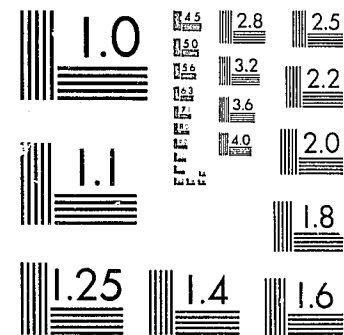


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REVIEW OF 1979-80 EDUCATIONAL PROGRAMS

IN THE NINE

PENNSYLVANIA
STATE CORRECTIONAL
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REVIEW OF 1979-80 EDUCATIONAL PROGRAMS

IN THE NINE
PENNSYLVANIA
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TABLE OF CONTENTS

	PAGE
Overview	1
Program Administration, Goals and Objectives	4
Program Needs Assessment Processes	8
Program Development, Effectiveness and Efficiency	13
SCI-Camp Hill	14
SCI-Dallas	19
SCI-Graterford	23
SRF-Greensburg	29
SCI-Huntingdon	32
SRF-Mercer	38
SCI-Muncy	41
SCI-Pittsburgh	46
SCI-Rockview	50
Conclusions and Recommendations	54
Appendix A: Evaluation Design Format	63
Appendix B: Evaluation Team Members	64
Appendix C: Interview Schedules	65
Appendix D: Description of Correctional Facilities	72
Appendix E: Location of Correctional Facilities	73
Appendix F: Goal Statement	74
Appendix G: Assessment Instruments Used	78
Appendix H: Time in Education Programs	79
Appendix I: Listing of All Education Programs	80

OVERVIEW

Two evaluation-interview teams of three members each visited the nine Pennsylvania State Adult Correctional Institutions throughout May and June, 1980. The institutions, descriptions of which are in Appendix D, include SCI-Camp Hill, SCI-Dallas, SCI-Graterford, SRF-Greensburg, SCI-Huntingdon, SRF-Mercer, SCI-Muncy, SCI-Pittsburgh, and SCI-Rockview.

Actual evaluative information was collected through interviews, materials and documents prepared by the institution education departments and examination of procedures used in the education departments. It is important to note that this report is not an evaluation in the traditional sense, but rather a descriptive summary of the state of correction education programs in the nine state correction institutions. General and specific strengths and needs are highlighted.

Persons interviewed included educational administrative staff, needs assessment staff, program development staff, instructional staff and students. In many cases, one staff person was interviewed for several categories. Although instructional staff was randomly chosen for interviews, the relatively small number of staff in some institutions enabled the interview team to meet with all instructors in these situations.

Although the initial intent was also to randomly select and interview students who had entered educational programs from October 1979 through March 1980, institutional security issues, such as work assignments or restrictive placement, interfered. Therefore, the evaluators interviewed students who were in class during the teams' visits.

Interview results and examination of school procedures and publications provided information in the areas of:

- Administrative Issues/Program Goals and Objectives
- Client Needs Assessment
- Program Development, Effectiveness and Efficiency

Administrative Issues/Program Goals and Objectives

A Goal Statement (Appendix F), developed in 1977 between the Bureau of Correction (BOC) and the Correction Education Division of the Pennsylvania Department of Education (PDE), presents three major goal areas for educational programming in the adult correctional institutions:

- Screening
- Basic Education
- Vocational Job Placement

Guidelines as presented in this Goal Statement will serve as points of reference throughout this report.

The first goal, screening, endorses the policy of prescriptive programming for inmates as the initial step to assure quality education.

The general Basic Education goal recognizes education as critical to the rehabilitation process and presents guidelines for developing sound programs and providing certified staff. The Vocational Job Placement goal presents that success of educational programming within adult correctional institutions is determined by the ability to place inmates in jobs upon release.

Until July 1980 (following the interviews for this report), PDE contracted with Indiana University of Pennsylvania (IUP) to administer educational programs in the nine state correctional institutions. In general, the educational administrative structure for the institutions includes a Field Liaison Coordinator (FLC) and a Director of Education (DOE). The FLC, an IUP/PDE employee, has as major duties preparing and monitoring fiscal matters as well as the various program funding sources. The Director of Education, a BOC employee, supervises and evaluates both IUP/PDE and BOC educational staff and coordinates institutional regulations with the education program. These administrative staff members responded to interview items such as characterizing their primary responsibilities, explaining various program components, describing educational staff evaluation process and overall program effectiveness.

Client Needs Assessment

The Goal Statement presents the screening/assessment process as essential in providing every inmate with a prescribed educational program. It further presents the assessment process as a cooperative effort between PDE and BOC in that BOC is to perform an initial assessment (in three regional assessment units) including a minimum of an IQ test, an achievement test, a vocational assessment package and a personality inventory. PDE is to be responsible for identifying specific reasons for learning deficiencies in order to permit development of accurate and meaningful prescriptions.

Interviews of staff responsible for needs assessment responded to questions in areas of instruments and methods used, training they have had in using instruments, time schedule of testing and relationship between assessment results and program development.

Program Development, Effectiveness and Efficiency

The Goal Statement endorses prescriptive programming, with program areas in all institutions including:

- Basic Education
- Secondary Education
- Post Secondary Education
- Vocational Education
- Supportive Services (ie. - Library, Counseling, Job Placement, CETA)

Written materials in the form of Planned Education Programs (PEP), obtained through PDE or at the institutions, presents written goals and objectives for all of the above program areas. Discrepancies appeared throughout the interview process as to whether or not educational staff was aware of or used these goals and objectives. Descriptive data mentioned above indicates that these goals and objectives were used, however; interview results did not reveal that the goals and objectives were consistently or systematically applied.

PROGRAM ADMINISTRATION, GOALS AND OBJECTIVES

Administrative Structure

The Correction Education Division of the Bureau of Curriculum Services, Department of Education, is responsible for providing the educational programs in the nine Pennsylvania State Prisons. At the time of this evaluation, and until July, 1980, the Correction Education Division did not provide services directly, but subcontracted with Indiana University of Pennsylvania, as well as with numerous private and public vocational schools and colleges or universities.

In cooperation with the Bureau of Correction the Correction Education Division established basic program objectives as put forth in the Goal Statement. Following the establishment of these objectives, the Correction Education Division served as the central planning, monitoring and evaluation agency.

Each institution prepared a Planned Education Program (PEP) document, a complete program description and fiscal projection for the forthcoming year. Copies of these PEP documents were made available for evaluation team use. Goals and objectives are included for each program area. The Correction Education Division reviews these PEPs to insure compliance with established goals in the following areas:

- providing inmates with the opportunity to upgrade basic skills to the eighth grade level.
- providing inmates with the opportunity to prepare for the General Education Development Test.
- providing inmates with the opportunity to participate in vocational assessment and training.
- providing inmates with the opportunity to utilize job placement services.
- providing inmates with the opportunity to enroll in postsecondary programs.

Funding

Once approved, the PEPs are translated into contracts and grants for appropriate funding sources:

- State appropriation 16 (Education Budget)
- Vocational Education Amendment of 1976
- Elementary and Secondary Education Act (ESEA) Title I
- Adult Basic Education
- General Education Development

When appropriate, additional funds from CETA are used to expand vocational programs, while veterans' benefits and Basic Education Opportunity Grants (BEOG) are used to expand or support postsecondary programming.

A number of educational administrators presented inadequate funding as a major concern. Some administrators presented the absence of comprehensive planning and development of integrated programming, along with diverse sources of "soft-funding," as the major obstacles in being able to obtain long-term funding.

One Director of Education expressed his opinion that the Correction Education Division should be able to consistently find new funding sources, while several other administrators suggested that a Correction Education Division staff member should be employed to specifically research and write grant proposals. These administrators felt that such a position in the Correction Education Division would free program Field Liaison Coordinators for other program responsibilities. At one institution the Director of Education and Field Liaison Coordinator presented contrasting opinions about funding. The Director of Education felt that the Correction Education Division was ineffective in that it did not provide adequate funds; and, in fact, redirected allocations from existing programs to help less effective programs at other institutions. The Field Liaison Coordinator, however, expressed that funding was adequate in order to realistically do the job that had to be done.

On-Site Education Program Administration

Each prison education program is jointly administered by a Field Liaison Coordinator (Indiana University Employee) and a Director of Education (Bureau of Correction employee). SRF-Mercer, however, has only a Field Liaison Coordinator who is supervised by the Deputy for Treatment. SRF-Greensburg has a part-time Field Liaison Coordinator.

The responsibilities of the Directors of Education include:

- Supervision/evaluation of educational staff
- Coordination of institutional regulations within the education programs
- General coordination of all education program aspects
- Assignment from Superintendents and/or Deputy Superintendents for treatment

The responsibilities of the Field Liaison Coordinators include:

- Assurance of efficient utilization of Local Education Agency (LEA) funds through Indiana University of Pennsylvania.
- Coordination of centralized and uniform procedures for contract writing, bidding, materials/equipment requisitions, hiring of staff, out-service attendance, payroll and inventory control.
- Assurance of contract compliance with fiscal and programmatic guidelines.
- Liaison development with local employers, colleges and other support groups.
- Initiation of proposals and contracts in coordination with institution policies.

Despite the responsibility descriptions as listed above, Field Liaison Coordinator and Director of Education responses to the interviews present a number of concerns. These concerns include a general need for further role clarification between the two positions as well as increased communication between these administrators. Apparently vague supervisory structure involving a need for a clearer definition of curriculum development leadership and instructor evaluation/guidance was presented as a major area of concern in most education programs.

Administrator and instructional staff interviews throughout the prison education programs strongly indicate a need for increased role clarification between the Directors of Education and the Field Liaison Coordinators. Several coordinators felt that Directors are too often away from the education departments because of institutional assignments or responsibilities. This possibility became evident to the evaluation team during one visitation when the Director of Education was substituting for a Deputy Superintendent. Direct program responsibility and supervision was with the Field Liaison Coordinator during this time period.

An outstanding exception to this apparent role conflict was at SCI-Muncy where the Field Liaison Coordinator and Director of Education appear to have established a mutually compatible and effective division of responsibilities. Throughout the interview, held jointly at their request, these administrators appeared to be equally knowledgeable and supportive of all education program components. Other educational staff interviews provided support for this interview team observation.

The absence of clearly defined supervisory structures or processes was presented as a concern in most education programs. Generally both the Field Liaison Coordinators and Directors of Education claimed supervisory duties, although most did indicate that regardless of personal qualifications to supervise, this responsibility ultimately lies with the Director of Education.

An "open door" policy in relation to availability to teachers appeared to be consistent throughout the programs. While most teachers seemed to appreciate this policy because of the informality of interactions, many expressed concern over the infrequency or absence of scheduled or formal staff meetings. Their concern stemmed from lack of clear direction in curriculum planning, uncertainty about policies and regulations, as well as a lack of "community feeling." Instructional staff also expressed confusion as to which administrator they should go to for different concerns.

Even in programs where meetings were held regularly, staff consistently requested more direction and leadership. At SCI-Graterford, staff expressed satisfaction with the scheduling of weekly meetings, but felt that some of the meeting time should be devoted to directed program/curriculum review and development. SCI-Huntingdon teachers agreed that some staff meetings were held, but that they were more for operational information from the Director of Education than for program/curriculum issues. At this institution also, the Coordinator tended to hold separate meetings with IUP/PDI staff while the Director of Education held joint meetings with BOC and IUP/PDE staff.

Instructional staff throughout the education programs voiced concern over evaluation procedures. Many felt that evaluations lacked meaning because they had not been preceded by observations. Other concerns in this area included non-relevancy of evaluation forms and certification and qualifications of the evaluators.

While the Directors of Education are responsible for evaluations, there was no consistency in the evaluation process throughout the institutions. The major uniformity appeared to be the feeling that it was not necessary to observe teachers. The administrators generally felt that they could assess a teacher's effectiveness just through passing the classroom. While this technique may be an indication of a teacher's control or discipline ability, it is not likely indicative of a teacher's instructional abilities. In several programs the administrators used supplementary information sheets or wrote joint evaluations. Some SCI-Huntingdon staff indicated that they had not received evaluations for the preceding year. The Director agreed that he had not completed the evaluations at the time of the visitation.

PROGRAM NEEDS ASSESSMENT PROCESSES

The Goal Statement endorses screening as essential in providing all inmates with appropriately prescribed academic and vocational programs. As a first step in assessing inmate abilities, the Bureau of Correction has established centralized diagnostic units at SCI-Camp Hill, SCI-Muncy, SCI-Graterford and SCI-Pittsburgh. According to Goal Statement Guidelines, this initial assessment is to include a minimum of an intelligence test, achievement tests in reading and math, a vocational assessment and a personality inventory. Further vocational assessment is to be done at each institution's vocational education assessment unit.

Perhaps one of the most outstanding discrepancies between Goal Statement Guidelines and practice is in the kinds of needs assessment reaching the educational programs. Following Goal Statement Guidelines, IQ test (Beta-R) and achievement test (WRAT) scores are consistently provided to individual programs. Vocational and personality inventory results are rarely provided. Test of Adult Basic Education (TABE) results are occasionally provided. In addition to so few results being forwarded, needs assessment staff generally expressed frustration over not receiving test protocol. They felt that test scores without accompanying protocols were of questionable value.

Educational needs assessment staff felt that the main value of information received from the institutional diagnostic centers was in determining a beginning point for their own evaluations. Many of these staff questioned the effectiveness of having any educational assessments administered in regional centers.

While general guidelines for needs assessment do exist as presented in the Goal Statement, evaluation teams found great variation from institution to institution, as well as within institutions themselves, as to how these guidelines are implemented. PEP documents present fairly uniform procedures, however evaluation team results indicate widely varied procedures in the following areas:

- Who administers assessment batteries
- What methods and instruments are included in assessment batteries
- What is done with needs assessment results in terms of how they are communicated to educational staff and how they are shared with students.

Following a ten day quarantine/assessment period, and after men have been assigned to SCI-Camp Hill, inmates appear before a classification committee where job assignment, quarters and school placement are recommended. An Education Department representative, present at this classification meeting, recommends a level of school placement based on WRAT scores and prior school records. Any inmate not having a high school diploma is automatically referred for school programming. Inmates who follow through on this school recommendation meet with the education counselor for an interview including the Botel Word Opposites Test to determine specific class placement. In addition to assisting students in developing educational goals, the counselor schedules testing in the Vocational Education Center if men are indifferent or undecided in terms of future employment goals.

Soon after arriving at SCI-Dallas an inmate is scheduled for a counseling session with the Educational Counselor. In addition to an interview, the inmate is given the opportunity to take the TABE, a prerequisite for entry into educational programs. This test, along with the interview and information forwarded from the regional assessment units, serves as the beginning of a prescriptive process.

New and transfer inmates at SCI-Huntingdon are scheduled for the TABE and meet with the Vocational Guidance Coordinator for a seminar orientation to the Education department and its programs. Results from the WRAT, BETA and TABE form the basis for educational programming. For assessment in the Vocational area, the Vocational Guidance Coordinator decides which psychometric instruments to administer. All information is recorded on a Vocational/Educational Profile.

A Bureau assessment teacher conducts educational interviews with inmates in the assessment/quarantine block at SCI-Graterford. Those inmates then assigned to Graterford, and who request the school program, meet with the Guidance Counselor, a Social Restoration Specialist, who conducts interviews and administers an assessment battery. This battery may include the Wide Range Achievement Test (WRAT), Self-Directed Search, Purdue Pegboard, Bennett Test of Mechanical Comprehension and Revised Minnesota Paper Form Board. Informal inventories and measures may also be included. The Guidance Counselor recommends specific school placement based on prior school records, standardized test results, interview results and inmate interest and potential for successful course completion. Upon student entry into programs, teachers generally administer formal or informal pre-tests.

Every three weeks, names of new inmates at SCI-Pittsburgh are sent to the school from the institution Vocational Placement Officer. These men are then called to the Education Department for an orientation which includes a brochure describing school programs. Inmates who wish to enroll following this orientation are referred by the institution counselor to the Basic Education Counselor, Vocational Counselor or Post Secondary Counselor.

Inmates are assigned to educational programs on the basis of interest in furthering education, test results, prior education, and work experience and time remaining on sentence. To be admitted to vocational programs, an inmate cannot have less than nine months nor more than thirty-six months remaining on his sentence. Staff indicated that ten percent of vocational program slots are available to men serving long terms.

During his first two weeks at SRF-Greensburg, an inmate is assessed by the BETA-R Intelligence Test, WRAT, Minnesota Multiphasic Personality Inventory (MMPI), Bender Visual Motor Gestalt and House Tree Person Test. The correctional counselor is responsible for gathering data for the Assessment Committee, comprised of the Classification Supervisor, Caseworker Supervisor, Educational Director, Corrections Officer and Inmate Officer. Because SRF-Greensburg is a community oriented, minimum

security facility, all inmates are screened for their security status. Those inmates eligible for Educational programs meet with a counselor for interviews, testing and planning. To assist in identifying vocational and life goals, the following tests can be administered: TABE, Kuder, Self-Directed-Search, Revised Minnesota Paper Form Board, Purdue Pegboard Dexterity Test, Bennett Test of Mechanical Comprehension and Maitland Grave Art Design Inventory.

