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                 Evaluation; *Teaching Methods

ABSTRACT
                 The Correctional Education Association established
the Outreach Training Center for Mandatory and Literacy Education.
Its purpose was to collect and disseminate information on literacy
programming, as well as to supply training and technical assistance
to correctional educators working in the field of literacy. Press
releases were sent to all major correctional and literacy
organizations to request information on mandatory and literacy
programming. This information was used to establish an archival
research collection on mandatory and voluntary literacy programs. An
analysis of recent trends in mandatory education was sent to each
state director of adult and juvenile correctional education.
Effective training was developed and disseminated in the areas of
assessment and instructional techniques through workshops. A handbook
on assessment and instructional techniques in literacy programs in
correctional settings was published. (The nine-page final report is
accompanied by these attachments: a 238-item bibliography of the
information that was received on literacy programming; an article
based on information provided by the states that provides information
on implementation of mandatory educational programming; results of an
evaluation of center compliance with federal regulations; an article
that provides information on the current status of mandatory
education and the legal basis for these programs; and workshop format
and materials.) (YLB)

Outreach Training Center Final Report

Submitted to the National Institute for Literacy
March 8, 1994

Project Director: Stephen J. Steurer, Ph.D.

Project Manager: Alice L. Tracy, Ph.D.

Research Assistant: Jennifer M. Pendry

Achievements

• Plans are being made with Literacy Volunteers of America and the American Jail Association to develop assessment strategies and curricula for short-term inmates.

• Effective training was developed and disseminated in the areas of assessment and instructional techniques: including workshop materials and videotapes of CEA/PBS teleconferences.

• Training sessions were held at all eight regional CEA conferences and two national CEA conferences.

• An analysis of recent trends in mandatory education was sent to each state director of adult and juvenile correctional education.

• An article on current developments in mandatory and voluntary literacy programs will be published in the March. 1994 issue of the Journal of Correctional Education.

• An archival research collection on mandatory and voluntary literacy programs was established.

• A handbook on Assessment and Instructional Techniques in Literacy Programs in Correctional Settings was published.

Recommended Areas for Future Study and Development

• Literacy programming aimed at incarcerated juveniles

• Community corrections literacy programming

• Coordination of state and local literacy programs

• Family literacy programs

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Plan of Operation: Completed Activities

Objective 1: Archival Research Collection

Press releases were sent to all major correctional and literacy organizations informing them of the inception of the Outreach Training Center and requesting information on mandatory and literacy programming. These organizations included the Association of State and Federal Directors of Correctional Education, the American Correctional Association, the American Jail Association, the National Juvenile Detention Association, the American Bar Association, Literacy Volunteers of America, Laubach Literacy Action, the U. S. Department of Education, and the Federal Bureau of Prisons. Notices also were inserted in the ASFDCE newsletter, the newsletter of the U. S. Department of Education's Correctional Education office, and the CEA News and Notes. The 104 members of the Correctional Education Association's Literacy Special Interest Group also received a letter requesting information on literacy programming in their area. In addition, the project manager and the research assistant searched the data bases of the U. S. Department of Education, the National Center for Adult Literacy, ERIC, the National Institute of Correction's Information Center, and the National Criminal Justice Reference Service for information on correctional literacy programming.

Archival Research Collection for Mandatory Education

Each state director of correctional education was contacted by letter and by telephone for information on mandatory education in their state. Copies of the legislation and/or policies sent are on hand. Information on every state is available as well as the American Bar Association's "Recommendations concerning Mandatory Literacy Programs for Adult Criminal Offenders."

Research Information Collection for Literacy Programming

Drawing on CEA's professional contacts and Literacy Special Interest Group members, information on quality literacy programs, including those in Federal and state institutions, jails, detention centers and juvenile facilities, was collected. The program information collected

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includes many of the invitational priorities listed for this grant. They include:

a) Identifying and implementing literacy programs suitable for specific inmate populations such as juveniles, adults in short-term custody (usually local detention centers or county jails where an individual may be incarcerated for terms ranging from one day to one year), and adults held in custody for more than one year. (Invitational Priority #1)

A study being done by the National Center for Social Responsibility (NCSR) on literacy programming in juvenile institutions has identifed no model literacy programs but instead found certain practices which appear effective. Because of the paucity of good literacy programming in juvenile corrections, all requests for information on this topic were referred to NCSR. Certainly the OTC considers juvenile literacy programming to be an area in critical need of more study and development.

For short-term custody inmates, several programs in California. Maricopa County in Arizona, and in Albuequerque. New Mexico were identified. Information on mandatory education programs at the county level in Massachusetts also is available.

One area of correctional literacy, community corrections programming, has shown a strong growth trend over the grant period. This area. too. deserves more study and development. but for the opposite reason such attention should be paid to juvenile literacy -- increasing numbers of states are adopting community corrections literacy programming and this programming is successfully fulfilling an important need. The OTC does have several reports on these efforts in Arizona. Texas and other states.

Under this category, the Outreach Training Center (OTC) identified strong literacy programs for long-term inmates such as the Reading Academies in Maryland. the SCI-Smithfield literacy program at Huntington, Pennsylvania, and the demonstration projects of the USDOE. some of which are county level programs and some of which are state programs.

b) Coordinating state and local correctional literacy programs, both presentencing and post-release. This

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continuity of programming between jails and state prisons can assure that a student's progress will not be interrupted, or that the student will not grow discouraged by encountering new teaching methods and materials at a critical juncture in their learning. (Invitational Priority #1)

This area is just beginning to develop, largely as a result of the movement to develop community corrections literacy programming. The states attempting some type of coordination, largely post-release, include Arizona, California, Oklahoma, Montana, Florida and Maryland. Maryland's post-release program makes use of released inmate tutors who continue tutoring at a community site.

c) Identifying quality Life Skills programming which is defined in the National Literacy Act as those skills "necessary for reintegration into society," including,"self-development, communication skills, job and financial skills development, education, interpersonal and family relationship development, and stress and anger management." (Invitational Priority #1,7)

Life Skills programming was the central focus of the latest grant competition of the US Department of Education's correctional education office. These grant projects would be used for referrals in this area. Another important resource in life skills is CASAS, the Comprehensive Adult Student Assessment System which provides an integrated assessment and instruction system based on the principles of competency-based education. Some states use CASAS without adaptation, but others -- Maryland and Oregon, for example -- have adapted the CASAS system to meet the specific needs of inmates in their state. The OTC also has examples of life skills curricula.

d) Developing workplace literacy programs -- models useful in small businesses (50 - 500 employees) which have applications to state industries and vocational programming in the institutions. (Invitational Priority #1,7)

There are many excellent commercial materials available in this area, but the OTC does not make recommendations for commercial products. Although many of the workplace literacy materials can be translated for corrections, there appears to be very little information available on correctional workplace literacy. A related area that CEA

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has held several conferences and a teleconference in, is Training, Industry and Education. or IE. CEA has co-published a monograph on this topic which stresses coordination between the three fields.

e) Creating family literacy programming, which often involves parental development classes and having parents read to their children either by mailing the children audiotapes. or during visiting hours. (Invitational Priority #2)

Many exciting programs in the area of correctional family literacy are in existence. These programs include Georgetown University Law School's family literacy program with the Washington D. C. Department of Corrections. Motheread in North Carolina, and the programs at Graterford and Easton. Pennsylvania. The OTC has materials available and can refer inquiries to the above programs. Maryland also is developing a project through Reading is Fundamental.

f) Making the fullest use of prison libraries in literacy instruction (especially the use of the law library which every institution must have as required by law). (Invitational Priority # 3)

There appears to be little activity in this area and that only on an institutional level with indivdual librarians. In 1995. the American Library Association will conduct a workshop on this topic at their national conference.

g) How to choose and use assessment and diagnostic tests, tools and techniques which can be used on a formal or informal basis for determining levels of literacy, learning disabilities, and reading dysfunctions. (Invitational Priority #4)

Student assessment is one of the strengths of the Outreach Training Center. Too often assessment in corrections is done only through mass-administered standardized tests. Through tapes of CEA's teleconference series, "Juvenile and Adult Literacy," the teleconference. "The Special Adult Learner" (on identifying visual and hearing disabled students), and the OTC training workshops and handbook. we have been able to provide instruction in conducting

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individualized assessment and instruction -- a much-needed reformation in correctional literacy programming.

h) How to implement cost-effective advanced technologies, including distance learning, interactive video programming, and computer-assisted instruction. (Invitational Priority #5)

On a commercial level, this area of correctional literacy programming is booming. Dozens of companies are competing in a relatively small market. Because it is against CEA policy to advocate one commercial product over another, the OTC has restricted its involvement to offering general advice on procurement and referrals to John Fleischman of OTAN. The OTC does have available the CASAS reviews of software which provide information on the content of hundreds of software programs and their applicability to the CASAS system.

