in dealing with student motivation?
33. What kinds of evaluation have you utilized in your program?
34. Is more evaluation needed?
35. What do you believe should be the main criteria used in the evaluation of your education programs, e.g., inmate progress, program quality, institutional impact, post-release relevance, etc.?
36. Have you done any post-release evaluations of your academic or vocational programs?
37. Is there any on-going evaluation and/or feedback from your education programs in regard to their impact on inmates' institutional adjustment?

38. Who has been involved in the evaluations of your education programs?
(e.g., administration, staff, inmates, external party, etc.)
39. Do you believe that evaluations of education programs should consider
the impact of programs on recidivism rates?
40. What changes have you made in the education program since you assumed
the role of director?
41. How do you think the inmates perceive your education program?

Interviewer Comments:

Section II: Superintendent & Deputy Superintendents

Name: _____ Title: _____

Institution: _____

Date: _____ Interviewer(s): _____

1. What is your perception of the education programs in your institution?
2. How do you perceive the relationship of education to the goals of the total institution?
3. What problems, if any, do education programs present with respect to your overall administration of the institution?
4. Do education programs present any specific problems with respect to the security of your institution?
5. What is the relationship of education programs to the treatment goals of your institution?
6. What are the priorities and policies of your State or Federal correctional agency with respect to education programs in institutions?

7. What changes do you foresee or would you like to see in correctional education programs?

8. Who has the ultimate responsibility for designing education programs, allocating funds for programs, and hiring education staff in your institution?

Interviewer Comments:

Section III: Teacher

Name: _____ Position: _____

Institution: _____

Date: _____ Interviewer(s): _____

1. What do you feel are the most serious problems you face as a correctional educator?
2. What is the relationship of the education program to other aspects of the institution?
3. Have your role and responsibilities been clearly defined within the institution and within the school?
4. How much influence and power do education programs have within the institution?
5. Specifically, how does participation in the education program affect an inmate's treatment plan, parole status, post-release success, etc.?
6. How does the State or Federal correctional agency and/or the State Department of Education affect education in your institution?
7. Are there state laws that affect the education of inmates in your institution?

8. Are there any institutional policies or regulations that hinder your effectiveness as a teacher?
9. What are the funding sources for the education department?
10. How do these funding sources affect your work with regard to continuity, consistency, etc.?
11. Are there sufficient staff to meet the educational needs of the institution?
12. Are teachers required to perform other duties outside of their educational responsibilities?
13. Do you feel your training and/or education was adequate for your present role?
14. What types of inservice courses or workshops have you received?
15. How would you assess the quality and quantity of your inservice training?

16. Do you feel your salary, benefits, and working conditions are comparable to other education positions outside the institution?
17. Describe your typical work day in terms of time spent teaching, preparation time, informal counseling, staff meetings, etc.
18. How is your performance evaluated?
19. Do you feel you have adequate space, materials, and resources?
20. Do you feel you have adequate access to information regarding the availability and use of educational materials and resources?
21. Do you believe existent community resources are properly utilized in the education program? Do you use any such resources, e.g., outside speakers, library resources, etc.?
22. What, if any, "needs assessments" have been done with respect to your education program?

23. By what process are inmates selected for education programs?
24. How are the educational goals for the individual inmate determined?
25. How do you define "success" in your education program?
26. How is an individual inmate's progress monitored?
27. Describe the "flow" of a typical inmate through the education program.
28. What do you see as critical problem areas that disrupt this "flow"?
29. How do you maintain communication with staff outside the Education Department?
30. Is there adequate monitoring and sharing of existent materials and resources?

31. What is the relationship of an inmate's educational plan and progress with his/her overall treatment plan?
32. Is low student motivation a problem that affects your efforts?
33. What procedures do you use in dealing with student motivation and/or what do you think should be done in this area?
34. What kinds of evaluation have you utilized in your work?
35. What aspects of the education program do you believe need to be evaluated?
36. Have you done any followup evaluation of inmates you have worked with?
37. Is there any process of evaluating or getting feedback about your work's impact on an inmate's institutional adjustment?
38. Who has been involved in the evaluation of your institution's education programs? (e.g., Administrators, Peers, Inmates, External Party, etc.)