Within three weeks of arriving at SRF-Mercer, inmates meet with an Assessment Committee whose members include a Corrections Officer, Deputy Superintendent for Treatment, an Inmate Counselor, the Activity Director and the Field Liaison Coordinator. This team prescribes appropriate programming using information from the diagnostic centers. All inmates are assigned to complete 24 hours in the Career Awareness Center, during which time they explore career options as well as career integration with other life dimensions. Educational assessment is available for any inmate interested in enrolling in school programs. Competency Based Instruction involving Individual Education Program Contracts are developed using the above information as well as information from a variety of tests. These tests may include the TABE, Self-Directed Search, Minnesota Paper Form Board, Purdue Pegboard Dexterity Test and Bennett Test of Mechanical Comprehension.

Within 48 hours of arriving at SCI-Rockview, inmates are involved in an initial staffing where job assignments are determined, housing is assigned, an Individual Inmate Support team is formed and a Behavioral Agreement is developed. This Behavioral Agreement contract lists an inmate's deficiencies as well as remediation programs. Assessments are then given to supplement those from the diagnostic centers. These assessments may include the TABE, ALP and/or Carnegie Unit Tests for Post Secondary programming. The Educational Counselor recommends specific programs for students based on inmate interest, assessment results and evaluation of potential for successful course completion.

Needs assessment at SCI-Muncy, is a cooperative process between institution and education staff. New inmates are assigned to a diagnostic cottage where they receive assessments and orientations. The institution psychologist administers the WRAT, Beta-R and MMPI. Educational staff administer the GATB and TABE. After permanent housing is assigned, educational counselors may administer the GEPI, Self-Directed Search, Purdue Pegboard, Bennett Test of Mechanical Aptitude, Minnesota Multi Form Board or Strong-Campbell Inventory. While in the diagnostic cottage inmates meet with either or both the Field Liaison Coordinator and the Director of Education for an orientation to Education Department. They also receive a booklet, "Education Programs at SCI-Muncy". A Career Exploration Seminar, held twice monthly, introduces inmates to vocational programs at SCI-Muncy. Following a Treatment Planning Conference at which all parts of an inmate's program are decided, inmates wishing to enroll in the school program meet with the Vocational Intake Counselor. Difficulty is frequently encountered after the Treatment Planning Conference when institutional job assignments interfere with education program attendance.

Summary

Instructional staff in most education programs perform important roles in administering pre and post-testing. Teachers also frequently administer standardized assessments in which they have expertise.

The Test of Adult Basic Education (TABE) is one of the most frequently administered assessments; however its use and when it is administered vary from institution to institution. At SCI-Muncy it is given to all new inmates, while at SCI-Camp Hill it is administered to students once they are enrolled in specific courses. At SCI-Rockview, teachers or counselors administer this test. At SCI-Dallas the TABE is a prerequisite for school entry.

The Beta-R is often chosen as the intelligence test. The Wechsler Adult Intelligence Scale (WAIS) or the Slosson Intelligence were occasional mentioned as preferred instruments.

The personality inventory most often mentioned was the Minnesota Multiphasic Personality Inventory. The Rorschach and Human Figure Drawings were also mentioned as being useful.

The General Aptitude Test Battery (GATB) appeared to be used most by educational programs as the initial vocational screening/aptitude instrument. SCI-Muncy also indicated some use of the Kuder Occupational Preference Inventory, while both SCI-Muncy and SRF-Greensburg noted use of the Purdue Pegboard Dexterity Tests. SRF-Greensburg also uses the Gordon Occupational Checklist, Crawford Small Parts Dexterity and Vocational Guidance Interviews. Although the Goal Statement and PEP documents stress the importance in determining an inmate's vocational capabilities, this screening area appears to be the weakest and in need of improvement.

Inmate orientation to educational programs varied in terms of when and how it is accomplished. Some institutions such as SRF-Greensburg, SCI-Muncy and SCI-Huntingdon provide comprehensive orientations including procedures for enrollment. SCI-Muncy and SCI-Huntingdon send brochures either to all inmates or each cottage at the beginning of each new term or semester. Several institutions such as SCI-Graterford and SCI-Pittsburgh describe an orientation process; however, the majority of inmates interviewed expressed that they had heard of educational programs "through the grapevine."

The SCI-Graterford Guidance Counselor described his attempt to use WRAT scores as a recruiting instrument. All inmates demonstrating less than a fifth grade ability level are requested to attend a conference. SCI-Graterford instructional staff in general felt that the orientation process and school enrollment have improved because of increased institutional support of and cooperation with the school component.

Student interviews in general tend to indicate that those education programs having well developed assessment and orientation processes have a high instance of student enrollment soon after incarceration. Students also indicated a high degree of choice in areas of program enrollment.

Instructional staff and evaluation teams expressed concern over adequacy of procedures and criteria for student enrollment in appropriate academic and vocational programs. This concern involves two issues - the use made of assessment results and the criteria for program entry.

Staff frequently appeared unclear as to how assessment information was made available to them. Some teachers indicated that information was available in main files while others said they had to search for it. Most educational staff interviewed indicated a need for training in making instructional applications from assessment information.

Evidence of documented placement criteria was sketchy at best. Some educational staff feel that program availability and numbers in classes determined whether or not an inmate could enroll. Time remaining on sentences was often listed as a determinant in program enrollment. A number of teachers throughout all of the programs felt counselor or education director "whim" determined inmate program area.

PROGRAM DEVELOPMENT, EFFECTIVENESS AND EFFICIENCY

Each of the nine correction education programs has developed a delivery style unique to the characteristics of the institution in which it is located. General areas for program delivery, however, include:

*Basic Education

- Adult Basic Education (ABE) with emphasis on basic literacy and computational skills to the eighth grade level.
- Elementary and Secondary Education Act-Title I (ESEA) with emphasis on remedial reading, math, GED preparation and educational counseling for those inmates under 21 years old.

*Secondary Education

- General Education Development (GED) with emphasis on enabling inmates functioning at secondary level of achievement to prepare for and take the high school equivalency examination (GED diploma) held at the institutions.

*Post Secondary - with emphasis on providing inmates already having GED or high school diploma the opportunity to earn academic college credit. Courses are made available as part of a cooperative effort between the institutions and nearby two and/or four year colleges. These courses serve as an introduction to college level programming; and, in some cases, enable inmates to earn an associate or bachelor degree without even leaving prison. Fiscal restraints are necessitating curtailment of many of these programs. Although goal emphasis in Correction Education is on Basic Education, considerations for alternative provisions of Post Secondary Education should be made.

*Vocational - with emphasis on providing inmates with the opportunity to develop job-related skills through a combination of on-the-job training and classroom experience. Some programs enable inmates to acquire a trade or technical certification. The primary goal of these programs is for inmates to obtain gainful employment upon release. Correction Education Vocational programs are moving toward implementation of V-TECH, a competency based instruction program.

*Supportive Services - programs and services to facilitate academic and vocational programs. (Library, counseling, job placement.)

The following information describing program components for each institution was obtained through PEP documents, descriptive literature provided the evaluation teams at the institutions, interview results and evaluation team observations.

SCI-CAMP HILL EDUCATION PROGRAM

The SCI - Camp Hill school provides programming for a young adult population of approximately 1,200 men. An orientation brochure distributed to inmates lists available programs as the Academic School, College Program and Vocational School. New Values, a therapeutic drug and alcohol community, serves specially screened men who have committed drug and alcohol related crimes. Education, treatment and work assignments are required components of this separate program.

Full and part-time, day and evening classes are offered. Students enroll for 15 week-long semesters and receive report cards at five week intervals. Instructional staff indicated daily and weekly informal, as well as scheduled, individual conferences with students to discuss progress and needs. These informal progress conferences appear to be indicative of the general school climate of concern for student needs. Instructors further discussed individualizing courses on the basis of needs assessments done in classrooms as well as at intake. Student interviews indicate awareness of, and appreciation for, such individualization. Students consistently mentioned small class sizes and availability of instructors to help them work through problems.

Instructors spoke of working cooperatively with administrators and support staff to provide flexible scheduling and programming to meet student needs. The general staff attitude was that the school continually tries to make improvements. Few staff or students noted conflicts with institutional security aspects.

The Staff consistently spoke of cooperative efforts to provide flexible scheduling and programming to meet student needs. The general attitude of all staff was that the school is always trying to make improvements. Few staff or students mentioned conflicts with security aspects of the institution, although some instructors seemed to feel that Tradesmen Instructors tended to control direction for vocational programs.

A full-time day counselor and a part-time evening counselor provide counseling and guidance services for the educational program. The full-time counselor has total responsibility for coordinating academic and vocational guidance services, while the evening counselor serves the evening vocational program. The day counselor administers some intake assessments and appraises new students of program availability. Teachers administer most assessments for intake diagnostic purposes. Interview results indicate good communication between counseling and instructional staff.

The SCI - Camp Hill school is unique in the adult prison education system in that there is a Principal in addition to the Director of Education and Field Liaison Coordinator. Despite separate, specific job descriptions, all three men seem to work cooperatively to assure quality programs which meet student needs. All administrators stressed that much time and effort had been invested in reaching the present working relationship. Most instructional staff felt that administrators consider their input in relation to total program development.

Basic Education

The goals of the SCI - Camp Hill Education Program are to assist students in improving reading skills in order to take advantage of more advanced programs, improve personal communication, increase labor market bargaining power and progress toward achieving a GED certificate. Interviews indicate instructional staff awareness of these goals in that staff generally said the purpose of their basic education classes was to advance students from beginning reading levels to ability levels enabling them to pass the GED test.

A 1979 review of inmate records indicates that 72 percent of the institutional population of 799 men demonstrate skill performance below an eighth grade level. Approximately 275 men are enrolled at any one time in the Basic Education program. This number comprises two thirds of the academic program. The Test of Adult Basic Education is used as the pre-test measure for instructional purposes. As with all other program components, educational staff were able to provide the evaluation team with documentation for these statistics.

Neither administrative nor instructional staff noted any special efforts being made to recruit men with skill levels below an eighth grade. Apparently, the initial institution orientation serves as the recruiting mechanism.

Teachers indicated outstanding areas of student needs as Reading and Math, followed by Social Studies, Science and Business Education. Daily English classes assist students in improving communication skills, with the ultimate goal of passing the GED test.

A Reading Lab, developed for students with low academic abilities, incorporates Prescription Learning Corporation criterion-referenced assessments and educational prescriptions. These prescriptions are implemented with pre-programmed curriculum materials. The instructor supplements this commercial program with informal reading assessments and other curriculum materials. Twelve students are enrolled in each six month session. A Math Lab, also developed with Prescription Learning Corporation material, provides students with remedial Math instruction. Both Labs are equipped with a variety of hardware and software which provides a structured multi-media learning center approach. Fifty to sixty men work daily with a Reading and Math Specialist. As these students achieve appropriate levels, they advance to the GED Curriculum.

A Business Math and English program is also offered as a component of the Basic Education Program. Students are selected for the program on the basis of needs and grade level attainment. Classes held for 20 hours weekly instruct students in basic business theory, as well as basic business applications.

Elementary Education-Basic Skills Classes are another major component of the Basic Education program. Self-contained classes in this area assist students in improving reading, communication and math competencies.

Secondary Education

SCI - Camp Hill's PEP document states the objective of the Secondary Education program as being to advance students at least one grade level each term in order to prepare for the GED examination. Courses offered in Secondary Education include Math, English Literature, English Grammar, Science and Social Studies. The courses were chosen because they are required areas for the GED examination.

Approximately 90 inmates are enrolled in secondary programming at any one time. Staff and students indicated that this number may be so small because some men cannot afford to go to school while many others may not have an interest in school. Another possible reason for this low enrollment may be the absence of a structured recruitment program.

Although between 225 and 270 inmates take the GED test each time it is offered, only a small percentage pass. In 1979, 27 percent of the 420 men who took the test passed it. Staff seemed to feel that guidelines or a screening process should be developed for taking the GED examination, even though counseling services are available to assist men in deciding if they are prepared for the test..

Post Secondary Education

SCI - Camp Hill Post Secondary Education objectives include provision of college credit courses which will enable enrolled inmates to become more adept at making responsible career-related decisions. The courses should help enrolled inmates gain an understanding of general job requirements as well as acquire specific job-related skills.

SCI - Camp Hill subcontracts with the Harrisburg Area Community College (HACC) to provide these college-level courses. An apparent effort has been made to provide general education credits which are part of many academic disciplines. This emphasis was chosen to enable inmates to transfer credits to other colleges or vocational training programs upon release. A representative from HACC and the educational counselor provide guidance services for the program. Education staff indicated a desire to place increased emphasis on post high school courses as prerequisites to college course enrollment.

The general Post Secondary Program goal has apparently been to make available a minimum of nine credits to as many men as possible in hope that they will continue with college programming upon release.

Vocational Education

The major emphasis of the SCI - Camp Hill vocational program is on providing flexible programming capable of meeting training needs of both the entry-level and advanced vocational student. In addition to providing specific career training skills, the program attempts to acquaint students with a variety of career options.

Both full and part-time vocational courses are offered. All courses of study with specific objectives were available to the interview team in the education building office. Full-time programs include Barbering, Carpet Installation, Printing, Electronics, Machine Shop, Small Gas Engine Repair and Construction Cluster. This Construction Cluster includes training in carpentry, electrical wiring, plumbing and painting/plastering.

Part time programming includes Auto Mechanics, Bricklaying, Welding, Carpet installation, Drafting, Truck Driving, Typing and Office Practice, Small Gas Engine Repairs, TV Repair, and Printing. Other part-time programming for the fiscal year 1979-80 includes a certifiable post secondary course in Food Services Management offered through HACC. Courses in Job Seeking Skills and Techniques in Career Decision Making support the entire vocational program.

An MTA subcontracted course provides qualified students the opportunity to earn a State Truck Driver's License along with a diploma recognizing successful MTA course completion. Approximately 15 students participate in this program each year. Another MTA program enables two men each year to enroll in a Diesel Mechanics course.

An institutional vocational evaluator assesses approximately 200 men a year who have not clearly defined their vocational interests. Results of these assessments are forwarded to the Vocational Counselor and Job Supervisors who in turn meet with the men, administer further assessments if relevant and recommend appropriate placements. Staff in general expressed positive interactions between institutional and educational vocational areas.

Instructional staff frequently expressed concern over what they viewed as a consistent decrease in the number of trade courses available at SCI - Camp Hill. This decrease has apparently been a direct result of the demand for more full-time classes. Most vocational instructors felt a need for an increased emphasis on introductory-level vocational courses and job-readiness programs. These instructors suggested that more effective guidelines be developed in terms of competencies and skill levels as prerequisites for vocational program entry. Instructors did, however, stress cooperation between academic and vocational courses in terms of providing academic remedial assistance for enrolled students.

As in other prison vocational education programs, both staff and students consistently expressed concern over the need for additional certificated programs. Some instructors felt that although vocational programs at SCI - Camp Hill are providing quality training, persons having potential responsibility or ability to certificate programs do not inspect or evaluate the SCI - Camp Hill vocational program. These instructors seemed to view the evaluation team's visitation as a step toward consistent program evaluation.

Interviews with men in both full and part-time classes indicate that most students hear of vocational training at orientation. Students feel that the vocational programs enable them to review their abilities in relation to a variety of career options. A number of students expressed appreciation for being helped to develop skills with which to obtain

jobs on the outside. Some students viewed acquired skills as stepping stones for advanced training upon release. Students attributed this skill attainment not only to program structure, but also to individualized attention from instructors.

Job Placement

A Vocational Placement Counselor works with students from time of program entry until release. This person is responsible for assembling and maintaining employment history information, as well as for forwarding compiled information to student's home area placement agencies. The Job Placement Specialist canvasses inmates' home areas to find potential employers.

Most staff felt that this program area provides validity for the entire education program. Staff and student efforts and monies expended are ultimately of no value unless men are able to obtain gainful employment upon release.

SCI-DALLAS EDUCATION PROGRAM

The SCI-Dallas school provides opportunities for the institution's 900-950 inmates to enroll in day and evening courses in academic and vocational programming. The main school facility is a well-kept, modern building with both academic classrooms and vocational shops. Welding and Automotive vocational programs are located outside of the institution fence and require security clearance for inmate enrollment.

The program's physical characteristics and relationships between staff and students lend themselves to a positive educational environment. Instructional, clerical and security staff indicated frequent, informal communications among themselves as well as with students.

While students appeared receptive to and appreciative of staff openness and concern, many felt that most men enroll in school programs only for possible parole considerations. These students mentioned that institution work assignments make school attendance difficult. Other students felt that the lack of valid certifications, other than the GED diploma, discourages inmates from making efforts to attend school programs.

Although all new inmates are informed of educational programs during an orientation, a number of students stated that they had heard of particular classes only from other inmates. The school has developed and distributes brochures which briefly describe the school programs, as well as contact persons for interviews and enrollment.

Staff in general spoke favorably of the school climate with its informal yet productive atmosphere. Concerns, however, were expressed about the absence of consistent, direct leadership resulting in unclear directions and scarcity of information about relevant institutional policies. Unavailability of consumable educational supplies was another frequently presented concern.

A spacious library, housed in the main education building, appeared to be well used and conducive to independent reading and study. Staff and students saw a need for additional materials in the areas of low readability and technical materials. The librarian felt that because a large number of books are lost each year, a more efficient materials-circulation system is needed. Although he expressed concern over this materials loss, he also expressed satisfaction that books are being used.