The OTC also has information on less popular, but potentially very important advanced technologies. These include closed-captioned television for illiterate inmates and Maryland's plan to use video technologies in distance learning and interactive video programming for public education involving corrections.

i) How to provide reading instruction and materials for the learning disabled, visually impaired, and hearing impaired students, including closed-captioned programming and multi-sensory techniques. (Invitational Priority #6)

For this priority we offer the above materials, including the videotape, "The Special Adult Learner," information on captioned television and VAKT instruction in the project handbook. The OTC also has a great deal of information on special education in the correctional setting.

j) Developing the role of tutors in correctional institutional literacy programs, including peer tutoring where inmates work one on one with fellow inmates; volunteer tutors from the outside community, including developing literacy programs with Literacy Volunteers of America and Laubach Literacy Action, and small group tutoring. (Invitiational Priority #9)

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Tutors, both from the institution and the community, are playing an increasingly important role in correctional literacy programming. To support this increased role, there are some very good materials, including Literacy Volunteers of America's Handbook on Developing a Literacy Program in Corrections, the OTC Handbook, and articles which provide contacts for further information.

k) Locating teacher and tutor training programs and curricula, including teleconferences, conferences and post secondary programs available for training in correctional education. (Invitational Priority #9)

Besides CEA's own teleconference series. WQED and Laubach Literacy Action have videotaped instruction on tutor training. CEA also has available a listing of post secondary education programs for correctional educators, and a current listing of adult education conferences.

l) Evaluating programs and program management, including staff development and the use of standards for correctional education. (Invitational Priority #11)

Program evaluation was featured prominently in the OTC training as it is neglected often. The OTC also makes available information on the National Institute of Corrections' DACUMS for correctional administrators. At CEA's upcoming annual conference. the National Institute of Corrections will be running a full-day training session for correctional education administrators. CEA also publishes the Standards for Adult and Juvenile Correctional Educators.

Objective 2: Research Information Analysis and Cataloging

Mandatory Education

Dr. Stephen Steurer, OTC Project Director. Dr. Jerry McGlone. State Director of Correctional Education for Ohio, and Dr. Harold D. Jenkins, Educational Liaison, Maryland Department of Corrections. separately reviewed the information received on mandatory education. All information collected has been cataloged.

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<u>Literacy Programming</u>

The information received on literacy programming was reviewed by the project manager, the project director and the Literacy Special Interest Group chair. The collected information was cataloged by topic and by state. The information also was entered and maintained on a computer database. (A copy of the database bibliography is attached.)

Objective 3: Archival Research Dissemination

The formation of the OTC was publicized by a press release to all national correctional and literacy organizations. Each state director of adult and juvenile correctional education was contacted by letter and by phone several times. Each CEA Literacy Special Interest Group member received a letter informing them about the OTC and a second letter inviting them to attend the training workshop at their regional conference. An 800 number was publicized for information inquiries.

<u>Mandatory Education Dissemination</u>

The archival information on mandatory education was sent to a number of states including Arizona, Wisconsin and Utah for use in reviewing and/or implementing their state's mandatory education policy.

It was determined that the demand for information on mandatory education was not great enough to warrant a bulletin to the state directors of correctional education three times over the course of the grant project. Instead, one bulletin, written by Dr. Jerry McGlone, (see attached), was distributed to them at the end of the grant project. An updated article on mandatory and literacy education programs was written by Dr. Harold D. Jenkins and will be published in the March 1994 issue of CEA's <u>Journal of Correctional Education</u> (see attached). This material, and other work of the OTC, was brought to the attention of the state directors of correctional education at their annual board meeting in February of 1994 and at CEA's annual international conference in July of 1993.

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Literacy Programming Dissemination

Through the marketing efforts described above. the OTC received and fulfilled more than 300 requests for information. Copies of the evaluation forms received from the correspondents are attached. Two articles on literacy in corrections were published in the American Correctional Association's <u>Corrections Today</u>.

Objective 4: Training and Technical Assistance

A presentation on the OTC was made at the 1993 Leadership Forum (a national conference held jointly by the CEA, U.S. Department of Education, and the Association of State and Federal Directors of Correctional Education) to the state directors and other interested correctional educators.

A training workshop was held at each of the eight regional conferences of CEA. the Leadership Forum. and the annual international CEA conference. A presentation also was made at the national conference of the American Jail Association.

Objective 5: Presentation of Project Findings

. The final report has been completed and includes a handbook on literacy assessment and instruction; three videotapes; and several reports and articles not available through other clearinghouses.

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Document ID Number: 100

"Personality Plus: The use of a Microcomputer-Based Personality Inventory in a Correctional Education Program"

Mauthe, Kevin
Laurel, MD: Correctional Education Association. 4 pp.Journal of Correctional Education, 41:2.
6/1990

Bibliographic Type: Journal article

Descriptors: /Computers and technology/

Document ID Number: 101

"Dynamic Custody at Work: The PLATO Computer-Based Education Project at Millbrook Correctional Centre and the Ontario Correctional Institute"

Angle, Terry, John Baldry
Laurel: Correctional Education Association, 3 pp.Journal of Correctional Education, 38:3.
9/1987

Bibliographic Type: Journal article

Descriptors: /Computers and technology/

Document ID Number: 102

"Computer Support for Corrections Education Programs"

Bozeman, William
Laurel: Correctional Education Association. 3 pp.Journal of Correctional Education, 38:4.
12/1987

Bibliographic Type: Journal article

Descriptors: /Computers and technology/

Document ID Number: 104

"Exemplary Computer-Assisted Instructional Programs: Al Maresh Memorial Award Finalists"

Oliver, Jennifer
Laurel: Correctional Education Association. 6 pp.Journal of Correctional Education, 41:2.
6/1990

Bibliographic Type: Journal article

Descriptors: /Computers and technology/

Document ID Number: 106

Adult Education Through Technology Project
The Local Capacity Building Projects. Adult Education Through

Texas Education Agency
Texas Education Agency, 8 pp.
1991

Bibliographic Type: Manual

Descriptors: /Computers and technology/

Document ID Number: 108

"A Project to Design an Evaluation of the Appropriateness and Effectiveness of Computer- Assisted Instructional Packages Used in the Remediation of Basic Skills"

Charleston, Ph.D. Mike G, Lynette B. Shaffer, Ph.D, Lauren Villagomez, D.Ed.
Institute for the Study of Adult Literacy, Pennsylvania State University Park: Institute for the Study of Adult Literacy, 93 pp.
3/30/1989

Bibliographic Type: Manual

Descriptors: /Computers and technology/

Document ID Number: 112
"Development of an In-Plant Microcomputer Literacy lab"
Gacka, Ph.D, Richard C.
Edinboro: Northwest Tri-County Unit. 33 pp.
1989
Bibliographic Type: Manual
Descriptors: /Computers and technology/

Document ID Number: 114
"An Examination and Evaluation of Large Computer Systems
for Use in Adult Basic Education Programs"
Miller-Parker, Donna, Delight C. Willing, Ph.D.
Adult Basic Skills Technology Consortium
Seattle: Adult Basic Skills Technology Consortium. 78 pp.
1990
Bibliographic Type: Manual
Descriptors: /Computers and technology/

Document ID Number: 116
"A Training Manual for the Implementation of
Computer-Assisted Adult Literacy Development Programs"
Rouse, Ernestine, Joan Nikelsky
Philadelphia: Temple University Ctr. for Research in Human
Dev. & Ed., 43 pp.
Bibliographic Type: Manual
Descriptors: /Computers and technology/

Document ID Number: 119
Tests for Adult Basic Education Teachers

Vonderhaar, Kathleen, Donald W Mocker, Robert E. Leibert
Kansas City: University of Missouri, Kansas City. 36 pp.
2/1975
Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 122
ETS Tests of Applied Literacy Skills
Simon and Schuster Workplace Resources
Westwood: Simon and Schuster Education Group.
Bibliographic Type: Manual
Descriptors: /Assessment   evaluation/

Document ID Number: 124
Syntax and Readability
Dawkins, John
Newark: International Reading Association. 14 pp.
1977
Bibliographic Type: Book
Descriptors: /Assessment and evaluation/

Document ID Number: 126
Readability Calculations
Micro Power and Light Co.
Dallas: Micro Power and Light Co., 28 pp.
1984
Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 128
Reading: What Can be Measured?
Farr, Roger
Newark: International Reading Association Research Fund. 300
pp.
1969
Bibliographic Type: Book
Descriptors: /Assessment and evaluation/

13

Document ID Number: 130

Invest in the Future: A Program for Adults from Jostens-Learning"

Jostens's Learning Corp.
San Diego: Jostens Learning Corp., 36 pp.
1990

Bibliographic Type: Manual

Descriptors: /ABE/

/Computers and technology/

This program provides a computer assisted and managed instructional program designed to improve employability and to help adult learners develop basic skills, critical thinking, and problem solving capabilities from beginning literacy through GED.