39. Do you feel that education programs should be evaluated with respect to their impact on recidivism rates?
40. What changes have occurred in the Education Department since you have been working at the institution?
41. How do you feel the inmates perceive you?
42. How does your role as teacher relate to the role of custody?
43. Do you feel you have sufficient input into institutional and educational decisions and policy?
44. Do you feel there is a need for "Social Education"? If so, how would you define these programs and whose responsibility should they be?

Interviewer Comments:

Section IV: Treatment Personnel

Name: _____ Position: _____

Institution: _____

Date: _____ Interviewer(s): _____

1. What is your perception of the institution's education program?
2. What part does education play in the treatment effort?
3. Is there a system of transferring information from treatment to education and vice versa?
4. Are the treatment staff oriented in any way to the education programs and are education staff given an orientation to treatment programs?
5. Do you or any other treatment staff work in the education department in any capacity?
6. Does the education staff have input in treatment decisions and in staffing?
If so, how is this input obtained?

7. Is the treatment staff involved in the educational planning for inmates?
8. Do you feel there is a need for "Social Education" programs? If so, how would you define these programs and whose responsibility should they be?
9. What problems do you see in the attempts to plan and implement education programs for inmates?
10. Do you feel education programs have an impact on inmates' pre- and post-release "success"?
11. Does an inmate's participation in education programs present any scheduling conflicts with respect to your work with inmates?

Interviewer Comments:

Section V: Inmates

Name: _____

Institution: _____

Program(s) enrolled in: _____

Date: _____ Interviewer(s): _____

1. How long have you been in the education program(s) at this institution?
2. What do you expect to get out of your involvement in the education program?
3. How did you get into the education program(s)?
4. Was counseling provided to help you in your decision to enter the education program? If so, who provided this counseling and do you feel it was adequate?
5. Were you able to get into the education program of your choice?
6. Do you know what other education programs are available?

7. How much pay do you receive for participating in the education program, and how does this pay compare with other institutional assignments?
8. What do the inmates think of the education program(s) in this institution?
9. Is it possible for you to study and do written work in your cell block?
Are there other areas you can use for school work?
10. Are there times when you are pulled out of class? If so, is this a serious problem?
11. Do you have sufficient materials, supplies, and books?
12. Do you use the institutional library? Do you feel the library is adequate in terms of space, books, etc.?
13. Do inmates think that participation in the education programs helps them to get parole?

14. Are the education programs in the institution different from the education programs in the community? If so, how?
15. Was there any pressure put on you by the institution or the court to attend classes and participate in the education program?
16. Are the teachers helpful in meeting your education needs?
17. Do you like the school?
18. Are the inmates serious about the education program?
19. What would you change about the school, if you could?
20. Is the school a place where you feel relaxed and comfortable?

21. How do you feel the teachers perceive you?

Interviewer(s) Comments:

APPENDIX C

INSTITUTIONS IN SAMPLE

INSTITUTIONS IN SAMPLE

Alabama

*Draper Correctional Center
P.O. Box 1107
Elmore, AL 36025

*G. K. Fountain Correctional
Center
P.O. Box 38
Holman Station, AL 36502

*Holman Prison
P.O. Box 37
Holman Station, AL 36502

*Julia Tutwiler Prison for Women
Route 1
Box 30
Wetumpka, AL 36092

Arizona

*Arizona State Prison
(Men's Division)
Box 629
Florence, AZ 85232

*Safford Conservation Center
P.O. Box 791
Safford, AZ 85546

Arkansas

Benton Center
Route 2
Box 224
Benton, AR 72015

*Cummins Unit
Arkansas Department of
Correction
P.O. Box 500
Grady, AR 71664

*Tucker Unit
Arkansas Department of Correction
Tucker, AR 72168

California

*California Conservation Center
Box 790
Susanville, CA 96130

*California Correctional Institution
Box 1031
Tehachapi, CA 93561

California Medical Facility
Box 568
Vacaville, CA 95688

Correctional Training Facility
Box 686
Soledad, CA 93960

*Deuel Vocational Institution
Box 400
Tracy, CA 95376

*Sierra Conservation Center
P.O. Box 497
Jamestown, CA 95327

Colorado

*Colorado State Penitentiary
Box 1010
Canon City, CO 81212

*Colorado State Reformatory
H. C. Tinsley School
Box R
Buena Vista, CO 81211

*Indicates those institutions that completed the project questionnaire.