Two full time counselors provide services for any interested inmates. The academic and vocational counselors expressed good rapport between themselves and institutional counselors. They felt these good relationships facilitate inmate involvement in educational programming. The academic counselor deals with all aspects of Basic, Secondary and Post-Secondary Education, while the vocational counselor handles all aspects of the Vocational Education program.

Basic Education

Day and evening Basic Education programs provide inmates with the opportunity to work toward developing academic skills to an eighth grade level. According to a 1979 survey of inmate records, 1% of the institutional population are non-readers, 20% read at the first to third grade levels, 31% read at the fourth to sixth grade levels and 32% have seventh to ninth grade skill levels. Approximately 240 inmates with skills below an eighth grade level are enrolled in Basic Education programs at any one time. Educational administrators felt that lack of incentives for attendance as well as limited classroom space discourage many men from enrolling.

An ESEA Title I program is available to men under 21 years of age. After notification from the institution clinic, school personnel meet with and especially encourage this population to enroll in classes. Along with having a wide variety of instructional materials, the program's location next to the library expands available resources.

During the evaluation team's visit the Title I instructor was substituting in a course where the teacher had resigned. Although this substitution undoubtedly benefitted the entire school program, the team questioned whether or not Title I students were experiencing too much disruption by accompanying their instructor to another classroom. This situation apparently is not unique to SCI-Dallas. The need for a substitute policy consistently arose throughout this prison education program evaluation as well as in most others.

The Special Education classes, designed to work with non-readers, appeared to be well subscribed. Although IPI methods and materials are used, both the instructor and students stressed the need for additional instructional resources. In addition to being limited in number and scope, the materials in this program appeared to be outdated and unsuited to an adult male population. That the instructor has established good rapport and trust with his students was evidenced throughout student interviews. Students in this program, perhaps more than in any other area, expressed strong trust and belief in the instructor's concern for their welfare and growth.

Day and evening Adult Basic Education (ABE) are offered to students who demonstrate skill levels below an eighth grade level. Teachers felt that although instructional resources were adequate, consumables were scarce. Students supported this instructor observation but expressed satisfaction with the progress they had made.

Secondary Education

The general Secondary Education program goal is to provide men with the opportunity to develop skills to a twelfth grade level in order to obtain a GED diploma. Throughout the year, approximately 62% of the 300 inmates with skill levels below 12th grade participate in secondary education programming in the areas of English, Science, Social Studies, Math and Spanish. Secondary program instructors consistently expressed a need for more curriculum development.

Although categorized as a Secondary Education program, the Bilingual program also serves the needs of inmates with skills below an eighth grade level. The instructor also facilitates a Latin America Study Group in which inmates communicate in Spanish, while exploring Spanish literature, art and music. This group has translated Bureau of Correction directives into Spanish for the benefit of Spanish speaking inmates.

Post Secondary Education

The Post Secondary Education program goal as stated in the PEP document is to provide inmates having a high school or GED diploma with the opportunity to pursue an Associate Degree. SCI-Dallas subcontracts with Luzerne County Community College to provide courses. Counseling services are provided by the academic counselor, the college course instructors and Luzerne County Community College counselors on request. As with other correction education post secondary programs, the SCI-Dallas program is faced with budget restraint requiring program reduction.

Vocational Education

Five full-time and six part-time vocational programs serve approximately 300 of the 950 SCI-Dallas inmates.

Full-time programs include Auto Body, Barbering, Carpet Installation, Welding and Office Practice. Staff felt that the Barbering and Carpet Installation courses are the most popular. Part-time programs include Air Conditioning, Graphic Arts, Electricity, Electronics, Sheet Metal and Plumbing. A contract with Penn State University enables qualified students to enroll in part-time Drafting and Surveying Courses.

Most vocational instructors felt that much of the machinery and technical equipment is outdated. The auto body instructor indicated a need for additional sets of hand tools. Many instructors expressed uncertainty about ordering and requisitioning procedures.

The SCI-Dallas vocational education program, although recognized by the Veterans Administration, is in need of valid certificated programs. Throughout the interviews, students stressed that although they were acquiring skills, future employers would probably not recognize their achievements. Many students felt that vocational courses are geared toward high achievers, and that even then men must be on lengthy waiting lists in order to enroll.

After meeting with men requesting vocational programming, the vocational counselor refers men to appropriate courses. Staff and students questioned placement policy, indicating a need for guideline clarification.

Job Placement

SCI-Dallas is to share a Job Placement Specialist with SCI-Graterford. Because this arrangement has not been effective, the vocational guidance counselor assumes the responsibilities at least as far as making referrals.

Both the Academic and Vocational Counselors expressed frustration over this lack of a job placement counselor. As with all prison education programs, proof of program effectiveness lies in men being able to obtain gainful employment at release. The absence of a Job Placement Specialist hinders post-release employment planning.

SCI-GRATERFORD EDUCATION PROGRAM

The educational program at SCI - Graterford provides services for approximately 400 of the institution's population of 1800 men. According to the PEP document, the primary focus of the education program is to prepare men for gainful employment upon release from the institution. General goals listed in the PEP document describe the program's intent to assist students in enrolling in school, developing fundamental skills, improving self-image and developing vocational skills.

Courses are offered on a semester basis, with registration each March and September. With the exception of Basic Reading and Math classes which have an open enrollment policy, students may only enroll in classes at the beginning of each semester. Some staff and most students felt that all program areas should have an open enrollment policy. Academic classes are offered in both the day and evening programs, while vocational programs are offered only in the day program. Strong consideration and planning is needed for providing evening vocational programming.

Although providing inmates with the opportunity to enroll in school is presented as a goal for the entire education program, interview results indicated that inmates experience varying degrees of difficulty in doing so. At least three students indicated that the enrollment procedure involves too many complicated forms which discourage men having poor reading ability. Other students said they had heard about educational programs only from other inmates ("through the grapevine"). Staff and student interviews indicated that poor communication between education and institution staff tends to delay inmate meetings with education staff.

An informal education program not observed by the evaluation team but run by the Muslim community operates daily Basic Education classes for members of the Muslim faith. Daily classroom attendance averages 40 men. Parateachers, originally trained in the education program, apparently serve as the main instructors.

Samples of enrollment forms were made available to the interview team by the Guidance Counselor. These forms included, among others, a School Request Slip, an Application Form, Rules for School Attendance and an Education Worksheet or summary sheet. Instruction staff interviews revealed that most teachers are aware of and have access to these completed forms. Especially noteworthy in this assortment of forms is the availability, in Spanish, of forms requiring inmate completion prior to enrollment. Staff indicated that inmates receive any assistance necessary in completing the forms.

The Guidance Counselor, a certified Social Restoration Specialist, apparently provides important coordinating services for the education program. In addition to enrolling inmates, he sees that intake/diagnostic information is available for teachers and schedules inmates for interviews to discuss education program enrollment if classification center results show WRAT scores below a fourth grade level. Greater rapport needs to be developed between institution and education counseling personnel in order to facilitate programming for men in need of Basic Education. The counselor also facilitates discussion on student progress and needs at scheduled weekly staff meetings. He expressed a need for in-service in the areas of grantsmanship and instructional methods and materials appropriate to SCI-Graterford's student population.

The education program is located in a wing off the main prison corridor. Staff comments concerning small academic classrooms were accentuated for the evaluation team by apparent crowded conditions in one classroom with six students. Usually, however, only three or four students attend each class session. Poor acoustical conditions compound the crowded conditions. Staff and students consistently noted that noise from the hallway and adjacent classrooms frequently interferes with classes. Several teachers commented that they are uncomfortable using audio-visual instructional supports because of disturbing influences on other classrooms. Further confusion appeared evident to the evaluation team from men moving through and holding conversations in the hallways throughout the day. This movement appeared to be on an unscheduled unsupervised basis. Several teachers expressed concern about this movement, as well as about men congregating around the guard's desk and arriving at the entrance on time but not being admitted promptly. Additional concerns noted in the physical environment include inadequate ventilation, drab appearance of the education wing and inadequate wiring in the electrical shop.

In relation to the rest of the education program, the library is housed in an especially large room with the legal library being divided from the regular library by stacks. The absence of a librarian at the time of the evaluation appeared to contribute to library under use and disorganization. Several staff commented that a large number of books has been lost as a direct result of having no librarian. Staff and students reported that the library is in need of additional low level, advanced level and technical materials. Although an inter-library loan policy has been established, students seemed unaware of it, and several staff members confirmed that it was not being used.

One outstanding interview result is the obvious positive rapport between instructional staff and students. One student was adamant in expressing his belief that despite security staff interference, students remain in the educational program because of the teachers. Many students described teachers as being dedicated, expending much effort against great odds, and having genuine concern for student achievement.

Instructional staff expressed a feeling of closeness, which was noted by the evaluation team. Nevertheless, many staff members spoke of what they felt to be extreme stress in the areas of communications between institutional and educational staff, and in need of more direct educational leadership. Staff expressing communication concerns felt that this lack caused unnecessary job-related stress and interfered with students enrolling in and attending classes. Staff requesting more direct leadership indicated needs in the areas of curriculum development and accountability as well as more direct supervision of their teaching. The staff expressed frustration, confusion and sometimes anger at being consistently left on their own. Instructional and administrative staff consistently noted a need for additional in-service programs.

Basic Education

Instructors indicated that approximately one half of the 400 men enrolled in education programs demonstrate skills below an eighth grade level. Accordingly, the primary focus of the Basic Education Program is to provide these men with instruction in basic skills and consumer education. Title I, Adult Basic Education and ESEA Life Skills classes form the core of the Basic Education Program, which offers both day and evening classes.

Basic reading and math classes in the ESEA Title I program have an open enrollment policy. One student, who indicated he had enrolled initially because he had nothing else to do, expressed surprise and appreciation of teacher effort in having helped him finally learn to read.

The major goal of the English as a Second Language (ESL) program is to enable students to reach an English competency level which will permit them to enter any other education program. This program's outstanding needs were for appropriate instructional materials and administrative/resource support. Students and the teacher supported this evaluation team observation.

Life Skills Adult Education Workshops offer courses in occupations information, health, community resources, law and government. Students from all program areas are encouraged to enroll in these workshops.

Adult Basic Education (ABE) classes are geared toward meeting individual student needs as they relate to daily living. Instructors felt that student motivation determines length of time men stay in ABE classes. Staff in this program area, as in others, were concerned about the lack of general program direction and leadership.

Secondary Education

General Secondary Education program goals are to help men prepare for the GED examination and develop vocational competencies. Day and evening classes are available to men wishing to prepare for the GED and

to those already having a high school diploma, but who wish to review skills for higher level course work. The majority of students interviewed in this area held favorable opinions of teachers and course content. English and Algebra students felt the program to be especially helpful because study units are broken into small components and teachers' expectations are realistic.

Post Secondary Education

SCI-Graterford's Post Secondary Education Program provides men the opportunity to enroll in college courses leading to a two-year Associate Degree or a four-year Liberal Arts Degree. A major emphasis is on helping men continue with plans for post secondary education after release from the institution. Cheyney State College and Montgomery County Community College have been providing these in-house courses; however, budgetary restraints will limit services for the 1980-81 year to those from Montgomery County Community College.

While most students felt enrollment in the program to be an honor, some felt the program lacked coordination. Others felt they should be able to carry more credit hours per semester. Students in the program as well as from other education areas consistently questioned the evaluation team about the college program status. Explanations were needed from educational administrators concerning the future of college programs at SCI-Graterford. One student who had earned his GED diploma at SCI-Graterford credited the dedication of Basic Education and Secondary Education teachers with his ability to enroll in college classes. He further commented that men having a sincere will to succeed and who are able to make financial sacrifices (little if any fiscal compensation for attending college class) had the opportunity to prepare for a sound future.

Vocational Education

Vocational program goals as described in the PEP document are to assist men in developing skills and abilities relevant to obtaining gainful employment and in working cooperatively. Full-time day programming is offered in Air Conditioning and Refrigeration, Home Renovations, Small Engine Repair and Dental Technology. Part-time classes are offered in Typing and Electronics. Montgomery County Community College offers courses in Business Administration and Consumer Economics.

An apparently disproportionate number of vocational programs exists in relation to the institutional population. Staff and students felt a need for evening programs to enable men with full-time day institutional work assignments to enroll in programming. Strong consideration needs to be given to planning for evening use of vocational facilities. Staff and students also stressed the need for development of valid vocational certification programs as well as the need for reviewing and updating vocational training equipment.

Vocational instructors consistently expressed a need for a vocational supervisor or coordinator. The evaluation team further supported this concern by observing the absence of a coordinated vocational education philosophy throughout the interviews. The PEP document appeared to present vocational organizational information not reinforced by staff interview results.

The PEP document describes the Home Renovations course as including carpentry, masonry and electrical wiring components. Inappropriate wiring, however, renders the electrical component inoperable. Education administrators and staff told the evaluation team the institution has consistently promised to install the proper wiring. The instructor demonstrated his awareness of PEP document objectives in stating that his ultimate program goal is to move students to an employment entry level at which they can begin as an apprentice with an electrician, carpenter or mason.

This instructor expressed frustration with the inappropriate wiring, inadequate building materials and his inability to operate each of the three program components as full-time areas. He further presented a need for valid certification for the Home Renovations course.

Students consistently praised the Home Renovations instructor as being dedicated and having sound teaching methods. At least three students said that they did not know how the instructor did such a good job with so little equipment. They felt that although they do learn the basics of the trade, they could not get good jobs because the program is not certified.

The Air Conditioning and Refrigeration instructor described having developed all program instructional and needs assessment components. The Small Engine Repair instructor summarized his course purpose as training students to become mechanics' helpers or to enter advanced level training programs upon release. Students in both programs felt that despite inadequate equipment and supplies the instructors had been able to individually meet student needs.

The Electronics program is designed to prepare men for entry level positions as "trouble shooters" in the electronics field. The instructor felt that lack of practical electronic equipment reduces the possibility of learning challenges for students. The second part-time program, Business Typing, is designed to prepare men for positions as clerk typists. A lumisonic learning system facilitates audio visual teaching of typing skills.

Through the two year training and work experience Dental Technology program, inmates learn to make metal castings for dentures, polish and finish dentures, and make appliances to correct dental deformities. The instructor and students expressed anger and confusion throughout the interviews because they had been told the program was to be moved out of SCI-Graterford. Because the program had been financially stable, they saw no logical reason for its removal. Since these interviews took place, however, the decision has been made to maintain the Dental Technology program SCI-Graterford. Contacts have been made with Temple University to plan for certification through the American Dental Association.

Exploration of and planning for the use of Veterans' Administration Benefits is necessary. Approximately 35% of SCI-Graterford's are Veterans and could qualify for assistance.

Job Placement Program

The Job Placement and Employment Counseling program provides services for men who have participated in education programs and who are within six months of release. Student interviews indicate, however, that regardless of intent, many do not receive these services. Students said that no one had told them of the services or that they had been placed on waiting lists.

Education administrators felt that the planned hiring of a second job placement specialist would increase the number of students that the program could serve. They further indicated the availability of this second job placement position would enable use to be made of a well-equipped career resource center. This career center has materials including informal interest and aptitude inventories, video tapes on jobs and required skills and books, cassettes and filmstrips on a wide variety of careers.

The Job Placement Specialist on staff at the time of the evaluation was in the field three days a week and in the institution two days a week. His role is to assist men nearing release dates in finding employment. He also provides follow up and assistance when the men are released. This staff member felt that not having an available telephone places a great handicap on his potential effectiveness.

As in other prison education programs, the Job Placement Specialist position is vital to the entire education program. Establishing positive contacts with potential employers is extremely important in facilitating finding post-release employment for inmates. Consideration needs to be given to upgrading the Job Placement Specialist position. This position turnover rate at SCI-Graterford has been especially great because the specialists have been able to find other related jobs with more recognition and better salary.

SRF-GREENSBURG EDUCATION PROGRAM

An orientation sheet distributed to all new inmates lists program components including vocational training, ABE, GED, Learning Center, correspondence courses, school and work release. Supportive services are listed as including individual or group therapy and/or personal adjustment classes, library, drug counseling and educational and vocational counseling.

Inmate interviews at SRF-Greensburg indicate that men learn of available education programs at orientation, and that enrollment is largely of their own choosing. Students felt that some men choose not to enroll because of disinterest. No inmates interviewed presented institutional work assignments as interfering with a man's desire to attend school programs. This apparent inmate choice of educational enrollment at SRF-Greensburg may contribute to the fact that the majority of men interviewed indicated future employment desires in fields closely related to their courses of study or training. Employment possibilities mentioned included such diverse areas as computer system analysis, construction, mechanics, college studies, carpentry, building maintenance, general labor and food service. Inmates interview responses at SRF-Greensburg tend to further indicate choice in educational involvement through comments demonstrating awareness and concern for improving themselves and in becoming involved in gainful employment. The personal adjustment programs may, to some extent, have helped men become able to verbalize these feelings. Some students said they had developed an understanding of the meaning of responsibility. Other men said they had finally experienced a sense of accomplishment.

Administrative and instructional staff interview results indicated that responsibility for program development and review at SRF - Greensburg is a cooperative effort. The Field Liaison Coordinator, Vocational Director and Education Director all work closely with instructional staff to assure that determined objectives are effectively met for the institution's relatively young, minimum security, short term students.

Instructional staff felt that more in-service is needed in order to increase educational program strength and to continue to provide appropriate programs. They specifically requested in-service in the areas of current trends in life skills and basic skills education.