Document ID Number: 132

"The ERIC Review: Issues in Adult Education. Emergent Literacy: An Early Reading and Writing Concept"

ERIC (Ed. Resources Information Center)
Rockville: ERIC, 29 pp.

Bibliographic Type: Manual

Descriptors: /ABE/

/Writing/

/Reading/

Document ID Number: 134

Adult Education and Literacy Periodicals"

Adult Learning and Literacy Clearinghouse
U.S. Dept. of Education, Division of Adult Education and Washington, D.C.: Adult Learning and Literacy Clearinghouse1-, 21 pp.

Bibliographic Type: Manual

Descriptors: /ABE/

Document ID Number: 136

A Training Manual for the Implementation of Computer-Assisted Adult Literacy Development Programs

Rouse, Ernestine, Joan Nikelsky
Philadelphia: Temple University, 44 pp.

Bibliographic Type: Manual

Descriptors: /Computers and technology/

/ABE/

Document ID Number: 138

"An Examination and Evaluation of Large computer Systems for use in Adult Basic Education Programs"

Miller-Parker, Donna, Delight C. Willing
78 pp.

Bibliographic Type: Study/Report

Descriptors: /Computers and technology/

/ABE/

Document ID Number: 140

"Development of an In-Plant Microcomputer Literacy Lab"

Gacka, Richard C.
Edinboro: U.S. Dept. of Education, 70 pp.
1989

Bibliographic Type: Manual

Descriptors: /Computers and technology/

/ABE/

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Document ID Number: 142
incorporating Audio Support Into English Composition CAI for Adult Learners

Applied Research Associates, Inc.
Mid-continent Laboratory, Inc.
Washington, D.C.: Dept. of Education. 59 pp.
9/15/1991
Bibliographic Type: Manual
Descriptors: /Computers and technology/

/Writing/

Document ID Number: 146
Final Report: Adult Education Through Technology Project
Local Capacity Building Projects, Texas Education Agency
Texas Education Agency, 100 pp.
1991
Bibliographic Type: Study/Report
Descriptors: /Computers and technology/

/ABE/

Document ID Number: 148
Learning for Earning: A Basic Skills and Employability Training Manual for Adult Students"

Gordon, Daryl
Philadelphia: LSH Women's Program, 110 pp.
8/1990
Bibliographic Type: Manual
Descriptors: /Workplace literacy/

/ABE/

Document ID Number: 150
"Ideas That Work for ABE"
Oregon CBE Curriculum Committee
Salem: 156 pp.
1991
Bibliographic Type: Manual
Descriptors: /ABE/

Document ID Number: 152
"Correctional Education: A State of the Art Analysis"
Ryan, T.A., Joseph Clifton Woodward, Jr.
University of South Carolina,
7/7/1987
Bibliographic Type: Study/Report
Descriptors: /Program evaluation/

Document ID Number: 154
"Recruiting Employees for ESL Classes"
Arlington Education and Employment Program (REEP)
Arlington: REEP,
1990
Bibliographic Type: Manual
Descriptors: /ESL/

Document ID Number: 156
1989-90 ABE Educators' Handbook
Coffman, Sigrun
Truckee Meadows Community College,
7/1990
Bibliographic Type: Manual
Descriptors: /ESL/

15

Document ID Number: 158
Teaching Adults with Limited English Skills: Progress and Challenges
Adult Learning and Literacy
50 pp.
10/1991
Bibliographic Type: Book
Descriptors: /ESL/

Document ID Number: 160
Convergence
International Council for Adult Education
Toronto: International Council for Adult Education. 95 pp.3.
1992
Bibliographic Type: Journal article
Descriptors: /ESL/

Document ID Number: 162
"Whole Language Use in the English as a Second Language Classroom Instruction Guide"
D'Annunzio. Anthony. Paige E. Payne
Philadelphia: PA Dept. of Education. Bureau of Adult Basic and Literacy Ed.. 39 pp.
Bibliographic Type: Manual
Descriptors: /ESL/
/Teacher training/

Document ID Number: 164
ESL for the Family Curriculum Guide
Williams, Molly. Eve Berry
Oregon City: Clackamas Community College. 50 pp.
Bibliographic Type: Manual
Descriptors: /ABE/
/ESL/

Document ID Number: 166
"Adult ESL Literacy Programs and Practices: A Report on a National Research Study"
(Technical Report)
Guth, Gloria J.A.. Heide Spruck Wrigley
San Mateo: Aguirre International, 282 pp.
5/1992
Bibliographic Type: Study/Report
Descriptors: /ESL/

Document ID Number: 168
"Adding Family Literacy to Tutor Training"
Greater Pittsburgh Literacy Council
Pittsburgh: Greater Pittsburgh Literacy Council.
7/1991
Bibliographic Type: Study/Report
Descriptors: /Family literacy/
/Tutors and volunteers/

Document ID Number: 170
First Teachers: A Family Literacy handbook for Parents. Policy-Makers. and Literacy Providers
The Barbara Bush Foundation for Family Literacy
Washington. D.C.: The Barbara Bush Foundation for Family Literacy. 69 pp.
1989
Bibliographic Type: Book
Descriptors: /Computers and technology/

Document ID Number: 172
Learn Together: Activities for Parents and Children
Smith. Jeanne H.
Philadelphia: PA Dept. of Education. 74 pp.
1989
Bibliographic Type: Manual
Descriptors: /Family literacy/

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Document ID Number: 174
Family Literacy Training Manual
Ohio Dept. of Education
61 pp.
1990
Bibliographic Type: Manual
Descriptors: /Family literacy/

This gives a description of Ohio's Family Literacy Program. It includes ideas for planning, means for evaluating lessons, and sources for further learning.

Document ID Number: 176
Resource Guide to Family English Literacy
Rangel, Elizabeth
Washington, D.C.: Center for Applied Linguistics, 16 pp.
7/26/1990
Bibliographic Type: Manual
Descriptors: /Family literacy/

Document ID Number: 178
Learn Together: A Book for Parents and Children
Walls, Yvette
Philadelphia: The Center for Literacy, Inc., 205 pp.
1989
Bibliographic Type: Book
Descriptors: /Family literacy/

Document ID Number: 180
A Reading Guidebook for Parents
School Board of Hillsborough County
64 pp.
Bibliographic Type: Manual
Descriptors: /Family literacy/

Document ID Number: 182
Heart to Heart: Family Reading for Home and School
Cesal, Barbara P.
Menlo Park: Addison-Wesley, 144 pp.
1993
Bibliographic Type: Book
Descriptors: /Family literacy/

Document ID Number: 184
Writing the GED Essay: A Guide for Teachers and Students
Camburn, Lila
Pascagoula: Mississippi State Dept. of Ed., 34 pp.
1988
Bibliographic Type: Manual
Descriptors: /GED/
/Writing/

Document ID Number: 186
Number Skills for Life and Work
Simon and Schuster Workplace Resources
Princeton: Educational Testing Service, 127 pp.
1992
Bibliographic Type: Book
Descriptors: /Life skills/
/Workplace literacy/

Document ID Number: 188
Man, I Need a Job!
Rollo, Ned
V.N. Rollo, Jr., 65 pp.
1991
Bibliographic Type: Book
Descriptors: /Life skills/

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Document ID Number: 190
Life Without a Crutch: An Introduction to Recovery from
Addiction
Ingraham, Linda, Steve Bell, Ned Rollo
V.N. Rollo, Jr., 69 pp.
1991
Bibliographic Type: Book
Descriptors: /Life skills/

Document ID Number: 192
99 Days and a Get Up: A Pre- and Post-Release Survival
Manual for Inmates and Their Loved Ones
Rollo, Ned
V.N. Rollo, Jr.,
1988
Bibliographic Type: Book
Descriptors: /Life skills/

Document ID Number: 194
Reading Skills for Life and Work
Simon and Schuster Workplace Resources
Princeton: Educational Testing Service, 126 pp.
1992
Bibliographic Type: Book
Descriptors: /Life skills/
/Workplace literacy/