Western Slope Conservation Camps
Box 212
Delta, CO 81416

Connecticut

*Connecticut Correctional Institution--Niantic
199 West Main Street
Niantic, CT 06357

*Somers Correctional Institution
Somers, Box 100
Somers, CT 06071

Delaware

*Sussex Correctional Institution
Route 1, Box 500
Georgetown, DE 19947

District of Columbia

*District of Columbia Detention Facility
1901 D Street, S.E.
Washington, DC 20002

District of Columbia Maximum Security Facility
Lorton, VA 22079

District of Columbia Minimum Security Facility
Lorton, VA 22079

District of Columbia Youth Center
Lorton, VA 22079

Florida

*Apalachee Correctional Institution
P.O. Box 699
Sneads, FL 32460

*Brevard Correctional Institution
P.O. Box 340
Sharpes, FL 32959

*Cross City Correctional Institution
P.O. Box 1500
Cross City, FL 32628

*Florida Correctional Institution
P.O. Box 147
Lowell, FL 32663

*Florida State Prison
P.O. Box 747
Starke, FL 32091

*Glades Correctional Institution
500 Orange Avenue Circle
Belle Glade, FL 33430

*Lake Correctional Institution
P.O. Box 99
Clermont, FL 32711

*Lantana Correctional Institution
1173 West Lantana Road
Lantana, FL 33462

*Marion Correctional Institution
P.O. Box 158
Lowell, FL 32663

*Okaloosa Correctional Institution
P.O. Box 400
Niceville, FL 32578

Reception and Medical Center
P.O. Box 628
Lake Butler, FL 32054

Georgia

*Colony Farm Correctional Center
Box 86
Hardwick, GA 31304

*Indicates those institutions that completed the project questionnaire.

*Georgia Diagnostic and Classification Center

P.O. Box 3877
Jackson, GA 30233

Georgia Earned Release
Correctional Center

P.O. Box 417
Hardwick, GA 31034

Georgia Women's Correctional
Institution

P.O. Box 218
Hardwick, GA 31034

Lowndes Correctional Institution

P.O. Box 239
Valdosta, GA 31601

*Montgomery Correctional
Institution

P.O. Box 256
Mt. Vernon, GA 30445

Stone Mountain Correctional
Institution

P.O. Box 337
Stone Mountain, GA 30083

*Walker Correctional Institution

P.O. Box 98
Rock Springs, GA 30739

*West Georgia Correctional
Center

P.O. Box 7548
Columbus, GA 31908

Idaho

*Idaho State Correctional
Institution

Box 7309
Boise, ID 83707

Illinois

*Dwight Correctional Center
Box C

Dwight, IL 60420

*Joliet Correctional Center

1125 North Collins Street
Joliet, IL 60434

*Pontiac Correctional Center
Box 99

Pontiac, IL 61764

*Sheridan Correctional Center

P.O. Box 38
Sheridan, IL 60551

*Vandalia Correctional Center

Box 500
Vandalia, IL 62471

*Vienna Correctional Center

Box 275
Vienna, IL 62995

Indiana

*Indiana Reception Diagnostic Center

P.O. Box 317
Plainfield, IN 46168

*Indiana Reformatory

P.O. Box 28
Pendleton, IN 46064

*Indiana State Farm

Box 76
Greencastle, IN 46135

*Indiana State Prison

Box 41
Michigan City, IN 46360

*Indicates those institutions that completed the project questionnaire.