Staff consistently felt that although the programs in general are good, there is always room for improvement. Most staff interviewed indicated that despite relatively short incarceration times, men's educational needs are being met. One administrator indicated that 70 percent of programs meet inmate needs. Staff felt that the exploratory nature of vocational courses opened new vistas to men for future employment. Academic instructors felt that the Individually Prescribed Instruction approach adequately meets inmate needs. The entire educational program has a well-developed functional student tracking and recordkeeping system.

Basic Education

SCI-Greensburg's Basic Education goal is to provide remedial instruction to inmates with less than an eighth grade level in reading and math. Approximately 160 men a year are involved in Basic Education programming.

The Learning Center serves inmates in both Basic and Secondary Education. Instruction is provided in all basic skills areas such as reading, math, spelling, English and literature.

The Remedial Reading program provides daily two-hour instruction to students with marginal reading ability. Individual and group instruction is provided as appropriate in assisting men to reach an eighth grade level or prepare for the GED Examination. The instructor uses intake assessment information and a variety of informal assessment procedures to determine students' attention spans, learning styles and special needs.

The Title I program provides individualized instruction to men under 21 years of age. ABE/GED courses are also offered to students in the Title I program. Monthly staffings are held to assess student progress and to formulate new educational goal plans.

Secondary Education

Approximately 80 men enroll in secondary programming each year. Educational administration indicated that 55 percent, or 44 men are expected to pass the GED examination. The Learning Center also provides Secondary Program services. Courses within the Secondary Education program are designed to provide instruction in areas essential to preparing for the GED examination. Title I programming is extended to secondary students under the age of 21. As in other education program areas, men involved in Secondary Education are often involved in vocational training and/or work experience. The part-time evening counselor and the Director of Education provide counseling services for secondary students, making referrals to the vocational counselor when appropriate.

Post Secondary Education

SCI-Greensburg subcontracts with Westmoreland County Community College to provide Post Secondary programming in vocational areas.

Vocational Education

SRF-Greensburg Vocational Education Program provides men with the opportunity to explore various career opportunities and develop marketable skills. Job Placement and Counseling Services assist men in finding post-release employment.

Men involved in vocational programming at the institution are also frequently involved in other educational program areas. Vocational programming is provided both inside and outside of the institution. Student interviews indicate that inmates feel programs have benefitted

them, and that they have acquired marketable skills. As with other prison vocational education programs, however, both staff and students consistently expressed a need for certifiable programs and/or apprenticeship programs.

SRF-Greensburg subcontracts with Vale Technical Institute to provide the inside vocational training program. Areas included in this training are Auto Mechanics, Carpentry or Building Construction Trades, Plumbing and Commercial or Media arts. The plumbing instructor is an IUP/PDE employee.

Although the art program had especially well-defined objectives and activities, the instructor felt that short incarceration lengths limit total program effectiveness. He felt that his program is necessarily explorative in nature. This instructor's opinion about incarceration time determining course scope appears to be representative of other instructors' opinions. The Plumbing and Auto Mechanics instructors especially felt that their programs could only be of an introductory nature.

Outside vocational training, offered evenings through Central Westmoreland Area Vocational Technical School, provides instruction for up to 20 men at any one time. Possible course areas include Welding, Masonry, Appliance Repair, Basic Electronics, Carpentry, Resident Wiring, Industrial Math, Machine Shop, Landscaping, Small Gas Engine Maintenance and Repair, Industrial Wiring, Engineering, Drawing Analysis, Auto Mechanics, Cabinet Making, Gardening, Math for Industry, Mechanical Drawing, Heating and Air Conditioning, Building Maintenance and Repair.

Several staff commented that at one time Westmoreland County Community College offered programming in Conservation, Environmental Technology, Data Processing, Diesel Technology, Electronics Technology, Engineering, Graphics Technology, Drafting, Fashion and Merchandising and Food Service Management. These staff felt that fiscal restraints are placing more and more strain on vocational program effectiveness.

Student vocational progress is monitored through regular informal discussions between instructors and students, daily attendance records and quarterly reports. Most instructors mentioned that in addition to maintaining the above records, they had responsibility for individual program developments and revisions.

Operation Out Reach (OOR) program involves qualified inmates from inside vocational training in repairing and weatherizing elderly Westmoreland County residents' homes. CETA, LEAA and Vocational Education funds support this program which is well received by the community.

Job Placement

A full-time Job Placement Specialist provides services for all men who have been involved in vocational training. Using local, private and state agencies such as BVR, VA, Goodwill and Apprenticeship Information Center, the Job Placement Specialist makes contacts with potential employers for inmates. A number of student interviews indicate that this staff person is actively involved in vocational counseling.

SCI - HUNTINGDON EDUCATION PROGRAM

SCI - Huntingdon's general education program goal is to assist inmates in developing skills necessary to earn a GED certificate and possibly pursue postsecondary education training.

Physically, the education program is located in areas throughout the prison complex. The administrators and vocational guidance coordinator are located at the ends of cell blocks. Academic classes and the library are in a large second floor area off the main corridor, while vocational programs are located in buildings throughout the grounds. Education staff interviews indicated varied opinions about this housing arrangement. Many staff felt that program visibility is enhanced as a result of programs being located in various areas. Others felt that this scattered housing hinders communication and administrator availability. These staff explained that contact with other instructors was limited and that they tended to see program administrators only by making special effort to visit the administration offices. Constant exposure of inmates and institutional personnel to education program staff, students and class areas does obviously increase entire program visibility. Inmates not enrolled in educational programming approached the evaluation team throughout the visit to question the reason for their presence. Many commented that they were planning to look into enrollment, and that they knew SCI - Huntingdon had a good program.

The education program orientation procedure, involving group seminars with all new inmates, has apparently fostered inmate awareness of and interest in school programs. Most inmates interviewed indicated that they had learned what was available and how to enroll in school soon after arriving at SCI - Huntingdon. In most cases, time enrolled in education programs closely coincided with length of time in the institution. A number of men indicated that they had participated in at least two courses or classes. School administrators expressed their belief that having both a vocational guidance coordinator and a full-time academic counselor for the 1980-81 year will further increase program visibility and enrollment. The program visibility and enrollment record appear to be indicative of a high degree of rapport between the institution and the education department.

Cooperation among staff and dedication to effective and innovative programming for students is evidenced through team teaching arrangements and a wide variety of program areas. Teachers credited peers as being dedicated and competent, while students referred to teachers as being sincere and effective. One student commented that his teacher believes in his students and interacts on an adult level. Another inmate felt that his instructor "bends over backward" helping students grasp course concepts. Students also viewed Awards dinners as proof of instructors' concern for student success.

Staff consistently expressed a need for increased communication and more direct leadership. Even staff who voiced appreciation of the creativity and flexibility afforded them felt that they needed more leadership, especially in the area of curriculum development. One teacher commented that only because of individual staff member competence was the program as good as it is. He further stated that he saw no cohesive educational team, but rather small groups of staff forming alliances, or individuals "doing their own thing". Staff further commented that while educational records are available in the education administration office, they rely heavily on their own diagnostic pre and post testing. Interview results did not indicate that staff shared these results with each other.

The education program year is comprised of four thirteen-week semesters. Actual time in program, however, is rarely more than 12 weeks per semester because of registration. Day and evening academic and vocational classes are offered, although not every class is offered every semester. The wide variety of courses, instructor availability and student needs determine course offerings. Brochures describing course offerings are placed in every cell two weeks before the start of a new semester. Concern exists over whether or not this timing provides men with adequate advance notice of course offerings.

Basic Education

SCI Huntingdon's Basic Education goals are to provide men with opportunities to improve their math and reading skills to at least an eighth grade level and to integrate these skills with outside life survival skills.

An SCI - Huntingdon review of 467 inmate records indicates that 68% of the institutional population functions below an eighth grade level in average achievement. The education department estimates that 25 percent, or 120 men, are involved in educational programming at any given time.

The PEP document, supported by education staff interview results, presents several reasons why more men do not become involved. After the initial group orientation, some men are overlooked because of shyness, fear of school or general disinterest in school. An education administrator suggested that the addition of a full-time academic counselor will facilitate seeking out and encouraging these men to attend. Another major reason given by the Director of Education for possible low attendance was that men functioning on low skill levels require much individualized attention, necessarily placing limits on enrollment. A third reason is that inmate needs for an income overshadow their need for an education.

A number of program components make up SCI - Huntingdon's Basic Education program. The General Studies component, open to both Basic and Secondary education students, affords students the opportunity to enroll in interest area courses. This program area is open not only to men having high school or GED diplomas, but to men for whom vocational

or postsecondary secondary programming is not appropriate. Courses vary every semester because offerings are based on student interest as well as need. Courses such as Metrics and the Math of Motor Cycle Repair have been planned and instructed by educational staff having the interest and appropriate expertise. Instructors for these courses appreciated the freedom afforded but expressed need for General Studies program coordination.

New inmates under 21 years of age are referred to the ESEA Title I instructor for interviews and possible enrollment. Individual and small group instruction is offered in remedial and developmental reading and math, GED preparation and values clarification. The instructor provided the interview team with a package of materials containing information such as program scope, sequence and objectives, instructional materials available, instructional strategies and a description with examples of a comprehensive record keeping system. A wide variety of instructional and audio visual materials was being used by students during the visitation. The teacher stressed his use of student survey results in his on-going planning and evaluation of course content and teaching methods. Especially good instructor-student rapport was evidenced throughout classroom observations and student interviews. One student commented that while he originally enrolled "just to have something to do", he now comes to class because he is learning to read. Another man credited the instructor's belief in students as the reason they learn.

The Self-Contained program uses a team teaching and Individually Prescribed Instruction (IPI) approach to provide remedial instruction to men demonstrating less than a fourth grade achievement level. Two groups of students, each having two teachers, form the Self-Contained Program in which Basic Reading, Math and English receive primary emphasis.

The Adult Learning Center provides a variety of programmed and other self-instructional materials for students of all ability groups from pre-primer through at least fifth grade skill levels. The emphasis of this program is as an alternative to the traditional group approach to learning. Inmates are involved in an uninterrupted learning process in reaching individually determined goals.

A March, 1980 proposal presents guidelines for an expansion of a Cell-Study Program which is to provide educational programming for inmates in administrative custody. Developmental and Remedial programming through postsecondary and/or continuing education programming is to be provided.

While not a separate program, an ESL component is taught by one of the Self-Contained Program teachers. This program assists Spanish speaking students in developing necessary communication skills for participating in regular education programming. This instructor indicated that he meets with Spanish speaking students three times a week, but that a need exists for a certified ESL teacher. Because the Spanish speaking inmate population is increasing, plans must be made for more appropriate programming.

Secondary Education

Courses offered through the Secondary Education program are developed from results of questionnaires placed in cell blocks. Because of the wide variety of offerings, not every course is offered every semester. General program objectives as identified in the PEP document are to provide the opportunity for men with competency levels above the eighth grade to continue with an education and to earn a GED certificate. At the time of enrollment men are requested to sign registration contracts indicating that they have been told of course content requirements and attendance policies.

Building Trades, Decorating, Office Skills, Printing, Typewriter Repair, Welding and Vocational Survival Skills

While written procedures are available for enrollment in vocational programs, staff and student interviews did not substantiate the use of such procedures. The interviews indicated need for more clearly defined enrollment procedures as well as a need for additional vocational programming to meet inmate demand.

Following inmate request for enrollment, the Vocational Guidance Coordinator is to evaluate the request in terms of an inmate's prior experience (including vocational program at SCI-Huntingdon), aptitudes and interests, as well as through the use of various psychometric instruments. Although numerous assessment instruments are readily available, few are routinely used. Staff concerns about the validity of assessment results and numerous other demands on the Vocational Guidance Coordinator's time appear to limit the formal assessment process.

The Vocational Guidance Coordinator indicated varied job roles including initial group orientation of men to the educational program, subsequent orientation follow-up with individual orientations and interviews, vocational assessment, job seeking skills instruction, apprenticeship program chairmanship and V-TECS coordinator. Responsibilities also include total vocational program coordination (trouble shooting and scheduling) and serving as initiator for job placement referrals. Students generally indicated well-run classes enabling them to move closer toward GED certificate attainment. Consideration should be given to reviewing the Vocational Guidance Coordinator's responsibilities. Some duties, such as Apprenticeship Chairman, may be more appropriately assigned to other existing staff members.

Post-Secondary Education

Evaluation team members had limited contact with post secondary students, probably because students were interviewed from classes in session rather than from random selection from the enrollment lists. Those students interviewed, however, consistently questioned the college program status for the 1980-81 school year. Penn State University and Juniata College have been providing courses, but fiscal limitations will

reduce their services. The goals of this program area are to provide college level programming for those men who were involved in college prior to incarceration or for those men having or earning a high school diploma while incarcerated.

Vocational Education

The general goal of SCI - Huntingdon's Vocational Education program is to aid in providing inmates a positive approach to work through the development of acceptable work habits and saleable vocational skills. Full and part-time vocational programs provide training for 200 to 250 inmates at any one time. Courses are offered in the areas of Auto Mechanics, Basic Electricity, Blueprint Reading/Drafting, Clerical Business Practice, Masonry, Painting and Decorating, Plumbing, Printing, Typewriter Repair, Upholstery, Welding and Carpentry.

Certificates of Completion are awarded to all men completing vocational programs. The majority of students acknowledged these awards as proof of staff concern for student success; however, they felt that at least some of the programs should enable them to earn valid certificates and/or licenses. These students felt that most existing programs train only on a surface level and do not adequately prepare them for the working world. Plans have been developed for establishing Apprenticeship programs in Auto Mechanics, Printing, Upholstery and Masonry. Upon completion of an apprenticeship program, a student would receive valid certification recognized by appropriate trades.

An additional concern presented by several students was the need for a clearly defined policy for discipline "write-ups". These students explained that discipline write-ups they received from institutional personnel had resulted in dismissal from vocational education programs. Students further expressed need for additional vocational programs to accomodate inmate interest. Some men felt that being placed on long waiting lists discourages many inmates from enrolling.

The instructors for the Barbering, Auto Mechanics and Printing programs expressed satisfaction with quality and quantity of equipment for their programs, although the printing teacher did express a problem with consumable supplies being inadequate and late in arriving. Instructors for both the full-time Auto Mechanics and full-time Printing programs expressed a need for larger class space. Vocational instructors in general appeared satisfied with cooperation between Correctional Industries and the Education Department.

Most vocational instructors, as did academic instructors, stressed a need for unified curriculum development. Most vocational instructors felt they had complete freedom and responsibility for developing and evaluating their programs. Some student comments suggesting that vocational instructors were skilled artisans rather than teachers may indicate a need for inservice in instructional strategies and techniques.

Support for the vocational programs is available in the form of small group classes in job survival skills, institutional work assignments (OJT) and academic basic and secondary education courses components.

Job Placement Program

The vocational placement area, according to the PEP, is in early developmental stages. SCI - Huntingdon does not have a designated Job Placement Specialist. The Vocational Guidance Coordinator makes contacts with Job Placement Specialists in other institutions and with public/private employment services and serves as a referral initiator. The emphasis must necessarily be on identifying individuals nearing a release date. Along with the need for a Job Placement Specialist a need exists for a career resource center. Most ESEA students felt that special programming and special career awareness training was needed for their age population.

SRF-MERCER EDUCATION PROGRAM

SRF-Mercer, opened in 1978, is a minimum security facility with approximately 200 inmates serving average sentences of six months to two years. Inmates identified as presenting high security risks are transferred to other more secure institutions. The Education Program philosophy, according to orientation brochures, is to provide a structure for helping each person find the means for learning necessary life skills. Inmates consistently stressed the thoroughness of the orientation procedures in making them aware of educational programs.

SRF-Mercer appears to have a wide variety of literature available for inspection which describes program components and objectives. This literature, much of which is available to inmates, appears to stress life survival skills as prerequisites for gainful employment upon release from the institution. Competency Based Instruction (CBI) was presented as the major tool for assuring that the curriculum is designed to meet individual academic and vocational needs with respect to developing integrated skills in pursuing career development.

Educational administrators and staff in general presented themselves as being sensitized to the needs of inmates. Some instructors, however, felt lengths of sentences determined time in program and therefore effectiveness in terms of meeting needs. Several education staff persons specifically identified the need for mutual in-service training for all institution and education personnel. This suggestion is supported through many interview comments suggesting that job detail assignments interfere with education program attendance.

Interview team results suggest a sincere and dedicated educational staff working cooperatively to plan and improve education programming. Staff generally expressed frustration, however, over their inability to make full use of available resources. Reasons presented for this situation include the need for additional staff and the need for in-services (assessments, record keeping, developing instructional objectives and individualizing). Such in-services could possibly help staff make more efficient use of the variety of available materials and equipment.

The Career Awareness Center, described as vital to the entire educational program, proposes to foster career and life skills integration. The education program Guidance Counselor employs a variety of counseling and instructional methods to assist inmates in acquiring problem-solving knowledge and life tasks skills. Through this program each student is expected to learn basic inquiry and resource identification skills. Whether as a result of this program or through the life skills components in academic and vocational courses, the majority of students interviewed expressed concern for exploring career options and motivation for acquiring skills which would enable them to make a good or better life for themselves.