Document ID Number: 196
Pregnant Offenders in Adult Correctional Institutions"
Ryan, Ph.D., T.A., James B. Grassano, M.C.J.
University of South Carolina, 17 pp.
5/10/1992
Bibliographic Type: Study/Report
Descriptors: /Life skills/

Document ID Number: 198
Adkins Life Skills Program: Career Development Series
The Institute for Life Coping Skills, Inc.
New York: The Institute for Life Coping Skills, Inc., 10 pp.
1991
Bibliographic Type: Manual
Descriptors: /Life skills/

Document ID Number: 199
Drug Abuse Prevention
Green, Yvonne C.
Daytona: Daytona Beach Community College, 53 pp.
Bibliographic Type: Manual
Descriptors: /Life skills/

Document ID Number: 201
Guidelines for Implementing Workplace Literacy Programs
Jester, Marie
San Antonio: North East Independent School District, 107 pp.
6/1990
Bibliographic Type: Manual
Descriptors: /Workplace literacy/

Document ID Number: 203
How Do You Know If It's Working? Evaluation the
Effectiveness of Workplace Literacy Programs
Philippi, Jorie
Springfield: Performance Plus Learning Consultants, Inc., 14
pp.
5/1992
Bibliographic Type: Study/Report
Descriptors: /Workplace literacy/
/Program evaluation/

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Document ID Number: 205
Perspectives on Organizing a Workplace Literacy Program
Kirby, Molly
Arlington: Arlington County Public Schools, 19 pp.
1989
Bibliographic Type: Manual
Descriptors: /Workplace literacy/

Document ID Number: 212
Upgrading: Basic Skills for the Workplace
Askov, Eunice, Betty Alderman, Neal Hemmelstein
University Park: Appalachian Regional Commission, 70 pp.
1989
Bibliographic Type: Manual
Descriptors: /Workplace literacy/

Document ID Number: 206
Workplace Educational Skills Analysis Training Guide
Manly, Donna, James Mullarkey, Cindy Bentley
U.S. Dept. of Ed, 37 pp.
1991
Bibliographic Type: Manual
Descriptors: /Workplace literacy/

Document ID Number: 214
Workplace Literacy: Reshaping the American Force
Adult Learning and Literacy
Washington, D.C.: U.S. Dept. of Education, 93 pp.
1992
Bibliographic Type: Book
Descriptors: /Workplace literacy/

Document ID Number: 208
National Workplace Literacy Program: Program Year 1991
Project Abstracts
U.S. Dept. of Ed., Office of Vocational And Adult Education
Washington, D.C.: U.S. Dept. of Education, 27 pp.
1991
Bibliographic Type: Manual
Descriptors: /Workplace literacy/

Document ID Number: 216
Document Skills for Life and Work
Simon and Schuster Workplace Resources
Princeton: Educational Testing Service, 127 pp.
1990
Bibliographic Type: Book
Descriptors: /Life skills/
/Workplace literacy/

Document ID Number: 210
Reading for Workplace Success
Park, Rosemary, Rebecca Olson, Neild Oldham
Eden Prairie: Paradigm Publishing International, 350 pp.
1991
Bibliographic Type: Book
Descriptors: /Workplace literacy/
/Reading/

Document ID Number: 218
Math for Workplace Success
Brooks, Lloyd D.
Eden Prairie: Paradigm Publishing International, 362 pp.
1991
Bibliographic Type: Book
Descriptors: /Math/
/Workplace literacy/

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Document ID Number: 220
Writing Guides
Panman, Sandra, Richard Panman, Ph.D.
New Paltz: Sandra Panman and Richard Panman, 372 pp.
1990
Bibliographic Type: Book
Descriptors: /Writing/

Document ID Number: 222
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Calkin, Kenneth, Carol Molek, Barbara Goss
Lewistown: PA Dept. of Education, 49 pp.
Bibliographic Type: Manual
Descriptors: /Writing/
/ABE/

Document ID Number: 224
Guidelines: Writing for Adults with Limited Reading Skills
U.S. Dept. of Agriculture
U.S. Dept. of Agriculture, Food & Nutrition Service,
Bibliographic Type: Manual
Descriptors: /Special needs learners/
/Writing/

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Kenyon, Rochelle, Margaret Rogers, Dee Akers Prins
Austin: Steck-Vaughn Company, 249 pp.
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Bibliographic Type: Book
Descriptors: /GED/
/Writing/

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McLean, Ed.D., Gary, Art Lyons, David Pucel, Ph.D.
Eden Prairie: Paradigm Publishers International, 298 pp.
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Descriptors: /Workplace literacy/
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Laurel: Correctional Education Asssociation, 7 pp.Journal of Correctional Education, 43:2,
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Bibliographic Type: Journal article
Descriptors: /ABE/

Document ID Number: 105
"Correctional Education Administration: The Leadership Challenge"
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Laurel: Correctional Education Association, 55 pp.Journal of Correctional Education, 38:2,
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Bibliographic Type: Journal article
Descriptors: /Teacher training/

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Sticht, Thomas
San Diego: Applied Behavioral and Cognitive Sciences, Inc., 5
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Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 109
Testing and Assessment in Adult Basic Education and English
as a Second Language Programs
Sticht, Thomas
San Diego: Applied Behavioral and Cognitive Sciences, Inc., 7
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Bibliographic Type: Book
Descriptors: /Assessment and evaluation/

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Section 2: Educational and Psychological Assessment
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Washington, D.C.: 13 pp.
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Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 115
"Situational Assessment: A Valuable Tool for Correctional
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Platt, John, Wilfred Wienke, Allen Kerns
Laurel: Correctional Education Association, 8 pp.Journal of
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Descriptors: /Assessment and evaluation/

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California State Department of Education, 24 pp.
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Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 118
"Educational Television in a Canadian High Maximum Security
Unit"
Collins, Michael
Laurel, MD: Correctional Education Association, 4 pp.41:2,
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Bibliographic Type: Journal article
Descriptors: /Computers and technology/

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National Institute of Corrections, 3 pp.
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Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 125
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U.S. Dept. of Justice
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Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 121
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Chapter 1: Literacy in America: An Assessment
American Bar Association
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1987
Bibliographic Type: Book
Descriptors: /Assessment and evaluation/

Document ID Number: 127
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U.S. Department of Justice
Washington, D.C.: U.S. Dept. of Justice. 12 pp.
1986
Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

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Arter, Judith. Vicki Spandel
Northwest Regional Educational Laboratory: Northwest Regional Educational Laboratory. 21 pp.
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Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 129
"National Adult Literacy Survey"
National Center for Education Statistics
Princeton: Educational Testing Service. 11 pp.
Bibliographic Type: Pamphlet
Descriptors: /Assessment and evaluation/

Document ID Number: 131
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'Vocational Assessment and the Role of Vocational
Programming in the Prison Setting"
Platt, John, Richard Briscoe
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Laurel: Correctional Education Association, 5 pp.
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Bibliographic Type: Study/Report
Descriptors: /Assessment and evaluation/

Document ID Number: 133
Effective Adult Literacy Programs
Chapter 6: Diagnostic Testing and Assessment
Lerche, Rene
Cambridge Book Company, 16 pp.
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Bibliographic Type: Book
Descriptors: /Assessment and evaluation/

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"Learner-Centered Literacy Assessment: An Evolving Process"
Lytle, Susan, Alisa Belzer, Katherine Schultz
Jossey-Bass, Inc., 11 pp.
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Bibliographic Type: Book
Descriptors: /Assessment and evaluation/

Document ID Number: 137
"Comprehensive Adult Student Assessment System (CASAS):
A Design for Effective Assessment in Correctional Education
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Breslauer, Ardis
Laurel: Correctional Education Association. 3 pp.Journal of
Correctional Education, 42:1,
6/1991
Bibliographic Type: Journal article
Descriptors: /Assessment and evaluation/

Document ID Number: 139
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Chapter: Instructional Methods and Materials: Computer
Software
Lerche, Rene
Cambridge Book Company, 3 pp.
1985
Bibliographic Type: Book
Descriptors: /Computers and technology/

Document ID Number: 143
"The Case for Computer-Assisted Instruction: A Review of
Recent Literature"
Mosaic: Research Notes on Literacy
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2/1992
Bibliographic Type: Study/Report
Descriptors:

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Document ID Number: 145

"Computer Support for Corrections Education Programs"
Bozeman, William C
Laurel: Correctional Education Association, 4 pp.38:4,
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Bibliographic Type: Journal article
Descriptors: /Computers and technology/