*Indianapolis Urban Work
Release Center
448 West Norwood
Indianapolis, IN 46225

Iowa

*Luster Heights Camp
Box 22A
Harpers Ferry, IA 52146

*The Women's Reformatory
Lanedale Box 313
Rockwell City, IA 50579

Kansas

*Kansas Correctional-Vocational
Training Center
8th and Rice Road
Topeka, KS 66607

*Kansas State Industrial
Reformatory
500 Reformatory Avenue
Hutchinson, KS 67501

Kentucky

*Blackburn Correctional Complex
3111 Spurr Road
Lexington, KY 40511

*Frenchburg Correctional Facility
Frenchburg, KY 40322

*Kentucky State Penitentiary
P.O. Box 128
Eddyville, KY 42038

Louisiana

Dixon Correctional Institute
P.O. Box 778
Jackson, LA 70748

*Louisiana Correctional and
Industrial School
P.O. Box 1056
DeQuincy, LA 70633

*Louisiana State Penitentiary
P.O. Box 4
Angola, LA 70712

Maine

*Maine State Prison
Box A
Thomaston, ME 04861

Maryland

*Maryland Correctional Camp Center
Brockbridge Road
Jessup, MD 20794

Maryland Correctional Institute
for Women
Box 535
Jessup, MD 20794

*Maryland Correctional Training
Center
Route 3
Hagerstown, MD 21740

*Maryland Penitentiary
954 Forrest Street
Baltimore, MD 21202

Massachusetts

*Massachusetts Correctional
Institution--Framingham
Box 99
Framingham, MA 01701

*Massachusetts Correctional
Institution--Norfolk
Box 43
Norfolk, MA 02056

*Indicates those institutions that completed the project questionnaire.

Michigan

*Cassidy Lake Technical School
R.F.D. No. 1
Waterloo Road
Chelsea, MI 48118

*Michigan Corrections Camp Program
6000 Maute Road
Grass Lakes, MI 49240

*State Prison of Southern Michigan
4000 Cooper Street
Jackson, MI 49201

Minnesota

*Minnesota Metropolitan Training
Center
Box L
Circle Pines, MN 55014

*Minnesota State Prison
Box 55
Stillwater, MN 55082

*State Reformatory for Men
Box B
St. Cloud, MN 56301

Mississippi

*Mississippi State Penitentiary
Parchman, MS 38738

Missouri

*Missouri Intermediate Reformatory
Box 538
Jefferson City, MO 65101

*Renz Correctional Center
Box 28
Cedar City, MO 65022

*State Correctional Pre-Release
Center
Box 599
Tipton, MO 65081

Montana

*Montana State Prison
Box 7
Deer Lodge, MT 59722

Nebraska

*Nebraska Penal and Correctional
Complex
Box 81248
Lincoln, NB 68501

Nevada

*Nevada State Prison
P.O. Box 2247
Carson City, NV 89701

*Northern Nevada Correctional Center
P.O. Box 97
Stewart, NV 89437

New Hampshire

New Hampshire State Prison
Box 14
Concord, NH 03301

New Jersey

Adult Diagnostic and Treatment
Center
8 Production Way
P.O. Box 190
Avenel, NJ 07001

New Jersey State Prison at Trenton
3rd and Federal Streets
Trenton, NJ 08611

*Indicates those institutions that completed the project questionnaire.

New Mexico

*Penitentiary of New Mexico
(Men's and Women's Divisions)
P.O. Box 1059
Santa Fe, NM 87503

New York

*Arthur Kill Correctional Facility
2911 Arthur Kill Road
Staten Island, NY 10309

*Attica Correctional Facility
Attica, NY 14011

*Auburn Correctional Facility
Auburn, NY 13021

*Bedford Hills Correctional
Facility
Bedford Hills, NY 10507

*Camp Summit
New York Department of
Correctional Service
Division of Correctional Camps
for Youth
Summit, NY 12175

*Clinton Correctional Facility
Box B
Dannemora, NY 12929

*Eastern Correctional Facility
Napanoch, NY 12458

*Elmira Correctional and
Reception Center
P.O. Box 500
Elmira, NY 14902

Fishkill Correctional Facility
Beacon, NY 12508

*Great Meadow Correctional Facility
Box 51
Comstock, NY 12821

Ossining/Tappan Correctional
Facility
Ossining, NY 10562

*Queensboro Correctional Facility
47-04 Van Dam Street
Long Island City, NY 11101