Basic Education

SRF-Mercer's Basic Education program goals include providing the assistance to help students prepare for more useful citizenship, improve academic skills and develop career-related skills. The PEP document specifies that all (100%) men with skill levels below an eighth grade level will be involved in Basic Education programming. Title I, However, indicate that only about 50% of the inmates with skills below an eighth grade level are involved in programming.

The ESEA Title I program, a remedial and developmental content area reading program, is available to men under 21 years of age who do not have a high school or GED diploma. The instructor for this program develops and maintains personal profile charts for each student. Periodic individual conferences review student progress as depicted in this chart. This teacher characterized the majority of students in the program as needing to develop a sense of responsibility along with impulse control.

Driver Education is another Basic Education program component apparently well received by students. A number of students interviewed mentioned that along with other courses they had been enrolled in driver training classes.

Upon successful completion of ABE (Adult Basic Education) classes at SRF-Mercer, students are automatically enrolled in the GED program. Educational program personnel stress this practice as positive reinforcement of a student's self-worth.

Secondary Education

The Secondary Education program at SRF-Mercer is designed to assist students in successfully preparing for the GED examination. As explained above, all men who complete the ABE program are enrolled in the GED program. The PEP document states that 90 percent of the men participating in this program will pass the GED test the first time. GED classes are offered in Math, Reading, Science, Social Studies, Literature and English.

As with other SRF-Mercer program areas, the evaluation noted a wealth of descriptive literature but very little in the way of documentation of statistics.

Post Secondary Education

Year round in-house college courses are subcontracted through Indiana University. CETA funds facilitate this program.

Vocational Education

SRF-Mercer's vocational program expects participation of approximately 100 men a year, 80% of whom will either successfully complete the program or be released prior to completion, but having specific skill competencies. The PEP document specifies two component phases of the vocational program: assessment and instructional.

The three full-time in-house programs subcontracted through Mercer County Area Vo-Tech School, include Automotive, Electrical Occupations and Business Practice. The Business Practice Course is a multi-competency program covering basics in filing, accounting, bookkeeping, typing, business machines, business math and basic microcomputers. Students must demonstrate a minimum eighth grade competency level in order to enroll in this course. The Vo-tech program, contracted for and paid with CETA funds, also offers a 48 hour program in Restaurant Trades available to men assigned to the kitchen detail.

All full-time programs are developed to provide men with marketable skills for re-entry. The Automotive Instructor felt that course design, probably because of short sentence lengths, does not allow for in-depth training. All three instructors spoke of having complete responsibility for course development, program evaluations and revisions. In-house, on-the-job training programs approved through the Veteran's Administration, include position slots for nine men in Carpentry, Electrical Maintenance, Food Services, Landscape Gardening, Plumbing, Automotive, Business Practice and Electrical Occupations.

Vocational instructors demonstrated the same dedication and concern for student growth as did other educational staff. These instructors indicated that they placed much emphasis on the development of student confidence as well as academic growth.

SRF-Mercer has made extensive use of federal CETA programs. The entire education program has benefitted from a Job Placement Position including an automobile and travel expenses. The above mentioned Restaurant Trades Program has been a practical and well received program area. A computer has also been made available through CETA funds. CETA program plans for 1980-1981 include a Wind Generated Energy Program and experiments with an electric automobile.

Staff consistently expressed concern over the need for additional vocational courses. They felt programs offered to be worthwhile and of good quality, but indicated that few program options are available.

Job Placement Program

Descriptive literature presents the Job Placement program as the evaluative criteria for determination of success of all education program components, in that if all the department goals and objectives hold true, the Job Placement Specialist will experience little difficulty in assisting inmates find post-release employment.

SCI-MUNCY EDUCATION PROGRAM

The education program at SCI-Muncy serves an institutional population of approximately 230 women and 20 men. The average age is in the mid-twenties, with an average sentence-length of two years. Approximately 20 full and part-time educational staff members provide academic and vocational programming for the inmates. The PEP document presents the educational program as being especially designed to meet unique needs of female offenders - ranging from diagnostic evaluations and prescriptive programming through efforts for job placement for inmates upon release.

The previously mentioned rapport between the Director of Education and Field Liaison Coordinator was also apparent among all educational staff. Instructional staff expressed appreciation for the accepting and informal climate leading itself to fostering educational and social/emotional growth within the students. A number of teachers also felt that the education administrators promoted personal and professional growth in staff members by encouraging participation in a wide variety of in-service and out-service programs.

Many students perceived SCI-Muncy education staff as being dedicated and able to meet individual student needs. Students indicated awards assemblies and certificates of accomplishment as one example of staff concern for inmate success.

The education program is housed in several areas, with the major academic areas and a few vocational areas being located in the main education building. Several vocational programs are housed in one cottage, while cosmetology and auto mechanics are each housed separately. The main education building was in the midst of major renovations during the evaluation team's visit. The purpose of the renovation was explained as an effort to consolidate the educational program. Staff, however, expressed concern that work seems to have slowed, and that the conditions (noise, partially constructed classrooms and general confusion) are not conducive to an educational environment.

The spaciousness of the building will, once renovations are completed, lend itself to an appropriate educational facility. Educational administrative staff stressed that the completion of renovations will improve the quality of educational offerings through consolidation of programming and staff. They also felt that costs could be reduced by eliminating the need for maintenance of two buildings and duplication of educational records.

The library is housed in this main education building. While it is a spacious area in a good location, its use is limited because of the absence of a librarian. The stated function of the library, according to the PDE, is to provide educational resources to all instructors and inmates. The library is well supplied with materials for many levels;

however, an inmate with little or no library training served as the human resource during the evaluation. With the existing material the library has potential as a media center. Present conditions, however, make it appropriate mainly for leisure reading. Staff have written a proposal for funding for this purpose, but are unable to qualify without a librarian. Several instructional staff suggested that all educational materials be catalogued and centralized in the library media center. These staff felt that while they knew more than adequate materials exist, they were often unable to locate exactly what they needed.

Basic Education

A Remedial/Tutorial Learning Center functions as the core of SCI-Muncy's Basic Education Program. Using intake assessments and precourse tests or measures, the instructor develops an individually prescribed program for each student. Student progress in specific long and short term goals is monitored through a comprehensive tracking system developed and implemented by the instructor. The instructor indicated his belief that if a student is motivated he will succeed. A flexible 40 hour week permits students to attend the Learning Center regardless of institution work assignments. Although course emphasis is for those students with basic skills below the sixth grade level, instruction is provided on a supplementary support basis for students in secondary and vocational programs. In addition to having available a wide variety of commercial materials, the instructor designs many of his own materials which he described as being more appropriate for student needs. Several students expressed their appreciation for the relaxed, supportive atmosphere within the Learning Center, while others felt that the program and instructor were helping them come closer to their goal of obtaining a GED certificate.

A Driver Education program is designed to provide qualified students with sufficient classroom and road experience to obtain driver's licenses prior to release. Staff felt inmate interest exceeds available space for this program.

Education offered to inmates housed in the secure area, or Behavioral Adjustment Unit, is limited. Educational administrative staff attributed this limited programming to reduced funding. One teacher is assigned on a part-time basis for a portion of the year.

Secondary Education

The major objective of the secondary program at SCI-Muncy is to provide students with instruction enabling them to pass the GED examination. Two instructors use continuous pre-post testing (TABE, GEDI, Cambridge, teacher made worksheets) as indicators of student readiness to take the GED examination. Instruction is provided on a group, individual and tutorial basis. If assessment results and teacher observations indicate a need, students are referred for tutorial help in the Learning Center.

GED program enrollment is open, enabling students to attend day or evening classes without constraints of waiting for a new semester. Students already having a high school or GED diploma are also able to attend these classes if they wish to review or re-learn basic skills as a preface or supplement to vocational and college courses. Secondary instructors appear familiar with a wide variety of formal and informal assessment procedures which they administer when needed. Information from these assessments, along with daily attendance information and teacher observations, forms the basis for monthly conferences with students. During these conferences, students and teachers review progress and develop appropriate goals for the coming month.

Mini-Courses

Education staff describes mini-courses as having been developed to enlarge students' scope of learning in various areas of secondary and basic education, while maintaining high subject interest. Courses such as sex education, mythology, poetry and music have been developed by interested staff on the basis of student surveys. Students expressed having found these courses helpful as well as interesting. This concept seems to have great potential for student growth, especially if students are able and encouraged to enroll in more than one course.

Post Secondary Education

Bloomsburg State College has offered a minimum of four freshman and sophomore college level courses in the prison each year. Inmates are also able to enroll in correspondence courses. Basic Education Opportunity Grants (BEOG), Veterans Benefits and other financial aid sources have been used by inmates to fund courses. Counseling staff expressed concern that students have not been able to obtain Pennsylvania Higher Education Assistance Agency (PHEAA) loans. Following these interviews, PDE Correction Education staff has met with PHEAA and state government personnel to investigate and advance inmate eligibility for these funds.

Instructional staff stressed that post secondary programs have had major value in providing inmates with opportunities to increase self-esteem and develop a feeling of accomplishment. They also felt that college courses serve as an incentive for students to get their GED diploma.

Student reactions to college programs varied. Some expressed satisfaction with their accomplishments, but felt a need for higher level, more in-depth programming. A number of students indicated a goal of continuing with post secondary education after release.

Vocational Education

Approximately 120 inmates a year are involved in SCI-Muncy's vocational education programs. Seven full-time programs including Business Education, IBM Key Punch, Electronics, Homemaker Services, Media Arts, Upholstery

and Cosmetology provide entry through advanced level training. An Auto Mechanics course is offered two evenings a week.

Within three months of enrolling in vocational courses, students are required to successfully complete a ten-hour career education course. This course is designed to provide students with information in the areas of job opportunities and prerequisites, appropriate interview conduct and laws pertaining to employment. Although both staff and students mentioned program entry requirements, these eligibility criteria were not made apparent to the evaluation team.

Students and instructors consistently expressed a need for recognized certification through vocational courses. The cosmetology program, which serves as a full day work detail for enrolled students, enables students to prepare for and take the State Boards. This is the only vocational program capable of providing students with certification. Staff expressed a need to move toward apprenticeship programs in all vocational training areas.

According to the PEP document the Auto Mechanics course was chosen because it is a nontraditional program with high employment potential for inmates upon release. The one inmate interviewed who participated in this course expressed her desire to work as a mechanic for a nationally known catalog company upon release. She expressed concern that having the course only two evenings a week would not adequately prepare her for such a job, and that although many programs are presented at the orientation, very few had openings. Additional support and resources are necessary to make use of this potentially valuable program area. Electronics, another nontraditional program with high marketability, provides a service function for the institution.

The Homemaker Services program provides students with a variety of mini-courses ranging from design and garment construction to basic food preparation, ethnic foods and cake decorating. Although the PEP document stresses employability possibilities as a result of this program, the instructor indicated that the program helps women to become successful homemakers. The instructor also indicated that women in all the vocational programs need help in developing vocational skills which will help them seek, locate and maintain legitimate post-release employment.

The Upholstery-Interior Design course, which also provides a service for the institution, appears to be a realistic program for students with low-level reading skills. While students spoke favorably of skills acquired in the program, the instructor felt strongly that this program should be eligible for recognized certification.

The Media Arts/Drafting program is flexible in that it is based on individual talents displayed by the students. Small sequential performance goals relating to use of tools and equipment are developed for each student.

The Secretarial Science program, according to the PEP, provides students with entry-level to advanced level training in the areas of Typing, Word Processing, Business Math and English, Shorthand, Rapid Writing and Accounting. Students interviewed in this program spoke positively about the benefits for future employment possibilities.

Although the IBM Key Punch & Theory program appeared to be very popular with those students interviewed, the course will be dropped for 1980-81 school year. The machines are outdated and finances do not permit replacement.

Job Placement Program

The Job Placement Specialist is an important adjunct to the Vocational Education Programs in that she assists soon-to-be released inmates with job and/or training plans. The major duties of this position, as listed in the PEP document, include:

- Coordination of education program orientation, assessments, planning and placement facets of program.
- Reviews, updates and maintains educational records.
- Serves as liaison with local and state job placement agencies.
- Assists inmates with release plans.
- Assesses new inmates.

Through the above role description and the interviews with staff and students who indicated that she does indeed perform all of the above tasks, it is apparent that this job placement specialist also serves as a second counselor for the education program at SCI-Muncy.

A CETA program is being developed to provide two full-time Job Placement Specialists and one Career Education teacher. This program is designed to facilitate greater inmate development of occupational knowledge as well as to facilitate inmate's being able to find post-release placement.

SCI - PITTSBURGH EDUCATION PROGRAM

SCI - Pittsburgh's educational program serves an institution population of approximately 1000 men of all security classifications. At the time of the evaluation team visitation, seven full-time and one part-time staff provided educational services in three program phases: ABE/GED, Vocational and Post Secondary. Only one full-time position is for an academic instructor.

The Director of Education, Vocational Counselor and Field Liaison Coordinator perform administrative and supervisory roles. Instructional staff include a Special Education Instructor, Plumbing Instructor, Welding Instructor, Radio and TV Instructor and a part-time ABE Instructor. The complete instructional staff complement included position vacancies for the Auto and Electronics programs at the time of the evaluation.

Following the evaluation team visitation, the Education Director prepared an Education Department Program Evaluation and Projection Report (August 1980) which includes additional staff positions for the 1980-81 year to include an Automotive Instructor, Electrical Wiring Instructor, Job Placement Specialist, Clerk and Part-time Vocational Counselor.

Throughout the interview process, the evaluation team noted the absence of formal documentation of school policies, student needs assessment results and program summaries. However, staff did stress that until 1979 very little programming was occurring. Staff suggested that the absence of documentation and files was a direct result of the need for program structuring. All staff appeared to be optimistic about future educational organization at SCI-Pittsburgh. The predominating character of the program was one of restructuring and organizing to provide an educational program capable of meeting inmate needs.

The primary focus of the educational program appeared to be for men with shortest remaining sentence lengths. Several staff members indicated that this focus could be attributed to inadequate physical space and too few instructors. Educational programming is not provided for men in the Behavioral Adjustment Unit. One educational staff felt that inadequate space and too few personnel explained the lack of programming in this area. Staff also felt that additional equipment and supplies were needed to improve educational programming, and that even more effort was needed in efforts to recruit students.

Little positive interaction appeared to exist between the education and institutional staff. Educational staff felt that although the vocational counselor participates in orientation, institutional and educational assessments were two separate entities. Student interview comments indicating difficulty in enrolling in school programs also suggest lack of communication and cooperation between educational and instructional personnel. Several educational staff stressed security conflicts as deterrents to effective educational programming. They

presented as needs additional instructors, greater communication of assessment data and the development of pre-release programs geared toward helping men adjust on the outside. These staff felt that institution encouragement for men to enroll in educational programming was used as parole threats.

In terms of programming in relationship to student needs, most staff felt that limited program options forced students to "fit into programs." No fixed time schedule was evident for assessing student needs and staff in general felt that educational programming was not able to meet student needs. One staff member stated that they were only beginning in terms of program development in relation to student needs.

Specific educational programs will be presented in terms of the above identified program phases: ABE/GED, vocational and post secondary.

ABE/GED Program

Although the PEP document presents specific objectives for both Basic and Secondary Programming, actual programming structure does not differentiate in terms of delivery. The instructor indicated complete responsibility for program development and student needs assessments, for program areas of basic remedial education, GED preparation and survival skills courses. Only men enrolled in the ABE/GED program are permitted to take the GED test.

This instructor told the interview team that most men in the program demonstrate reading competency levels between the fifth and eighth grade levels, and that the ABE/GED program was limited in its ability to meet students' needs because of security personnel interference with school attendance. An educational administrator supported this instructor's views and expressed a need for ABE/GED program expansion.

An academic staff with only one full-time instructor and three part-time instructors cannot adequately meet the needs of the institution's population. According to the PEP document, 70% or 770 men function below an eighth grade level. Even at full capacity it would seem that only 50 men could be enrolled in the program throughout the year.

Post Secondary Education

The SCI-Pittsburgh PEP document states the post secondary program is career-oriented in recognition of the need for gainful employment in order for men to make successful readjustments to society. The University of Pittsburgh provides coursework leading to a Baccalaureate Degree in Psychology, English, Public Administration or Speech. The Community College of Allegheny County provides programming leading to an Associate Degree in Accounting, Business Management or Drafting.

Staff indicated several post secondary program concerns. One concern expressed specifically by an education administrator questions the need for two post secondary institutions to provide programming. In his report (August 1980) the Education Director indicates the need to review both programs and maintain the one offering the best program in terms of future inmate employability.

Both educational administration and instructional staff felt a need for improved program coordination and counseling services for students. Staff also felt that too much emphasis may be placed on Post Secondary programming at SCI-Pittsburgh. They questioned the existing practice of stressing college enrollment, as well as the reality of this programming for a large number of students. These staff indicated a need for a close review of post secondary programming as well as the need for additional emphasis on improving SCI-Pittsburgh's vocational programs.

Vocational Education

The ultimate goal of SCI-Pittsburgh's Vocational Program is to assist men in successfully completing vocational training and to assist them in obtaining gainful employment upon release. At the time of this evaluation, The Career Resource Center, an institutional job placement service, was not formally coordinated with the school program.

The vocational programs available at the time of the evaluation included Welding, Plumbing and Radio and TV Repair. These programs enrolled approximately 45 men. Vacant positions existed in the Automotive and Electronics programs.