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"Dynamic Custody at Work: The PLATO Computer-based
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Angle, Terry, John Baldry
Laurel: Correctional Education Association, 4 pp.Journal of
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Bibliographic Type: Journal article
Descriptors: /Computers and technology/

Document ID Number: 151

"Barsch Learning Style Inventory"
Barsch, EdD, Jeffrey
Novato: Academic Therapy Publications, 5 pp.
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Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

Document ID Number: 153

Effective Adult Literacy Programs
Chapter 9: Program Evaluation
Lerche, Renee
Cambridge Book Company, 37 pp.
1985
Bibliographic Type: Book
Descriptors: /Assessment and evaluation/

Document ID Number: 155

"A Framework for Evaluating Correctional Education Programs"
Yonai, Barbara
Laurel: Correctional Education Association, 6 pp.Journal of
Correctional Education, 43:2,
6/1992
Bibliographic Type: Journal article
Descriptors: /Assessment and evaluation/

Document ID Number: 157

Adult Literacy-Contexts and Challenges
Chapter 3: Measuring America's Literacy

Newman, Anabel, Caroline Beverstock
International ReadingAssociation, 40 pp.
1990
Bibliographic Type: Book
Descriptors: /Assessment and evaluation/

Document ID Number: 159

Strategies for Evaluating the Effectiveness of Programs

Sticht, Thomas
National Governor's Association, 5 pp.
1990
Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

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Adult Literacy Education: Program Evaluation and Learner
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Lytle, Susan, Marcie Wolfe
Columbus: ERIC Clearinghouse on Adult, Career, and
Vocational Ed., 20 pp.
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Bibliographic Type: Manual
Descriptors: /Assessment and evaluation/

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Document ID Number: 163
"The Cognitive Model in the Treatment of Spanish Offenders: Theory and Practice"

Garrido, Vicente, Jose Sanchis
Laurel: Correctional Education Association, 8 pp.Journal of Correctional Education, 42:2,
1991
Bibliographic Type: Journal article
Descriptors: /ESL/

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Literacy: Profiles of America's Young Adults
"Accounting for Racial/Ethnic Differences"

Kirsch, Irwin, Ann Jungeblut
National Assessment of Ed. Progress, Ed. Testing Service, 3 pp.
Bibliographic Type: Book
Descriptors: /ESL/

Document ID Number: 167
"The Impact of the Prison Environment on the Incarcerated Learner"

Cheatwood, Derral
Laurel: Correctional Education Association, 3 pp.Journal of Correctional Education, 39:4,
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Bibliographic Type: Journal article
Descriptors: /Teacher training/

Document ID Number: 169
"On the Design of Motivating Learning Environments for Intellectually Disabled Offenders"

Ferguson, Elaine Welch, James Haaven
Laurel: Correctional Education Association, 3 pp.Journal of Correctional Education, 41:1,
3/1990
Bibliographic Type: Journal article
Descriptors: /Teacher training/

Document ID Number: 171
"Enhancing Vocabulary and Spelling Proficiencies in Prison Education"

Pearson, James
Laurel: Correctional Education Association, 5 pp.Journal of Correctional Education, 42:3,
9/1991
Bibliographic Type: Journal article
Descriptors: /Teacher training/

Document ID Number: 173
"Increased Literacy Through Unison Reading"
Traynelis-Yurek, Elaine, Francis Yurek
Laurel: Correctional Education Association, 5 pp.41:3,
9/1990
Bibliographic Type: Journal article
Descriptors: /Teacher training/

Document ID Number: 175
"The Human Potential Seminar: A Strategy for Teaching Socially Adaptive Behavior in a Correctional Classroom"

Hamm, Mark
Laurel: Correctional Education Association, 4 pp.38:1,
3/1987
Bibliographic Type: Journal article
Descriptors: /Teacher training/

Document ID Number: 177
"Physics With a New Approach"
Smetzer, John
Laurel: Correctional Education Association, 3 pp.40:4,
12/1989
Bibliographic Type: Journal article
Descriptors: /Teacher training/

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Document ID Number: 179
SEED Curriculum (Social, Emotional, Educational Development)"
Montgomery, Diane, Sandra Rosamond
Laurel: Correctional Education Association, 5 pp.38:1,
3/1987
Bibliographic Type: Journal article
Descriptors: /Teacher training/

Document ID Number: 187
Correctional Education--Theory and Practice
Chapter 8: Teaching Strategies for the Prison Classroom
Werner, David
Interstate Publishers, Inc., 21 pp.
1990
Bibliographic Type: Book
Descriptors: /Teacher training/

Document ID Number: 181
The Yearbook of Correctional Education
Group Work With Recidivists: Educational Strategies"
Hartl, Pavel
Laurel: Correctional Education Association, 9 pp.
1991
Bibliographic Type: Book
Descriptors: /Teacher training/

Document ID Number: 189
"Unlocking Learning: Chapter 1 in Correctional Facilities"
LeBlanc, Linda, Judy Pfannensteil
Rockville: Westat, 65 pp.
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Bibliographic Type: Study/Report
Descriptors: /Juveniles/

Document ID Number: 183
Effective Adult Literacy Programs
Chapter 7: Instructional Methods and Materials
Lerche, Renee
Cambridge Book Company, 162 pp.
1985
Bibliographic Type: Book
Descriptors: /Teacher training/

Document ID Number: 191
"Review of the Research: The Educational Process in Juvenile Correctional Schools"
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American Bar Association
Washington, D.C.: U.S. Dept. of Justice, 28 pp.
1/31/1992
Bibliographic Type: Study/Report
Descriptors: /Juveniles/

Document ID Number: 185
"Alternative Approach for Students Preparing for a Reading Test"
Fuller, Richard
Laurel: Correctional Education Association, 5 pp.Journal of Correctional Education. 43:3,
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Bibliographic Type: Journal article
Descriptors: /Teacher training/

Document ID Number: 193
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Section 5-Training, Tutors, Trainers, and Librarians
U.S. Dept. of Ed.
Washington, D.C.: U.S. Dept. of Ed., 3 pp.
1988
Bibliographic Type: Book
Descriptors: /Tutors and volunteers/

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Document ID Number: 195
"Inmates Helping Inmates-Maryland's Peer Tutoring Reading Academies"

Steurer, Stephen J.
Laurel: Correctional Education Association, 7 pp.Yearbook of Correctional Education,
1991
Bibliographic Type: Journal article
Descriptors: /Tutors and volunteers/

Document ID Number: 197
Correctional Literacy: A Manual
MD State Dept. of Ed.
MD. State Dept. of Ed., 200 pp.
Bibliographic Type: Manual
Descriptors: /Tutors and volunteers/

Document ID Number: 200
How to Start A Volunteer Literacy Program in Corrections
Marlin, Dale
Syracuse: Literacy Volunteers of America, Inc., 31 pp.
1991
Bibliographic Type: Manual
Descriptors: /Tutors and volunteers/

Document ID Number: 202
"Reading and Rehabilitation: Literacy Volunteers of America in Corrections"
Marlin, Dale
Laurel: Correctional Education Association, 2 pp.Journal of Correctional Education, 39:3,
9/1988
Bibliographic Type: Journal article
Descriptors: /Tutors and volunteers/

Document ID Number: 204
Orientation for Literacy Volunteers in Corrections
Marlin, Dale
Syracuse: Literacy Volunteers of America, Inc., 25 pp.
12/26/1990
Bibliographic Type: Manual
Descriptors: /Tutors and volunteers/

Document ID Number: 207
"1990-91 Progress Report , Kentucky Cabinet for Workforce Development"
Cabinet for Workforce Develoment
Frankfort: Cabinet for Workforce Development, 32 pp.
1991
Bibliographic Type: Study/Report
Descriptors: /Workplace literacy/

Document ID Number: 209
"Illiteracy and the Workplace: Implications for the Education and Training of Offenders"
from Training, Industries, and Education(by CEA and CIA)
Coffey, Osa D.
Laurel: Correctional Education Association, 4 pp.
1991
Bibliographic Type: Journal article
Descriptors: /Workplace literacy/

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Document ID Number: 211
'A Day in the Life"
Curriculum Associates
The Institute for the Study of Adult Literacy, PA State
North Billerica: Curriculum Associates, Inc., 8 pp.
3/1992
Bibliographic Type: Pamphlet
Descriptors: /Computers and technology/

/Workplace literacy/
/ESL/
/ABE/
/Special needs learners/
/GED/

Document ID Number: 213
"The Letter: A Successful Reading-Writing Strategy for Adult
Basic Education Instruction in Correctional Institutions"
Trudnak, David
Laurel: Correctional Education Association, 2 pp.Journal of
Correctional Education, 41:3.
9/1990
Bibliographic Type: Pamphlet
Descriptors: /Writing/

Document ID Number: 219
'Alabama Correctional Education Research--a study of Alabama
prison recidivism rates of those inmates having completed
vocational and academic programs while incarcerated between the

Gainous, Fred J.
Dept. of Secondary Education, AL, 66 pp.
1991
Bibliographic Type: Study/Report
Descriptors: /Statistical studies/

Document ID Number: 221
California Department of Corrections
Education and Inmate Programs Unit---Revised Literacy
Program

Gomez, James, David Tristan, Wanda Briscoe
CA Dept. of Corrections, 5 pp.
3/1992
Bibliographic Type: Study/Report
Descriptors: /Program evaluation/

/Assessment and evaluation/
This describes the California Department of Education's jail
education program. The program ranges from providing
beginning literacy skills in an elementary basic skills program
to GED prep and High School Diploma programs.