*Taconic Correctional Facility
250 Harris Road
Bedford Hills, NY 10507

*Wallkill Correctional Facility
Box G
Wallkill, NY 12589

Woodbourne Correctional Facility
Woodbourne, NY 12788

North Carolina

*Caledonia Correctional Institution
P.O. Box 137
Tillery, NC 27887

Caswell Correctional Facility
Box 217
Yanceyville, NC 27379

*Catawba Correctional Facility
P.O. Box 520
Newton, NC 26858

*Columbus County Prison Unit
P.O. Box 8
Brunswick, NC 28424

*Halifax Correctional Institution
P.O. Box 448
Halifax, NC 27839

*Indicates those institutions that completed the project questionnaire.

North Carolina Western Area
Division of Prisons
P.O. Drawer 1348
North Wilkesboro, NC 28659

North Dakota

*North Dakota State Penitentiary
P.O. Box 1497
Bismark, ND 58501

Ohio

*Chillicothe Correctional
Institution
P.O. Box 5500
Chillicothe, OH 45601

*Lebanon Correctional Institution
P.O. Box 56
Lebanon, OH 45036

*London Correctional Institution
P.O. Box 69
London, OH 43140

*Marion Correctional Institution
P.O. Box 57
Marion, OH 43302

*Ohio State Reformatory
P.O. Box 788
Mansfield, OH 44901

*Southern Ohio Correctional
Facility
P.O. Box 787
Lucasville, OH 45648

Oklahoma

*McLeod Honor Farm
Route 1
Farris, OK 74542

*Oklahoma State Reformatory
Lakeside School
Box 514
Granite, OK 73547

*Ouachita Vocational Technical
Training School
Star Route
Box 70
Hodgens, OK 74939

*Regional Treatment Center
Route 1
P.O. Box 260
Lexington, OK 73051

*Vocational Training Center
P.O. Box 128
Stringtown, OK 74569

Oregon

*Oregon State Correctional
Institution
3405 Deer Park Drive, S.E.
Salem, OR 97310

Pennsylvania

State Correctional Institution
P.O. Box 244
Graterford, PA 19426

*State Correctional Institution
Box 180
Muncy, PA 17756

*State Correctional Institution
at Rockview
Box A
Bellefonte, PA 16823

*State Regional Correctional Facility
R.D. No. 2, Box 10
Greensburg, PA 15601

*Indicates those institutions that completed the project questionnaire.

Rhode Island

*Adult Correctional Institution
P.O. Box 8273
Cranston, RI 02920

South Carolina

Central Correctional Institution
Capitol Station A
P.O. Box 11159
Columbia, SC 29211

*Hillcrest Correctional Center
655 Rutherford Road
Greenville, SC 29609

*Kirkland Correctional Institution
4344 Broad River Road
Columbia, SC 29210

*Manning Correctional Institution
530 Beckman Drive
P.O. Box 3173
Columbia, SC 29203

*Wateree River Correctional
Institution
Route 1, Box 44
Rembert, SC 29129

South Dakota

*South Dakota State Penitentiary
Box 911
Sioux Falls, SD 57101

Tennessee

*Fort Pillow State Farm
Fort Pillow, TN 38032

*Shelby County Penal Farm
1045 Mullin Station Road
Memphis, TN 38134

*Tennessee Prison for Women
Route 3, Stewarts Lane
Nashville, TN 37218

*Tennessee State Prison
Station "A"
Nashville, TN 37203

*Turney Center for Youthful
Offenders
Route 1
Only, TN 37140

Texas

*Central Unit
1 Circle Drive
Sugar Land, TX 77478

*Clemens State Farm
Route 1, Box 77
Brazoria, TX 77422

*Cofield Unit
Tennessee Colony, TX 75861

*Darrington Unit
Route 2, Box 59
Rosharon, TX 77583

*Eastham Unit
Box 16
Lovelady, TX 75851

*Ellis Unit
Route 3
Huntsville, TX 77340

*Goree Unit
P.O. Box 38
Huntsville, TX 77340

*Mountain View Unit
P.O. Box 800
Gatesville, TX 76528

*Indicates those institutions that completed the project questionnaire.