The Plumbing program is designed to equip students with entry level skills. The instructor felt that students are the best recruiters for new enrollers, although he indicated a need for increased cooperation between education and institution personnel in order to further recruit students.

The Welding program, certified by the Pittsburgh Testing Laboratory, has as its goal to prepare men for the job market. The instructor indicated that training provided is sufficient so that men do not require further training in this field on the outside.

The Radio & TV Repair program instructor indicated, as did other vocational staff, complete responsibility for his program development. He also attributed institutional security conflicts as major obstacles in efforts to provide effective vocational programming.

Although expressing satisfaction with training and good rapport with instructors, most vocational students interviewed expressed concerns with the program in general. Most complaints focused on poor cooperation between the school and the institution in terms of enrollment difficulties and then in class attendance. One vocational instructor indicated that students enrolled in his program attend only 50-60 percent of the assigned

time. Students consistently stressed a need for additional vocational programs, indicating that long waiting lists discouraged many men from enrolling in programs. These students felt that too few programs exist to meet student interest.

The Vocational School Guidance Counselor, while not commenting on whether or not vocational programming meets student needs, stressed that staff was sensitized to inmate needs. This staff member, in addition to supervising the vocational programs, serves as director of the education program during the Director's absences. Other educational staff credited this counselor with the newly developed program which stresses teacher and student accountability.

SCI-ROCKVIEW EDUCATION PROGRAM

The education program at SCI-Rockview provides inmates the opportunity to enroll in day and evening academic and vocational courses. Programs are housed in a modern education building and in several portable vocational units. The education building conference room is routinely used for treatment planning Initial Inmate Support Team meetings. Both institution and education staff attend these meetings with the inmates.

Staff and students spoke consistently of a relaxed, supportive educational atmosphere with high morale and good relationships. While staff generally felt instructional materials readily available, some expressed a need for additional vocational funding. The majority of instructors expressed complete autonomy in curriculum development, and felt a need for information exchange sessions with other Pennsylvania state correction education teachers. Many instructors also requested Tuition Reimbursement policy clarification.

Total program coordination seems to be enhanced by the presence of supervisors/coordinators in the areas of Vocational Education, Basic Education and PostSecondary Education. These staff work with the Director of Education and Field Liaison Coordinator to facilitate program delivery. Guidance counseling staff serve as an additional program resource. Volunteers from the Centre County Adult Literacy Council provide weekly one to one instruction for students with lower competency levels.

Students consistently expressed a need for additional updated materials in the library. Non-fiction, technical, ethnic studies and low level high interest materials were specifically requested. Staff and students questioned the absence of newspaper subscriptions. Many students felt that consideration should be given to expanding winter evening hours. Administrative staff indicated that security concerns may be at issue in such expansion; however, students explained that fewer summer evening hours were needed because of the greater availability of evening activities in the warmer months.

Although an education orientation is part of an inmate's total orientation to SCI-Rockview, many students explained that they had heard about specific course areas only from other inmates. Other students suggested that many inmates become discouraged by long waiting lists and choose not to enroll. Inadequate financial compensation was also given as a reason for inmates choosing not to enroll. Students in general seemed to feel that the institution was not education-oriented. All inmates must work at SCI-Rockview, and education seems to be a secondary priority. Many staff and students felt a concentrated effort should be made to recruit men for school programs.

Basic Education

As in other program areas, Basic Education instructors attempt to design individual programs for students each 10 week term. The Basic Education general objective is to provide inmates with opportunities to develop skills to an eighth grade level. The supervisor for this program area also has responsibilities in the secondary areas.

Soon after education program orientation, inmates demonstrating competencies below an eighth grade level are offered the opportunity to enroll in Ninety-Day Skills Program, an individualized remedial program. Inmates are enrolled in this program as a half-day work detail, and are assigned to an institution work detail for the remaining half-day. Following this three month program, post-test results are used to refer students to other Basic Education programs. Both academic and vocational students who had had involvement with this program expressed appreciation for the instructors in having helped them make improvements in various skill areas.

The Learning Center provides individualized instruction in basic and special interest areas to inmates under 21 who do not have a high school or GED diploma. A variety of audio visual hardware and software is used to provide for self-paced, self-directed learning. Inmates already having a diploma but who are in need of refresher courses are also eligible for this program.

The Study Center program also provides individualized instruction in basic skills, primarily for inmates not having a high school or GED diploma. Using a more traditional approach than the Learning Center, this program uses textbooks, workbooks and practice work.

The Adult Basic Education program serves inmates who demonstrate skills between the fifth and eighth grade levels. Primary emphasis is in the areas of math, reading, spelling and science.

Secondary Education

The Learning Center and Study Center described in Basic Education also provide support for Secondary Education students. Secondary education instructors provide students with Individual Study Program Sheets which list standards for behavioral and academic performance. Following a conference with instructors, students sign the sheets indicating acceptance and understanding of program expectations.

The General Education Development (GED) program assists students with skills from the eighth to twelfth grade levels in preparing for the GED examination. Specific instruction is provided in the areas of Social Studies, Natural Sciences, Literature, Mathematics and English. Students expressed appreciation of instructors' sensitivity and dedication; however, they felt that men wanting vocational training were often pressured into taking academic classes. These students felt that men enrolled in academic classes merely to have something to occupy their time or to enhance parole considerations. Several students stated their purpose for taking secondary classes as being to obtain a GED and enroll in college classes.

Post Secondary

Selected inmates may take courses toward an Associate Degree in letters, arts and science, or a Baccalaureate Degree from Penn State

University. All Associate Degree courses are held within the prison, while New View, or Baccalaureate Degree courses, are held both inside the prison and at the Pennsylvania State University. Some students involved in the New View program may live in a half-way house on prison grounds. While most college students interviewed expressed feelings of accomplishment as a result of their involvement in these courses, some felt that courses offered inside the prison were not of the same calibre as those on the Penn State campus. As in other postsecondary prison education programs, budget restrictions have necessitated program cut-backs.

Vocational Education

According to the PEP document, the purpose of SCI-Rockview's Vocational Education program is to provide inmates with opportunities to develop skills in specific occupations.

Staff and student interviews indicate varied opinions concerning vocational program delivery and effectiveness. The availability of a variety of short term courses was viewed as positive in that many men can benefit from training. One school supervisor told the interview team one third of the institutional population goes through vocational programming. Many inmates, however, felt that short-term courses have little real value upon release. They felt that only surface level skills could be learned and that prospective employers would not recognize certificates of achievement awarded upon course completion.

Several instructors suggested that expanding the use of the portable vocational units would afford more in-depth vocational instruction and training. Most staff and students interviewed felt that vocational programming at SCI-Rockview should move in the direction of Apprenticeship programs.

Vocational assessment and placement procedures raised questions throughout the evaluation. A number of staff expressed confusion over these processes, and in some cases felt that placement in their vocational courses was based only on subjective decisions. Inmates also expressed confusion over the placement process. Some inmates indicated that long program waiting lists discouraged men from making application, while others felt that their personal interests and goals were not considered in placement decisions. The vocational supervisor, however, indicated that Support Team development of individual objectives combined with practical work experience answers need for relevant programming.

Vocational programming is offered in the areas of Shoe Repair, Masonry, Drafting and Barbering. Part-time programming is offered in the areas of Painting, Carpentry, Auto Mechanics, Machine Shop, Radio and TV Repair, Small Engine Repair, Welding, Surveying, Truck Driving and Road Repair (heavy equipment operation). This Road Repair program involves 10 men in one year of study and training in operational and practical aspects of road maintenance and repair.

The Welding, Small Engine Repair, Auto Mechanics and Carpentry courses comprise a Pre-Professional program in which four groups of three men each go through six-week course rotations. Staff and student opinions of this program's value vary. Consequently, a need seems to exist for an entire program review and evaluation in this area. Centre County Vocational-Technical School offers courses in Framing and Construction, Residential Wiring, Heavy Equipment and Data Processing.

A Forestry and Tree Surgery Program, which also includes inmates from other prisons, trains men in jobs relating to forestry, landscaping, and nurseries. This program is contracted through Penn State University.

The Tractor Trailer Driver Training program is subcontracted and approved by the Bureau of Vocational Rehabilitation. The Vocational Supervisor indicated that most men who complete this course are placed in jobs.

Job Placement

Instructional staff and the vocational supervisor expressed an urgent need for a Job Placement Specialist. Currently, the Vocational Supervisor handles this program aspect by making referrals to appropriate personnel in other prisons and to public or private agencies near inmates' home areas. Strong consideration should be given to planning and budgeting for a full-time Job Placement Specialist.

CONCLUSIONS AND RECOMMENDATIONS

1. The Goal Statement is in need of review and probable revision to assure that all components are appropriate to facilitate total Correction Education program consistency and effectiveness. The Bureau of Correction and Pennsylvania Department of Education, Correction Education Division, should work cooperatively on this review and subsequent revision.
2. A definite need exists for further role clarification between the Program Directors of Education and Field Liaison Coordinators. In addition to the Directors and Coordinators themselves expressing several role uncertainties, teachers frequently expressed concern over who they are responsible to and the need for greater direction from immediate supervisors, especially in terms of curriculum development and program operational procedures. Some staff were concerned about the evaluation process in terms of the qualifications of the evaluator and how the evaluation itself is done.
3. A Correction Education Operations Manual is needed to foster program effectiveness and efficiency. The Bureau of Correction, Correction Education Division, and representatives from the field should cooperatively develop this manual.
4. Decreasing funds for education programs necessitate more efficient use of existing resources.

- Physical and Equipment Resources

- a. An annual inventory should be made of all audiovisual material (hardware and software) and made a part of the PEP document. Along with this inventory, consideration could be given to centralizing AV materials.
- b. Use and condition of education program physical space needs to be evaluated. Specifically, renovations of the education building at SCI-Muncy should be completed, SCI-Pittsburgh could consider renovating and using the ground floor of the school building for educational purposes, and wiring needs to be installed at SCI-Grateford to make use of existing welding equipment.
- c. A number of interviews indicated inefficiency in supply and equipment delivery. This process should be reviewed by PDE and the field. Revisions should be made where necessary.

- Human and Personnel Resources

- a. The educational day should be from 8:30 a.m. to 9:00 p.m. in order to enable all interested inmates to attend without work assignment conflict. Vocational and Academic programs should be offered both in the day and evening hours.

- b. Existing efficiency is questionable in terms of the number of students attending classes. Continued fundings of academic and vocational programs should be based on a required minimum number of students.
- c. Coordination with other PDE departments is needed to facilitate correction education program delivery. Some service areas in which communication and coordination could be strengthened include Curriculum Services, Library Services, VEIN-VEVIS, Title I, ABE/GED, and Vocational Education.

- Fiscal Resources

- a. Alternative funding sources should be explored to expand and improve or develop new programs (i.e. CETA and other manpower sources, VA, BEOG, PHEAA and SSI).
- b. Increased communication among all PDE service areas could better enable more efficient and effective use of existing funds.

5. A Student Recruitment policy is needed to increase inmate enrollment in school programs. Each institution education program should develop such a policy and submit it to the Bureau of Correction and Correction Education program for review. All inmates desiring involvement in Education programs, especially Basic Education, should be afforded the opportunity. Areas to consider in developing such a policy could include:

- Provision of greater incentives for school attendance.

- a. Possible specified early parole consideration.
- b. Earning of privileges for school attendance.
- c. Letters of commendation for school attendance.
- d. Consideration of more equality between Corrections Industries and Correction Education pay scales.

- Greater coordination/cooperation between institution and education program components (i.e., reduced conflict between school attendance and work assignments, coordination of scheduling in commissary and institution social events).

6. Education program entry and attendance guidelines should be developed by each Correction Education program and submitted to the Bureau of Correction and Correction Education Division for review.

- Staff and student confusion was expressed throughout the interview process concerning how students are admitted to programs and what attendance regulations are used. Students should be given a written attendance policy before beginning classes so that they may be aware of expectations or requirements as well as consequences for noncompliance.

- Individual program policy development may result in a need for the development of a total standardized Correction Education Program policy for admitting students to academic and vocational programs.
7. An effort should be made to more directly involve instructional staff in the P.E.P. document process. Courses in various program areas seem to be separate entities lacking specificity. Teachers were often unable to produce or verbalize specific course objectives although the P.E.P document specifically listed such information. Each course offered should have an instructor-developed and/or recognized curriculum including the anticipated time-frame. In general, more accountability is needed in relation to instructional objectives and program offering. Such accountability would enable greater teacher-student communication, increased self-direction on the part of the learner and more effective use of curriculum materials and instructional methods.
 8. Regularly scheduled consistent, structured internal program evaluations are needed. The evaluations could be conducted twice a year and coordinated by the Directors of Education and Field Liaison Coordinators.
 9. The entire Correction Education Needs Assessment Process is in need of review and standardization. This process should be reviewed and standardized cooperatively by the Bureau of Correction, Correction Education Division and the field as an expansion of the existing Goal Statement.
 - Interview results indicate that assessment done at the regional Diagnostic Classification Centers is rarely appropriate for educational planning needs. Regardless of whether this inappropriateness is a result of inadequate information transfer or non-relevant testing, it appears that testing for educational purposes should not be done at these centers. Rather, assessment for educational purposes should be carried out at each institution by appropriate personnel.
 - In general, composite data is not available for Needs Assessment processes. The following recommendations would aide in either gathering such data or making better use of existing information:
 - a. Systematize the recording and transfer of needs assessment information to appropriate personnel.
 - b. Perform an indepth examination of available needs assessment information in each institution education program.
 - c. Initial assessment results should be used to encourage inmates to participate in educational programs based on identified needs. Is this use being made of assessment information or does increased emphasis need to be placed on using assessment information as program entry guidelines.

- d. In-service programming should be provided to better enable instructional and administrative staff to make use of assessment results.
 - e. Assessment information should be made part of an inmate's permanent record (i.e., attendance data, educational counseling information and education summative data).
10. In-Service Training should become a Bureau of Correction and Correction Education priority, especially in the following areas:
 - Curriculum development, instructional techniques, individualizing and flexible scheduling specifically related to correctional settings.
 - Innovative programming in correctional settings.
 - Administering and using needs assessments batteries.
 - Improving communication and cooperation between education and institution program areas.
 - Improved communication among all correction education programs.
 - a. Instructional staff visitations and/or programs held in centralized locations.
 - b. Possible development of Pennsylvania Correction Education Newsletter, coordinated by PDE and highlighting educational activities and noteworthy accomplishments in each institution education program.
 - Existing resources (i.e., In-Service Council and Executive Academy) should be used whenever appropriate to develop and deliver in-services. Release time should be made available for staff to attend such programming, and a policy should be developed to provide guidelines for selection of staff to attend.
11. Previously negotiated educational staff salary schedules are not commensurate with similar positions outside of correctional settings, especially in metropolitan areas. This inequality places extreme hardships on initial staffing and then on maintaining experienced staff in correctional education programs. Salary schedules should be renegotiated to ease this situation.
12. Affirmative Action procedures should be employed to encourage more minority group professionals to work in correction education programs.
13. The employment of inmates as teachers' aides should be carefully reviewed and expanded. Additional monetary or privilege rewards could possibly be used as incentives for inmate involvement in a teachers aide program. Inmates previously trained in the Para Professional program should be encouraged to reapply.

14. Staff and student interview statements indicate a generally sincere and dedicated staff. Students in general perceived staff as being helpful and sincere and offering appropriate course work in terms of individual help and attention and in having realistic expectations. A number of students throughout the majority of the institutions, however, commented that they viewed vocational staff more as skilled artisans than as teachers. This student assumption should be examined further and plans made for in-service if the perceptions are substantiated.
15. Concern was expressed by both staff and students over program disruption resulting from instructors' absences. Consideration should be given to the development of a policy for classroom coverage when instructors are absent. This policy development should be initiated by the Directors of Education and Field Liaison Coordinators and submitted to the Bureau of Correction and Correction Education Division for review.
16. Students expressed definite preferences in learning styles including listening to visiting consultants, observing instructor demonstrations, participating in small group discussions, using a variety of audiovisual hardware and software and reading supplemental materials in addition to textbooks (i.e., newspapers, magazines, pamphlets). Strong consideration should be given to using the above preferences in educational programming as often as possible.
17. Statistics indicate that the Spanish speaking population is increasing in correctional institutions, especially in metropolitan areas. If not already in place, bilingual programs should be developed and implemented. Although SCI-Graterford has a bilingual program, it is in need of additional material and administrative support. SCI-Pittsburgh has no such program, while an instructor from another subject area provides an informal program at SCI-Huntingdon.
18. Education programming should be made available to inmates in security or Behavioral Adjustment Units. SCI-Huntingdon has developed and is in the process of implementing a Cell Study program. SCI-Muncy has a part-time program in the Behavioral Adjustment Unit.
19. Library service delivery varies greatly throughout the correctional institutions. Guidelines for library programs should be developed in consultation with Pennsylvania Department of Education School Library Media Division. In those institutions not already having a librarian, a plan should be developed for obtaining one.
20. Diminishing fundings is becoming a major threat to the continuation of Post Secondary programs in Correction Education programs.
 - A possibility for continued provision of Post Secondary Programs with available funds is to designate two male institution correction education programs and SCI-Muncy (for women) as Post Secondary Education centers. SCI-Pittsburgh and SCI-Rockview could possibly serve as the two centers because of their proximity to large higher education centers and because they already have well-developed Post Secondary programs. Inmates desiring involvement and having appropriate qualifications could be assigned or request transfer to these institutions.