Document ID Number: 223
Colorado Legislation/Policy for mandatory ed.
1993
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 225
Connecticut-Policy for Correctional Education
Suerken, Robert P.
Connecticut Dept. of Correction,
12/17/1992
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 227
Profile of International Reading Association Adult Literacy
Activities
International Reading Association (IRA)
Newark : IRA, 4 pp.
Bibliographic Type: Pamphlet
Descriptors: /Reading/

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Document ID Number: 229
Illinois--Legislation for Mandatory Education
30 pp.
12/23/1992
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 234
Michigan--Legislation/Policy and description of program
MI Dept. of Corrections, 200 pp.
12/30/1992
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 231
Illinois--report describing J.F. Ingram's efforts with respect to
literacy in correctional ed.
Programs include literacy, basic skills, life skills, and GED
13 pp.
2/11/1993
Bibliographic Type: Study/Report
Descriptors:

Document ID Number: 235
Massachusetts Dept. of Youth Svcs.--Policy
MA Dept. of Youth Svcs., 10 pp.
3/30/1990
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 232
Kentucky Literacy Commission
1990-91 Annual Report of Activities
Kentucky Literacy Commission
Operation Read
Frankfort: Kentucky Literacy Commission, 30 pp.
1991
Bibliographic Type: Study/Report
Descriptors:

Document ID Number: 236
Minnesota-- Educational Policies
MN Dept. of Corrections, 17 pp.
2/2/1993
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 237
Montana's Mountain View School
Description of Program
Helena: 164 pp.
1993
Bibliographic Type: Study/Report
Descriptors:

This education is accredited by the State Board of Public
Education as that of a secondary school. It offers highly
individualized programs in small classes of about six to fifteen
students. In addition to the regular academic programs, a GED
prep curriculum is offered.

Document ID Number: 233
"Think About Your Career"
KY Occupational Information Coordinating Committee
KOICC, 30 pp.
1992
Bibliographic Type: Study/Report
Descriptors: /Workplace literacy/

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Document ID Number: 238
New York Division for Youth
Legislation and descriptions of programs
Rensselaer: NY State Dept. of Correctional Services. 100 pp.
1993
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 242
Oregon Penitentiary ESL/Literacy Project
Ritter , John
4 pp.
5/1992
Bibliographic Type: Study/Report
Descriptors: /ESL/

Document ID Number: 239
North Carolina--Description of NovaNET curricula
1993
Bibliographic Type: Pamphlet
Descriptors: /Computers and technology/

Major areas of NovaNet use are adult basic education. career
development. basic skills training. GED preparation. work place
literacy. and at-risk/drop-out high school students.

Document ID Number: 243
Oregon--Legislation
OR Dept. of Corrections.
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 244
South Carolina--Legislation for Juvenile mandatory ed. and
description of program
SC Dept. of Youth Services. 45 pp.
1992
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 240
Ohio-Policy and Legislation for Adults
OH Dept. of Rehab. and Correction.
1992
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 245
South Dakota Penitentiary's Literacy Program
Greenfield, Carol
Coolidge Learning Center
Sioux Falls. SD: 4 pp.
1/6/1993
Bibliographic Type: Memorandum
Descriptors:

Document ID Number: 241
Oklahoma--Policy and Description of Literacy Program
Oklahoma Dept. of Corrections. 50 pp.
1988
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 246
Tennessee--Policy for academic programs for adults
6 pp.
1992
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 249
" Correctional Education Association Survey: The Use of Technology in the Education Process"
Freasier, Aileen W.
Laurel: Correctional Education Association, 4 pp.Journal of Correctional Education, 41:2.
6/1990
Bibliographic Type: Journal article
Descriptors: /Computers and technology/

Document ID Number: 250
"Prison Literacy Connection"
Herrick, E.
5 pp.Corrections Compendium, 16:12.
1991
Bibliographic Type:
Descriptors: /Assessment and evaluation/

This article discusses the relationship between illiteracy and incarceration by examining several prison literacy programs

Document ID Number: 251
Education That Lowers Recidivism"

. 6 pp.American Jails. 4:2,
8/1990
Bibliographic Type: Journal article
Descriptors: /Tutors and volunteers/

This article gives model program descriptions, particularly the Lafayette Parish Correctional Facility that uses inmate tutors for GED acquisition

Document ID Number: 252
Literacy Training and Reintegration of Offenders
Ryan, T.A.
1990
Bibliographic Type: Study/Report
Descriptors: /Statistical studies/
/ABE/
This study examines the nature and extend of illiteracy among adult offenders. It discusses the goals, effectiveness, and benefits of literacy training in adult prisons.

Document ID Number: 253
"Mandatory Programs in Prisons--Let's Expand the Concept"
McCollum, S.G.
3 pp.Federal Probation, 54:2.
1990
Bibliographic Type: Journal article
Descriptors: /Program evaluation/

Document ID Number: 254
"Urban Prisons Use Community Resources"
Wilkinson, R
3 pp.Corrections Today, 51:2,
4/1989
Bibliographic Type: Journal article
Descriptors: /Community corrections/

Document ID Number: 255
"Computers Can Help"
McCollum, S.G.
6 pp.Federal Probation, 44:3,
9/1985
Bibliographic Type: Journal article
Descriptors: /Computers and technology/

Document ID Number: 256
Jail Library Service--A Guide for Librarians and Jail Administrators
Bayley, L, L Greenfield, F Nogueira
American Library Association, 121 pp.
1981
Bibliographic Type: Manual
Descriptors: /Workplace literacy/

Document ID Number: 257
Ethical Use of Information Technologies in Education: Important Issues for America's Schools
Sivin, Jay, Ellen Bialo
Interactive Ed. Systems Design, Inc., 33 pp.
5/1992
Bibliographic Type: Manual
Descriptors: /Computers and technology/

Document ID Number: 258
TIE Training-Industry-Education
CA Dept. of Corrections
CA Dept. of Corrections, 16 pp.
1991
Bibliographic Type: Manual
Descriptors: /Workplace literacy/

Document ID Number: 260
Multicultural Classrooms: A Challenge for Educators
Jensen, Charlotte Kay
Kappa Delta Pi, 2 pp.
1986
Bibliographic Type: Journal article
Descriptors: /ESL/

Document ID Number: 261
"Guidelines for the Creative Use of Biased Materials in a Non-Biased Way"
MD Vocational Curriculum Research and Development Center
College Park: MD VCRD, 8 pp.
Bibliographic Type: Manual
Descriptors: /ESL/

Document ID Number: 262
Dream Weavers: Writings of the NH State Prison for Women
NH State Prison for Women
Goffstown: NH State Prison for Women, 65 pp.
1992
Bibliographic Type: Book
Descriptors: /Writing/

Document ID Number: 263
PASS: An alternate Educational Program for High School Students
PASS, 58 pp.
1988
Bibliographic Type: Book
Descriptors: /Teacher training/

Document ID Number: 267
"Assessing the Literacy Needs of Adult Learners of ESL"
Santopietro, Kathleen, Joy Kreeft Peyton
Washington, D.C.: Center for Applied Linguistics, 12 pp.
10/1991
Bibliographic Type: Study/Report
Descriptors: /ABE/
/ESL/

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Document ID Number: 268
"Closed Captioned Television for Adult LEP Literacy Learners"
Spanos, George, Jennifer Smith
Washington, D.C.: Center for Applied Linguistics, 12 pp.ERIC
Digest.
9/1/1990
Bibliographic Type: Study/Report
Descriptors: /Computers and technology/
/ABE/