*Retrieve Unit
Route 1, Box 1500
Angleton, TX 77515

Utah

*Utah State Prison
P.O. Box 250
Draper, UT 84020

Vermont

*Chittenden Community
Correctional Center
7 Farrell Street
South Burlington, VT 05401

Virginia

*Bland Correctional Center
Route 2
Bland, VA 24366

*James River Correctional
Center
State Farm, VA 23160

*Powhatan Correctional Center
State Farm, VA 23160

St. Brides Correctional Center
701 Sanderson Road
Cheasapeake, VA 23322

Virginia Correctional Center
for Women
Box 1
Goochland, VA 23063

*Virginia State Penitentiary
P.O. Box 27264
Richmond, VA 23261

Washington

*Purdy Treatment Center for
Women
P.O. Box 17
Gig Harbor, WA 98335

*Washington State Penitentiary
P.O. Box 520
Walla Walla, WA 99362

West Virginia

*Huttonsville Correctional Center
Huttonsville, WV 26273

West Virginia Penitentiary
818 Jefferson Avenue
Moundsville, WV 26041

Wisconsin

*Kettle Moraine Correctional
Institution
P.O. Box 31
Plymouth, WI 53073

*Oak Hill Camp
P.O. Box 238
Oregon, WI 53575

*Taycheedah Correctional Institution
Box 33
Taycheedah, WI 53090

*Wisconsin Correctional Institution
Box 147
Fox Lake, WI 53933

Wisconsin State Prison
Box "C"
Waupun, WI 53963

Wisconsin State Reformatory
Box WR
Green Bay, WI 54305

*Indicates those institutions that completed the project questionnaire.

Wyoming

*Wyoming State Penitentiary
P.O. Box 400
Rawlins, WY 82301

Federal Institutions

*Federal Prison Camp
Maxwell Air Force Base
Montgomery, AL 36112

*Federal Prison Camp
Safford, AZ 85546

*Federal Correctional Institution
Lompoc, CA 93436

*Federal Correctional Institution
Pleasanton, CA 94566

*Metropolitan Correctional
Center--San Diego
808 Union Street
San Diego, CA 92101

*Federal Correctional Institution
San Pedro, CA 90731

*Federal Correctional Institution
9595 West Quincy Avenue
Englewood, CO 80110

Federal Correctional Institution
Danbury, CT 06813

*Federal Correctional Institution
15801 S.W. 137th Avenue
Miami, FL 33177

*Federal Correctional Institution
Tallahassee, FL 32304

Federal Prison Camp
Elgin Air Force Base
Elgin, FL 32542

*U.S. Penitentiary
P.O. Box 2000
Marion, IL 62959

*U.S. Penitentiary--Terre Haute
Terre Haute, IN 47808

U.S. Penitentiary
Leavenworth, KS 66048

Federal Correctional Institution
Ashland, KY 41101

*Federal Correctional Institution
Box 2000
Lexington, KY 40511

*Federal Correctional Institution
Milan, MI 48160

*Federal Correctional Institution
Box 1000
Sandstone, MN 55072

*U.S. Medical Center for Federal
Prisoners
Springfield, MO 65802

Metropolitan Correctional Center
150 Park Row
New York, NY 10007

*Federal Correctional Institution
Box 1000
Butner, NC 27509

*Allenwood Federal Prison Camp
Montgomery, PA 17752

*U.S. Penitentiary
Lewisburg, PA 17837

*Federal Correctional Institution
La Tuna
Anthony, TX 88021

*Indicates those institutions that completed the project questionnaire.

Federal Correctional Institution
Seagoville, TX 75159

*Federal Correctional Institution
3150 Harton Road
Fort Worth, TX 76119

*Federal Correctional Institution
Petersburg, VA 23803

*Federal Correctional Institution
Kennedy Center
Morgantown, WV 26505

*Federal Correctional Institution
Oxford
Box 500
Oxford, WI 53952

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- American Correctional Association. Directory of juvenile and adult correctional departments, institutions, agencies and paroling authorities: United States and Canada (1977 ed.). College Park, Md.: Author, 1977.
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