- Increased emphasis should be placed on screening students for entry into Post Secondary programs.
21. Vocational education programs should provide inmates with marketable skills.
 - Employment data developed by the Bureau of Employment Security should be used as guidelines for adapting or eliminating programs with are not providing marketable skills.
 - No new programs should be approved or implemented unless they do provide students with marketable skills.
 22. Consideration for continued vocational programs should be given to those programs able to demonstrate an appropriate percentage of inmate involvement.
 23. Two of the largest correction institutions (SCI-Pittsburgh and SCI-Graterford) have exceptionally small vocational education programs in relation to the number of inmates. Consideration should be given to exploring possibilities and planning for additional or expanded programs in these situations.
 24. Increased emphasis on vocational programming which can provide inmates with valid, recognizable certification is needed.
 - Each institution, in cooperation with the Bureau of Correction and Correction Education Division, should move to have all vocational programs validated or certified through appropriate agencies (i.e. American Welding Association, American Association of Culinary Arts, Licensing Board of Barbers' Examiners). Licensing and certifying agencies exist for almost every trade.
 - Plans should be made for continued growth throughout Pennsylvania Correction Education programs in the direction of approved Apprenticeship Programs. The Bureau of Apprenticeship and Training, a Federal agency giving approval for certifiable apprenticeship programs, is the appropriate agency with which to work.
- SCI-Huntingdon has approved for 1981-82 apprenticeship programs in Upholstery, Auto Mechanics, Printing and Masonry.
25. A number of vocational education programs require resource improvement.
 - SCI-Grateford is in need of appropriate electrical wiring to make use of existing electrical equipment in the Home Renovations Course. Transformers to accept power load which would be caused by existing welding equipment are also needed.

- SCI-Muncy's Auto Mechanics program needs materials and expansion. If the Bureau of Correction and Correction Education Division are sincere in wanting to provide non-traditional training for female offenders, every effort should be made to make the Auto Mechanics program a viable vocational training option.

- Better use of existing space is needed at SCI-Pittsburgh to upgrade both the academic and vocational programs. The ground floor storage area could possibly be renovated and made into classroom space, thereby expanding the available upstairs space for vocational areas.

26. Ideally, each Correction Education Program should have a Job Placement Specialists. This position should have flexibility (i.e. ready access to inmates, consistent availability to telephones and scheduling flexibility). Such considerations are necessary in order to assist inmates in finding post-release employment.

27. The Job Placement Specialist, in cooperation with other Education program staff, should coordinate a Job Placement Center that would:

- Coordinate counseling and education programming with students' skills, interests and the job market.
- Develop reciprocal job placement services with other Correction Education Job Placement Centers.
- Inform students of available public and private employment agencies.
- Coordinate actual job placement efforts.
- Assist in developing inmate post-release plans.
- Coordinate public relation efforts.

28. The Job Placement Centers Should include a Career Life Skills program. Most education programs indicated having such components, however some are more well developed than others. Information included in this component could be:

- Awareness of career fields.
- Local, State and National job markets.
- Self-assessment skills.
- Work related forms (application, income tax).
- How to keep a job.
- Job ladder concept.
- Employee benefits.

SRF-Mercer, SCI-Huntingdon and SCI-Graterford all have well-equipped but apparently underdeveloped Career Life Skills components. SCI-Pittsburgh's is being used. In all institutions, efforts should be given to coordinating this program component with institutional aspects.

29. Job Placement data should be generated on a regular basis. This data should specify kinds of placements made, remuneration and whether or not job placement is related to training while in the institution. SRF-Greensburg has gathered and recorded appropriate data. Their system should be used as a guide.

30. Increased use of V-TEC competency based instruction, is needed to assure program accountability and appropriate instruction. Efforts should be made to develop curriculums which meet V-TECH standards and to establish Crafts Committees within each institution.

APPENDIXES

APPENDIX A

EVALUATION DESIGN

Component to be Evaluated		Evaluation Questions	Acceptable Evidence and Data Source	Data Analysis	Projected Timeline
State level administration	1.1	Does the present administra- tive structure provide effec- tive communication of PDE goals to the instructional level?	1.1.1 Interview with teaching staff at institutions.	1.1.1.1 Rate familiarity of the teaching staff with PDE goals.	
Client needs assessment	2.1	Are the needs of all clients being assessed?	2.1.1 Lists of clients asses- ed and list of institu- tional population.	2.1.1.1 Compare lists.	
	2.2	Is the range of needs assess- ment instruments adequate to identify all client needs?	2.2.1 List of test instru- ments and other assess- ment tools used at a given institution.	2.2.1.1 Compare list with PDE prepared list of types of needs to be assessed.	
	2.3	Do needs assessment instru- ments assess the total back- ground of the client or are they confined to the educ- tional objectives agreed up- on by OCE and BOC?	2.3.1 List of assessment instruments and list of agreed objectives.	2.3.1.1 Comparison of areas assessed by instru- ments with areas covered by objectives.	
	2.4	Do clients feel that their needs have been adequately assessed?	2.4.1 Interviews with clients.	2.4.1.1 Comparison of inter- view results with institutional state- ment of needs that they assess.	
	2.5	Are client needs assessed separately for individual programs or by a blanket procedure?	2.5.1 List of uses of test results prepared by education director, field liaison or principal.	2.5.1.1 Determine whether specific results are provided to each pro- gram operating in the institution.	

APPENDIX B

EVALUATION TEAM MEMBERS

Eastern Region Team

Ms. Lynda Cook
Mr. Malcolm Amos
Mr. Edward Mann

Western Region Team

Dr. Theodore W. Smith
Mr. Linus Czap
Mr. Robert Garrison

APPENDIX C

ADULT CORRECTIONAL FACILITY INTERVIEW SCHEDULES

Interview 1

Educational Needs Assessment Staff

1. What instruments/methods do you use most frequently? (Complete checklist) Explain why instruments checked are used. How are the reliability and relevancy of these instruments determined?
2. Are results from institutional program assessments made available to you? If so, what kind and how are they made available to you?
3. For numbers 1 and 2, what kind of training have you had in using and interpreting those assessments?
4. What is the time schedule for educational needs assessments? Explain.
5. What is done with needs assessment results?
 - Do the results include or exclude clients from programs?
 - What are the guidelines for assignment to programs?
 - How are results shared with clients? What is told to them?
 - Are the results shared with anyone else? How?
 - What kind of compilation of test results occurs? Is there a set listing of needs that have been identified? If so, may we see some?
 - What is done with the listing of needs? Are these needs broken down for specific programs?
6. What is the relationship between assessment results and program development? Are clients assigned to programs or are programs developed to fit clients needs? Explain.
7. What are the most frequently expressed interests of the student population?
 - Are these expressed interests realistic in terms of inmate ability?
 - Are these expressed interests realistic in terms of institution facility and resource capability?

Interview 2

Program Development Staff

1. How are your educational programs developed?
 - Specifically for each funding source
 - One general, integrated program
 - Combination
 - Other
2. To what extent are needs assessment results used in the development of educational programs?
3. Are programs designed to meet individual needs, or do individuals fit into programs? Explain. How is programming adapted to meet needs of changing clients?
4. Describe the variety and relevance of learning materials and teaching methods used in educational program in terms of range of student needs.
5. Is there an established process within the educational program to measure individual needs and progress? If not, what types of assessments/measures do individual teachers use?
6. What documentation, if any, is there of a client's attendance and/or completion of programs?
7. In your opinion, to what extent is educational programming meeting the educational needs of the population?

Interview 3

Instructional Staff

1. Do general goals exist for your (this) correction educational program? If so, what are they?
2. What part have you had in the development of the program in which you teach?
 - Identification of course objectives
 - Selection of instructional materials. Explain
 - Development of course syllabus
 - Development of/selection of course evaluation tools. Explain
 - Other
3. What kinds of information is available to you concerning your students?
 - Needs assessment results
 - Test scores
 - Other
4. How is student information made available to you?
 - Filed in main office
 - Copies in your student record file
 - Through staffing
 - Other
5. Are you familiar with the needs of your students, including special learning style needs? Explain
6. Does the program in which you teach meet these needs? Explain
7. What is the average length of time students are enrolled in the education program without interruption?
 - (0-3 months) (4-6 months) (7-9 months) (10-12 months) (longer)
 - Is this time length adequate to meet educational goals?

8. To what extent do the following factors influence length of time in the program?

- Student motivation
- Conflicts with job assignment
- Security Conflicts
- Personality conflicts
 - with other students
 - with teacher
 - with administrators

9. What, if anything, has been tried to lessen the influence of any of the above factors?

10. For what reasons can students withdraw from educational programs?

11. What process is there for providing students with progress feedback?

12. What in-servicing have you had? What in-service needs do you see?

13. Do the programs at this insitution in general meet the needs of the clients?

If yes, explain

If not, explain

Interview 4

Administrator (Principal, Field Liaison)

1. How would you characterize your principal duties in this institution's educational program?

- a. Strictly administrative
- b. Supervisory
- c. Program development
- d. Needs assessment
- e. Instructional
- f. Counseling
- g. Evaluation
- h. Other

2. If a, b, or g above was checked, does the educational program effectively meet client needs? Explain.

3. Explain the various components of the total program.

- Who does Needs Assessment? What is done with the results?
- Who does Program Development? How are needs assessment results used in program development?
- Who does Program Evaluation? How are evaluation results used? Are any evaluation results available now?
- Who does Counseling? What focus does counseling take (vocational, personal, etc.)? What evidence is there of counseling effectiveness?

4. If (d) is checked above, turn to Interview 1.

5. If (e) is checked above, turn to Interview 3.

6. If (c) is checked above, turn to Interview 2.

7. Describe the educational staff evaluation process.

- Who does evaluations?
- How often is educational staff evaluated?

- What procedures exist for educational staff to make effective use of evaluation feedback?
8. Describe availability and quality of in-service programs for the educational staff.
- Describe any in-service programs which have been provided.
 - How are in-service programs selected?
 - In terms of population needs, what would you like to see provided as in-service for the education staff.
9. To what extent do you feel the educational program is meeting the needs of the population?

Interview 5

Student Interview

1. How long have you been in this institution?
2. How long have you been in the education program?
3. What, if any, do you feel are your greatest educational needs?
4. Were you told about the educational programs available in this insitution? If so, who told you? When were you told relative to entry?
5. In what educational program are you involved?
6. Why are you in this educational program?
 - only one available
 - my interest is in this program
 - I have had previous experience in this area
 - it is a course for my future plans
 - it is something to do
 - it was recommended by BOC personnel
 - it is required for high school graduation
 - it is required for a college degree
 - other (explain)
7. How do you plan to earn a living when you are released?
8. Who is advising you in the area of future employment?

- No one	- Past employer
- Family	- Bureau of Vocational Rehabilitation
- Teacher	- Friend
- Counselor	- Parole officer
- Bureau of Employment Security	- Other
9. Do you feel the program, in which you are involved, is helping you develop the ability to earn a living? Explain.

APPENDIX D
DESCRIPTION OF PENNSYLVANIA STATE CORRECTIONAL FACILITIES

STATE CORRECTIONAL INSTITUTION AT CAMP HILL (Cumberland Co., 6 miles from Harrisburg) - houses young adults and serves as the reception center for committing counties in Central Pennsylvania. Opened in 1941.

STATE CORRECTIONAL INSTITUTION AT DALLAS (Luzerne Co., 10 miles from Wilkes-Barre) - houses adult males of all security classifications. Opened in 1960.

STATE CORRECTIONAL INSTITUTION AT GRATERFORD (Montgomery Co., 30 miles from Philadelphia) - houses adult males of all classifications and serves as the reception center for committing counties in Eastern Pennsylvania. Opened in 1929.

STATE CORRECTIONAL INSTITUTION AT HUNTINGDON (Huntingdon Co., near Huntingdon) - houses adult males of all classifications. Opened in 1989.

STATE CORRECTIONAL INSTITUTION AT MUNCY (Lycoming Co., 20 miles from Williamsport) - houses female adults, a few trustee males for operation of heavy farm equipment. Opened in 1920.

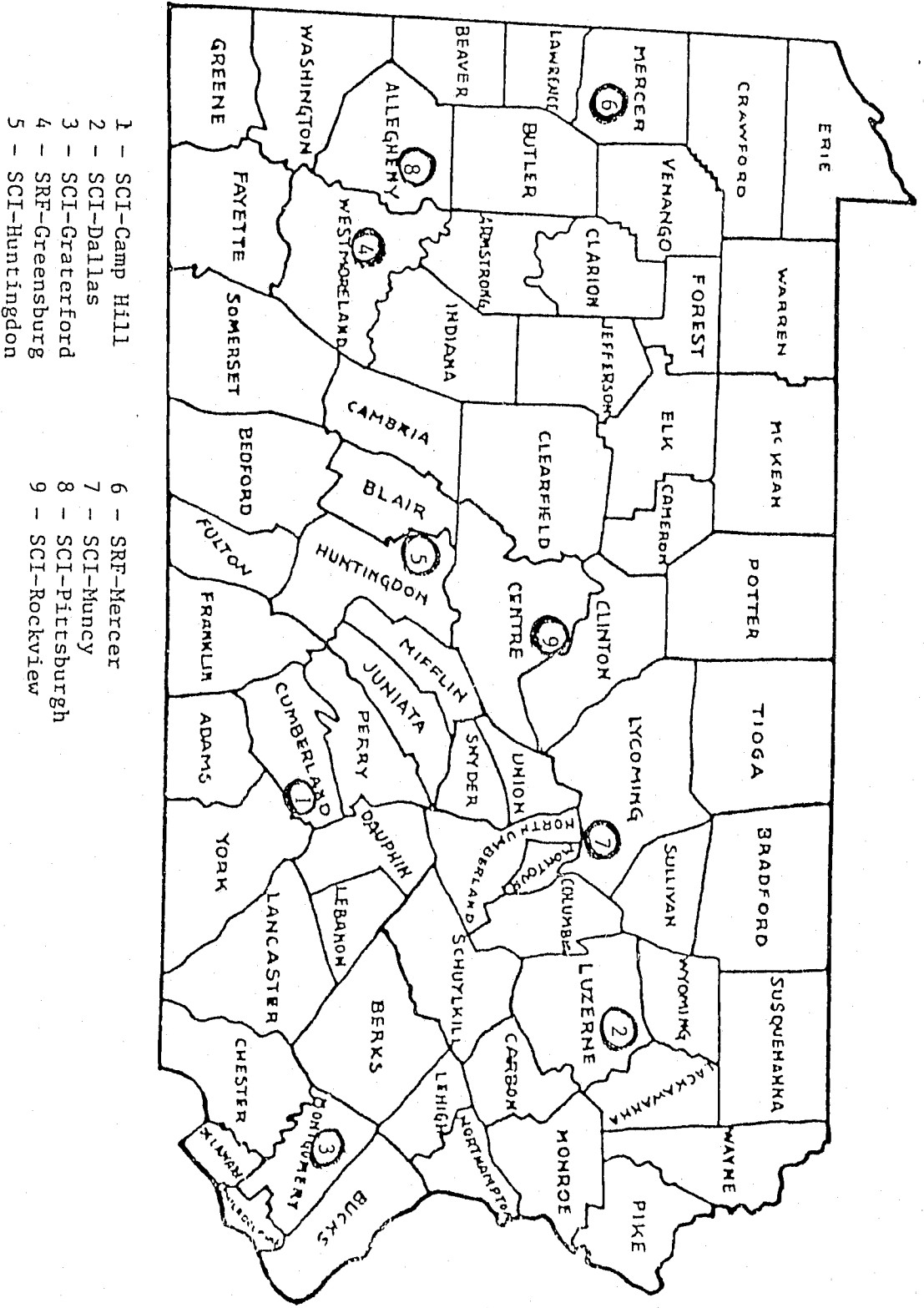
STATE CORRECTIONAL INSTITUTION AT PITTSBURGH (Allegheny Co.) - houses adult males of all classifications and serves as the reception center for committing counties in Western Pennsylvania. Formerly known as Western Penitentiary. Opened in 1882.

STATE CORRECTIONAL INSTITUTION AT ROCKVIEW (Centre Co., 5 miles from Bellefonte) - houses adult males, all classifications, but predominantly minimum and medium security types. Opened in 1912.

STATE REGIONAL FACILITY AT GREENSBURG (Westmoreland Co.) - our first regional facility houses minimum security offenders from 9 counties of Southeastern Pennsylvania, serving sentences of 6 months to 2 years in duration. Opened in 1969.

STATE REGIONAL CORRECTIONAL FACILITY AT MERCER (Mercer Co.) - houses minimum security offenders from 14 counties of Northwestern Pennsylvania serving sentences of 6 months to 2 years in duration. Opened in 1978.

APPENDIX E
PENNSYLVANIA STATE ADULT CORRECTIONAL INSTITUTIONS



APPENDIX F
GOAL STATEMENT

This Goal Statement, executed in duplicate, has been made and entered into at Harrisburg, Pennsylvania, on the First day of November 1, 1977, by and between the Office of Correction Education, Pennsylvania Department of Education and the Bureau of Correction, Pennsylvania Department of Justice.

The Office of Correction Education and the Bureau of Correction agree to the following goals for educational programming in the eight adult correctional institutions:

I. SCREENING

We endorse the policy of prescriptive programming for inmates as the initial step to assure quality education. The Office of Correction Education endorses the Bureau of Correction's policy to create regional assessment units in three prisons, in order to provide the necessary information to enhance educational programs.