Document ID Number: 269
"Using Computers With Adult ESL Literacy Learners"
Huss, Susan, Marti Lane, Karen Willetts
Washington, D.C.: Center for Applied Linguistics, 12 pp.
11/1/1990
Bibliographic Type: Study/Report
Descriptors: /Computers and technology/
/ESL/

Document ID Number: 270
"Cultural Consideration in Adult Literacy Education"
Spanos, George
Arlington, Virginia Public Schools
Washington, D.C.: Center for Applied Linguistics, 12 pp.
4/1/1991
Bibliographic Type: Study/Report
Descriptors: /ESL/

Document ID Number: 271
"ESL Literacy for a Linguistic Minority: The Deaf Experience"
Holcomb, Tom, Joy Kreeft
Washington, D.C.: Center for Applied Linguistics, 12 pp.
7/1/1992
Bibliographic Type: Study/Report
Descriptors: /ESL/

Document ID Number: 272
"Family and Intergenerational Literacy in Multilingual
Families"
Weinstein-Shr, Gail
Washington, D.C.: Center for Applied Linguistics, 14 pp.
8/1/1990
Bibliographic Type: Study/Report
Descriptors: /Family literacy/
/ESL/

Document ID Number: 273
"The Freirean Approach to Adult Literacy Education"
Spener, David
Washington, D.C.: Center for Applied Literacy, 14 pp.
4/1/1992
Bibliographic Type: Study/Report
Descriptors: /ABE/

Document ID Number: 274
"The Language Experience Approach and Adult Learners"
Taylor, Marcia
Washington, D.C.: Center for Applied Literacy, 12 pp.
6/1/1992
Bibliographic Type: Study/Report
Descriptors: /Teacher training/
/ABE/

Document ID Number: 275
"Learner Assessment in Adult ESL Literacy"
Spruck Wrigley, Heide
Washington, D.C.: Center for Applied Linguistics, 14 pp.
9/1/1992
Bibliographic Type: Study/Report
Descriptors: /Assessment and evaluation/
/ESL/

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Document ID Number: 276
"A Learner-Centered Worker Education Program"
Pharness, Gary
Washington, D.C.: Center for Applied Linguistics.
10/1/1992
Bibliographic Type: Study/Report
Descriptors: /Workplace literacy/

Document ID Number: 279
"Workplace Literacy Programs for Nonnative English Speakers"
Isserlis, Janet
Washington, D.C.: Center for Applied Linguistics. 12 pp.
10/1/1991
Bibliographic Type: Journal article
Descriptors: /Workplace literacy/
/ESL/

Document ID Number: 277
"Staff Development for ABE and ESL Teachers Volunteers"
Kutner, Mark
Washington, D.C.: Center for Applied Linguistics. 12 pp.
9/1/1992
Bibliographic Type: Study/Report
Descriptors: /Tutors and volunteers/
/Teacher training/
/ESL/
/ABE/

Document ID Number: 280
"NCLE Minibib: Approaches To Teaching Literacy to LEP Adults"
Fitch, Amy
Washington, D.C.: Center for Applied Linguistics. 12 pp.
6/1/1992
Bibliographic Type: Study/Report
Descriptors: /Special needs learners/

This is a selection of journal articles and documents from the ERIC database.

Document ID Number: 278
"Building on Oral Fluency to Promote Literacy with College-Level ESL Education"
Blanton, Linda
Washington, D.C.: Center for Applied Linguistics. 12 pp.
8/1/1990
Bibliographic Type: Study/Report
Descriptors: /ESL/
/Reading/

Document ID Number: 281
"Family Perspective"
reprint from "Information from Heath"
Washington, d.C.: Heath Resource Center. 13 pp.
1/1/1987
Bibliographic Type: Journal article
Descriptors: /Family literacy/

Document ID Number: 282
"Options for Vocational Assessment and Evaluation"
reprint from "Information from Heath"
Washington, D.C.: Heath Resource Center. 15 pp.
Bibliographic Type: Journal article
Descriptors: /Assessment and evaluation/

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Document ID Number: 283
"LD Among High Achieving Students"
reprint from "Information from Heath"
Washington. D.C.: Heath Resource Center. 16 pp.
1/1/1991
Bibliographic Type: Journal article
Descriptors: /Special needs learners/

Document ID Number: 284
"Students Who are Blind or Visually Impaired in Postsecondary
Education"
Heath Resource Center
Washington. D.C.: Heath Resource Center. 18 pp.
Bibliographic Type: Journal article
Descriptors: /Special needs learners/

Document ID Number: 285
"Career Planning and Employment Strategies for Postsecondary
Students with Disabilities"
Heath Resource Center
Washington. D.C.: Heath Resource Center. 18 pp.
Bibliographic Type: Journal article
Descriptors: /Special needs learners/

Document ID Number: 286
"Learning Disables Adults in Postsecondary Education"
Heath Resource Center
Washington. D.C.: Heath Resource Center. 18 pp.
Bibliographic Type: Journal article
Descriptors: /Special needs learners/

Document ID Number: 287
"Measuring Student Progress in the Classroom"
Heath Resource Center
Washington. D.C.: Heath Resource Center. 16 pp.
Bibliographic Type: Journal article
Descriptors: /Assessment and evaluation/

Document ID Number: 288
"Vocational Rehabilitation Services: A Postsecondary Student
Consumer's Guide"
Heath Resource Center
Washington. D.C.: Heath Resource Center. 14 pp.
Bibliographic Type: Journal article
Descriptors: /Teacher training/

Document ID Number: 289
"Strategies for Advising Disabled Students for Postsecondary
Education"
Heath Resource Center
Washington. D.C.: Heath Resource Center. 14 pp.
Bibliographic Type: Journal article
Descriptors: /Special needs learners/

Document ID Number: 290
"Resources for Adults With Learning Disabilities"
Heath Resource Center
Washington. D.C.: Heath Resource Center. 12 pp.
Bibliographic Type: Pamphlet
Descriptors: /Special needs learners/

35

Document ID Number: 291
Teaching the Toughies: Mainstreaming Delinquent Youths in Custody Back into Community-Based Educational Settings"
Armstrong, Troy
Sacramento: National School Safety Center. 23 pp.
Bibliographic Type: Manual
Descriptors: /Community corrections/
/Juveniles/

Document ID Number: 292
Participation in Adult Basic and Secondary Education"
Pugsley, Ronald
Division of Adult Education. U.S. Department of Education
24 pp.
1/1/1987
Bibliographic Type: Manual
Descriptors: /ABE/

Document ID Number: 293
Special Answers for Special Needs: A Guide to Available 353 Resources"
U.S. Department of Education. Division of Adult Education and
Washington,D.C.: U.S. Department of Education.
6/1/1992
Bibliographic Type: Manual
Descriptors: /Special needs learners/

Document ID Number: 294
"Community Service Corps: A Corrections' Initiative"

Dickey, Walter
55 pp.
8/1/1985
Bibliographic Type: Manual
Descriptors: /Community corrections/

Document ID Number: 295
IARCA Public Education Update

Lawrence, Jim
International Association of Residential and Community
20 pp.
4/28/1993
Bibliographic Type: Memorandum
Descriptors: /Community corrections/
/Jails/
/Probation and parole/
The National Association of Counties and IARCA Public Education Campaign to support federal incentives to states and counties to develop community corrections acts. Also, to promote sentencing standards and intermediate sanctions.

Document ID Number: 296
The Corrections Connection: Special Education in the Criminal Justice System
Western Regional Resource Center
2/28/1993
Bibliographic Type: Study/Report
Descriptors: /Special needs learners/
A Topical Update on 1. Laws and Regulations, 2. Selected Current Practices, 3. Sample Interagency Agreements, 4 Funding and Personnel Issues, and 5. Resources.

Document ID Number: 297
Maryland Bibliography for Lifelong Learning: A Library Program Readings and Videos
Maryland Correctional Education Libraries
8 pp.
1992
Bibliographic Type: Pamphlet
Descriptors: /Life skills/
/Libraries/

36

Document ID Number: 299

Literacy in Context: Reading About Psychology

Davidson, Howard

Temeron Books, Inc.

Calgary: Detselig Enterprises, Ltd..

Bibliographic Type: Manual

Descriptors: /Teacher training/

/Special needs learners/

/Reading/

/Writing/

Promotional material for a literacy course designed to meet the special needs of prisoners in short term institutions. A Kit of : 6 student texts, 1 instructor's guide, 2 tapes, and 175 loose leaf masters.

Document ID Number: 300

Just Ask: A Handbook for Instructors Working with Adults Being Treated for Mental Disorders

Davidson,, Howard

Calgary: Detselig Enterprises Ltd..