- A. Screening is essential since it provides educational staff with information to provide a prescribed educational program for every inmate.
- B. Every inmate entering the adult system will be assessed to determine his/her educational level and potential, both academically and vocationally. The initial screening process will be standardized by the Bureau of Correction. Assessment will be completed as soon as possible (15 to 30 days) after an inmate has entered the Diagnostic and Classification Center.
- C. The assessment process will be a cooperative effort between the Office of Correction Education and the Bureau of Correction. The initial assessment will include at a minimum, an IQ test, an achievement test in Reading and Math, a vocational assessment package, and a personality inventory. The Office of Correction Education will be responsible for identifying the specific reason for the deficiencies (i.e., poor reading comprehension), in order to permit an accurate and meaningful prescription.
- D. Incentives will be provided to those inmates participating in educational programs. Financial incentives will be developed around the concept of greater rewards for greater efforts and output. Additional incentives may be provided through certification. All educational incentives will be based on the classification status of the inmate and the availability of funds. Funding of incentives is a shared responsibility. Currently the Bureau provides minimum pay for all inmates regardless of job status. By combining this base rate with funds provided by the Office of Correction Education (contingent upon Budget Secretary McIntosh's approval), a system of financial incentives for education has been established (see Attachment A).

- E. Every inmate functioning below the eighth grade level will be given the opportunity to reach that level. When assessment information indicates that an inmate is functioning below the eighth grade level, a plan will be developed to meet the needs of that inmate so that he/she might attain the minimum objectives. This will be accomplished through the use of basic education programs now available in the prisons, such as basic language, writing, mathematics, and the use of learning centers, ABE, special tutors from the para-(inmate) teacher program or volunteer tutors, the social restoration interns and regular teaching staff. For inmates twenty (20) years of age or younger, Title I programs will also be made part of the prescription. After the initial assessment, those inmates identified as meeting the criteria of Special Education (see Attachment B) should have individualized programs developed for them.
- F. After the initial assessment if an inmate is determined as functioning at the eighth grade level or above but does not have a high school diploma, he/she will be directed toward a program to enable him/her to obtain a high school equivalency diploma. This will be accomplished through the use of ABE/GED programs.
- G. Inmates who have received their high school diplomas and desire to continue their education will be encouraged to participate in post secondary education programs.
- H. All educational programs will be designed to offer the maximum use of the benefits earned by veterans. This requires extension of classroom hours and program content to comply with VA regulations.
- I. Each state correctional institution will have a Vocational Education Assessment Unit in order to determine an inmate's vocational education capabilities. The vocational assessment will be made in light of an inmate's skills, capabilities, and interests, and what is available at the institution through education and/or Correctional Industries; but most important, vocational assessment must be completed toward future employability after leaving the prison system. We will not train for jobs that are limited or have unrealistic post release placement possibilities.

II. BASIC EDUCATION

- A. Parity of Education. The level of achievement, plus the kind and quality of education conducted in prisons will be partially determined by the educational atmosphere of the institution and the commitment by institutional staff, as well as the leadership and direction provided by the local superintendent. Educational programming is critical to the rehabilitation process, therefore, in order to develop a sound program the following guidelines must be considered:

1. Realizing that there are only a minimal number of hours in an inmate's day, when education has been made part of his/her prescription, an attempt will be made to remove all conflicting activities that impede the educational progress of an inmate.
2. The instructional classes offered at the institution shall be scheduled in order to allow the greatest amount of flexibility for the inmate. The majority of all educational programs will be conducted during the hours of 1:00 p.m. to 9:00 p.m. However, any institution that has education programs scheduled during the morning hours to accommodate the inmate population that has special education needs will continue to conduct morning classes. The education schedule of 1:00 p.m. to 9:00 p.m. and the option to utilize the morning hours will provide each institution with the opportunity to reach every inmate who desires to advance his/her education. Presently the majority of the teaching staff are scheduled in the institution on an 8:30 a.m. to 5:00 p.m. basis. Thus the 1:00 p.m. to 9:00 p.m. schedule will require an adjustment in the working schedule for some of the teaching staff. Teaching staff should be scheduled in order to provide the greatest amount of classroom coverage and flexibility. This flexible schedule will depend upon available classroom space, the number of teachers available and the special needs of inmates. Each institution's class schedule will be reviewed and monitored jointly by the Office of Correction Education and the Bureau of Correction to determine if the best possible use is being made of educational staff time, classroom space, etc. before the program will be funded.

- B. Certification (full-time and part-time). All teachers, both part-time and full-time, should be certified in their areas of instruction. The Office of Correction Education will attempt to develop educational programs to help instructors who have not yet gained certification. This will be accomplished in cooperation with the Bureau of Correction. If an instructor does not receive certification within the three year time frame, the case will be reviewed to determine if further educational time is needed or some other action is necessary.

III. VOCATIONAL JOB PLACEMENT

Success or failure in a rehabilitation program, either educational or "treatment" oriented, will ultimately be judged by the recidivism rate of its participants. Thus, the proof of our success in educating the ex-offender will not in the end be judged by improvement in Reading and Math, nor by the number of hours of training received, but by the ability to place that person in a job for which he/she has been trained and for his/her ability to keep a job. To this end, the Office of Correction Education and the Bureau of Correction will work cooperatively to identify in-house Career Vocational Counselors. Because of limited funds available for this activity, whenever possible, the present complement will be used to fill this position. Responsibilities include coordinating the activities of the treatment and educational staffs in developing a profile on the offender as he/she prepares to leave the institution. This profile will be passed on to either a Job Placement Specialist who will be responsible for placing the offender in a job upon release or the job placement function will be fulfilled through a contractual arrangement. In addition to the Job Placement Specialists, a demonstration project is being conducted at the State Correctional Institution at Muncy for placement services. A service vendor will be paid a placement fee upon the assurance of a "successful placement" of a female ex-offender on a job. The guidelines for a "successful placement" will be outlined in the contract.

This Goal Statement shall take effect November 1, 1977.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first given above.

William B. Robinson, Commissioner
Bureau of Correction
Department of Justice

Frank S. Manchester, Commissioner
Office for Basic Education
Department of Education

November 17, 1977
Date

APPENDIX G

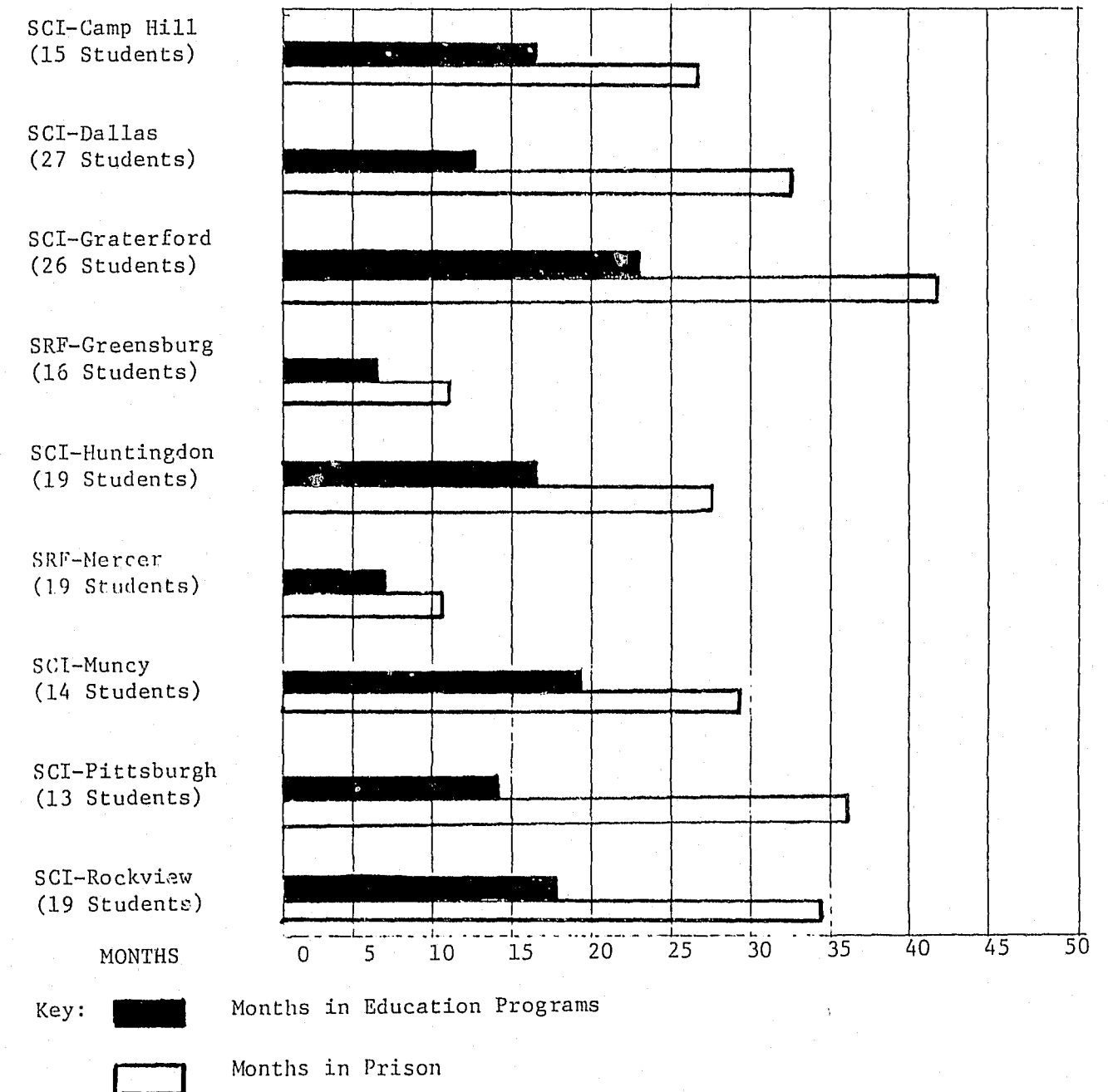
Use of Most Frequently Used Assessments in Correctional Facilities

Assessments	Always	Sometimes	Never
<u>Psychological Assessments</u>			
WAIS (Wechsler Adult Intelligence Scale)		9	
BETA IQ	9		
Slosson Intelligence Test		4	5
Bender Gestalt Test	4	5	
TAT (Thematic Application Test)		3	6
<u>Personality Inventories</u>			
MMPI (Minnesota Multiphasic Personality Inventory)	5	4	
Rorschach Ink Blot Test		8	1
<u>Educational Assessments</u>			
WRAT (Wide Range Achievement Test)	9		
ABLE (Adult Basic Learning Examination)		4	5
TABE (Test of Adult Basic Education)	3	4	2
<u>Vocational Assessments</u>			
GATB (General Aptitude Test Battery)	3	6	
Kuder Occupational Preference Inventory		3	6
Purdue Pegboard Dexterity Test		5	4
Self-Directed Search	1	4	4

APPENDIX H

Inmate Time in Education Programs in Relation to Time in Prison

Institution and Number
of Inmates Interviewed



APPENDIX I
EDUCATION PROGRAMS
in the
NINE STATE CORRECTIONAL INSTITUTIONS

SCI-Camp Hill

Vocational

Food Service Management
(Harrisburg Area Community College)
Auto Mechanics*
Barber*
Bookkeeping/Typing
Carpentry
Carpet Installation*
Construction Cluster*
Drafting
Electricity
Electronics*
Machine Shop*
Office Practice
Painting and Decorating
Printing*
Radio and Television Repair*
Sheet Metal
Small Appliance Repair
Small Gas Engine*
Trowel Trades
Truck Driving (Tractor-Trailer)
Welding

Academic

English
General Education Development (GED)
History
Language Arts
Mathematics
Science
Self-Contained
Self-Study
Social Studies
Spanish

Post Secondary

(Harrisburg Area Community College)

Math
English
History
Speech
Conversational Spanish

Support

Vocational Evaluator
Job Placement Specialist
Vocational Counselors
General Education Development Counselor

SCI-Dallas

Vocational

Plumbing and Heating
Sheet Metal
Surveying
Welding*
Air Conditioning
Auto Body Repair

Academic

Science
Mathematics
English
GED
Social Sciences
Special Education

*Fulltime Programs

SCI-Dallas (Continued)

Vocational (Continued)

Barbering
Carpet Installation
Drafting
Electrical
Graphic Arts
Office Practice

Post Secondary

Pennsylvania State University
(Drafting/Surveying)
Misericordia College

Support

Education Counselor
Vocational Counselor
ABE Counselor (Part-time)

SCI-Graterford

Vocational

Air Conditioning/Refrigeration*
Business Typing*
Dental Technology*
Electronics*
Home Renovations*
Small Engine Repair*
Welding*

Post Secondary

Montgomery County Community College
Certificate 1 year
Associate Degree
Business Administration 2 year

Academic

American History
Consumer Economics
English
English as a Second Language
General Education Development Readiness
Individual Tutoring
Literature and Writing
Mathematics - Basic, Intermediate
and Metrics, Geometry
Reading - Basic and Intermediate

Support

Guidance Counselor
Job Placement Specialist
ABE/GED Counselor (Part-time)

SRF-Greensburg

Vocational

Auto Mechanics*
Carpentry*
Commercial Art (Media Art)*
Plumbing/Heating*
Central Westmoreland
Central Westmoreland
County Vo-Tech School
Courses Vary

Academic

Reading (Elementary and Secondary)
Mathematics (Elementary & Secondary)
General Education Development (GED)

Post Secondary

Westmoreland County Community College
(Central Westmoreland County
Vo-Tech School)

Support

Vocational Testing Specialist
Job Placement Counselor
Guidance Counselor

SCI-Huntingdon

Vocational

Auto Mechanics*
Basic Electricity
Blue Print Reading/Drafting
Clerical Business Practice
Bookkeeping
Masonry
Painting, Decorating and
Furniture Refinishing
Plumbing
Printing*
Shop Mathematics
Typewriter Repair
Typing
Upholstery
Vocational Survival Skills
Welding
Woodworking and Carpentry

Support

Basic Education Counselor
Vocational Guidance Counselor
ABE Counselor (Part-time)
GED Counselor (Part-time)

SRF-Mercer

Vocational

Mercer County AVTS
Auto Mechanics Cluster*
Business Practice*
Electronic Mechanics Cluster*
Construction Trades*
Driver Education
Restaurant Trade
Veterans Administration
On the Job Training Programs

Support

Guidance Counselor
(one part-time - one full-time)
ABE Counselor (Part-time)

Academic

Adult Basic Education Classes
Consumer Education
English, Basic
Driver Education
General Education Development Classes
Individual Remedial Instruction
Math - Basic, Related, Recreational,
Algebra, Geometry
Reading - Remedial and Developmental
Values
World Cultures

Post Secondary

Pennsylvania State University -
(Altoona Campus)

Academic

Adult Basic Education Classes
General Education Development
Industrial Instruction
Reading
Developmental
Remedial

Post Secondary

Indiana University of Pennsylvania
English
Mathematics
Psychology
Economics

SCI-Muncy

Vocational

Auto Mechanics
Career Education
Driver Education
Cosmetology*
Electronics*
El. Elect
El. I and II
Homemaker Services*
Fashion Illustration and
Pattern Making
Foods and Nutrition I & II
Basic Sewing
Int. Sewing
Tailoring
Cake Decorating
Child Development
Media Arts*/Drafting*
Layout and Design
Graphic Arts
Technical Photography
Secretarial Science*
Business English
Shorthand
Advanced Typing
Bookkeeping
Filing
Office Practice
Upholstery/Interior Design*
Upholstery I and II
Interior Design I and II

SCI-Pittsburgh

Vocational

Auto Mechanics* (Vacant)
Electrical Wiring* (Vacant)
Plumbing*
Radio and Television*
Welding*

Academic

English
Mathematics - Elementary and
Secondary Mini Course/as needed
Reading - Elementary and Secondary
Tutorial Program

Post Secondary

Bloomsburg State College
History
Language and Social Interaction
World Physical Geography
Theatre Arts
College Study Skills

Support

Vocational Intake Counselor
Job Placement Specialist

Academic

Adult Basic Education Classes
General Education Development Classes
Language Arts
Mathematics
Reading
Science
Survival Skills

SCI-Pittsburgh (Continued)

Post Secondary

University of Pittsburgh
Black Studies
English Composition
English Literature
History U.S.
Psychology
Speech
Allegheny County Community College
American English
Blue Print
Business Law
Accounting
Business Mathematics
English
Algebra
Physical Science

Support

Vocational Placement Officer
Job Placement Specialist
Career Resource Counselor
ABE Counselor (Part-time)
GED Counselor (Part-time)

SCI-Rockview

Vocational

Auto Mechanics
Barbering*
Carpentry
Drafting*
Forestry* (subcontracted with PSU)
House Wiring
Machine Shop
Road Maintenance*
Printing
Radio and TV Repair
Shoe Repair*
Small Engine Repair
Surveying*
Truck Driving*
Welding

Academic

ABE Classes
English
Hispanic English
GED Classes
Learning Center
Mathematics (Elementary and Secondary)
Reading (Elementary and Secondary)
Study Center

Post Secondary

Pennsylvania State University

Support

Academic Counselor
ESEA Counselor (Part-time)
ABE/CEP Counselor (Part-time)

END