Bibliographic Type: Manual

Descriptors: /Teacher training/

/Special needs learners/

Promotional material for, JUST ASK, a handbook for workshops on working with learners being treated for mental disorders.

Document ID Number: 301

The Parent Workshop

Wheeling: National School Services, Inc., 2:4,

Bibliographic Type: Manual

Descriptors: /Family literacy/

Promotional material and copies of The Parent Workshop, a parent newspaper developed to encourage parent and family involvement in education. Available in English, Spanish, or Both.

Document ID Number: 302

Writing Power Workshop

Jackson, Shirley A.

Wheeling: National School Services, Inc.. 35 pp.

1993

Bibliographic Type: Manual

Descriptors: /Writing/

/Teacher training/

Promotional material and sample booklet for National School Services writing program: Writing Power Workshop. Call for additional information.

Document ID Number: 306

A Workplace Literacy Analysis For Adults With Special Learning Needs

Posey, Virginia K.. Patricia L. Rickard

St. Louis: NAALSN. Dept. of Behavioral Studies. School of Ed.. University of Missouri-St. Louis , 52 pp.Journal of the National Association for Adults with Special Learning Needs

1992

Bibliographic Type: Journal article

Descriptors: /Special needs learners/

/Workplace literacy/

A survey conducted by the National Alliance of Business regarding the competency levels of job applicants. Discusses the issue of workplace related educational programs.

Document ID Number: 307
Resources: NAASLN, The Learning Disabilities Association of Ontario

Schiff, Joan
St. Louis: NAASLN, Dept. of Behavioral Studies, School of Education, University of Missouri-St. Louis. 52 pp.Journal of the National Association for Adults with Special Learning
1992
Bibliographic Type: Journal article
Descriptors: /Special needs learners/

/Tutors and volunteers/

Article on the Learning Disabilities Association of Ontario (LDAO) Target Literacy. A resource guide for literacy tutors. For more information contact Joan Schiff.

Document ID Number: 308
Resources: NAASLN, Comprehensive Adult Student Assessment System (CASAS)

Posey, Virginia K., Patricia L. Rickard
St. Louis: NAASLN, Dept. of Behavioral Studies, School of Education, University of Missouri-St. Louis. 52 pp.Journal of the National Association for Adults with Special Learning
1992
Bibliographic Type: Journal article
Descriptors: /Assessment and evaluation/

/Life skills/

Article on the Comprehensive Adult Student Assessment System (CASAS) written by the Executive Director, Patricia Richard and Research Associate of CASAS, Dr. Virginia Posey. Contact Ms. Rickard for further information.

Document ID Number: 312
Instructional Technology Resource Guide For Staff Development

Parker, Donna Miller
46 pp.
1993
Bibliographic Type: Manual
Descriptors: /Computers and technology/

Document ID Number: 315
" A Research Study to Determine the Effect of Literacy and GED Programs on Adult Offenders on Probation: Executive Summary"
Siegel, Gayle
Pima County, AZ: Adult Probation Dept. of the Superior Court.
Bibliographic Type: Study/Report
Descriptors: /Community corrections/

Document ID Number: 316
"Education Services Program Guide"
Wellner, Laura K.
Pima County, AZ: Adult Probation Dept. of the Superior Court.
Bibliographic Type: Study/Report
Descriptors: /Community corrections/

Document ID Number: 317
"Education and Literacy Program Final Report 1991-1992"
O'Connell, Paul
Maricopa County, AZ: Maricopa County Adult Probation Department.
Bibliographic Type: Study/Report
Descriptors: /Community corrections/

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Document ID Number: 318
"Project Cope: Community Corrections Education Resource Manual"
Johnson, Richard
Windham, Texas: Windham School System, TX Dept. of Criminal Justice,
0/1993
Bibliographic Type: Manual
Descriptors: /Community corrections/

Document ID Number: 319
"When Bonds Are Broken: Family Literacy for Incarcerated Fathers and Their Children"
Evans, Twila S., Ann Rae Connors, Emily H. Bradbury
Easton, PA: Northampton Community College,
0/0/1993
Bibliographic Type: Manual
Descriptors: /Family literacy/

Document ID Number: 320
"Inmate Participation in Educational Programs -- Administrative Directive"
Texas Dept. of Corrections
Texas Dept. of Corrections,
5/10/1985
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 321
"Uniform Educational Guidelines for Correctional Facilities" -- County Jail Level
Rufo, Robert C.
Commonwealth of Massachusetts,
4/28/1993
Bibliographic Type: Policy statement
Descriptors: /Jails/

Document ID Number: 322
"Department of Corrections Education Standards"
Alaska Dept. of Corrections
Alaska Dept. of Corrections,
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 323
"Cleary Final Court Settlement -- Alaska"
Juneau, Alaska: Superior Court for the State of Alaska,
11/1/1990
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 324
State of Arizona House Bili 2225: "Functional Literacy Program"
State of Arizona
4/22/1993
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 325
Code of Virginia: Ch. 18. Section 22.1-344.1. "Literacy Program"
Commonwealth of Virginia
Richmond: Commonwealth of Virginia,
0/0/1985
Bibliographic Type: Policy statement
Descriptors:

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Document ID Number: 326
West Virginia: "Education in the State's Correctional
Institutions: Mission and Goals"
West Virginia Board of Education
Charleston, WV: West Virginia Board of Education.
6/18/1990
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 327
Missouri: "Mandatory Assignment and Participation in
Education"
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 328
Massachusetts Dept. of Youth Services: Educational Standards
Massachusetts Dept. of Youth Services
Massachusetts Dept. of Youth Services.
5/30/1990
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 330
Defined Minimum Program for South Carolina Dept. of Youth
Services
Williams, Charlie G
South Carolina Dept. of Education
Columbia, SC: South Carolina Dept. of Education. 35 pp.
5/31/1990
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 331
California Senate Bill No. 949: Prisoners: Literacy Skills
State of California.
9/29/1989
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 332
California: "New Revision of Standardized Literacy Plan"
CA Dept. of Corrections
Sacramento, CA: CA Dept. of Corrections.
6/4/1992
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 333
Louisiana: Literacy Program Description
Louisiana Dept. of Public Safety and Corrections.
3/22/1993
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 334
"Real Opportunities Behind Bars for Employment"
Jefferson County Corrections Department, Kentucky
Jefferson County Corrections Dept., Kentucky.
5/26/1993
Bibliographic Type: Memorandum
Descriptors:

40

Document ID Number: 335
Indiana Dept. of Correction Five Year Education Plan
Indiana Dept. of Correction
Indiana Dept. of Correction.
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 336
Alabama: Literacy and Adult Basic Edu   ion Programs
J. F. Ingram State Technical College
Deatsville, AL: J. F. Ingram State Technical College.
2/11/1993
Bibliographic Type: Policy statement
Descriptors:

Document ID Number: 338
An Alternative Method of Delivering Educational Services at
Lincoln Hills School"

Kramlinger, James A.
Madison, WI: State of Wisconsin Division of Youth Services.
12/2/1992
Bibliographic Type: Policy statement
Descriptors: /Juveniles/

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In 1992, the Correctional Education Association received a grant from the National Institute of Literacy to establish the Outreach Training Center for Mandatory and Literacy Education. The purpose of the Outreach Training Center is to collect and disseminate information on literacy programming, as well as to supply training and technical assistance to correctional educators working in the field of literacy. This charge includes advising states on mandatory education policies and legislation. Although the CEA does not have an official policy on mandatory education, the organization is in a position to advise states on the implementation of mandatory education programming.
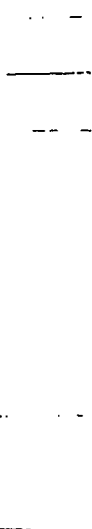
The following article, written by Harold D. Jenkins, is based on information provided by states participating in the Outreach Training Center. The CEA wishes to thank all of the states and individuals who sent materials and information on literacy programming.

<div style="text-align:center">

Mandatory Education
by Harold D. Jenkins

</div>

INTRODUCTION

In the relatively brief period since former Chief Justice Burger's remarks at George Washington University in 1983, 16 state correctional systems, the Federal Bureau of Prisons, and the District of Columbia, have, in one form or another, adopted mandatory education policies. New York state, the third largest correctional system in terms of adult inmates, implemented a mandatory education policy in 1993 requiring full day school of inmates scoring below the fifth grade level. An indicator of the concept's official acceptance was the American Bar Association's adoption of a model mandatory education statute in 1992.

Why has the concept been attractive to correctional administrators and legislative policy makers? Certainly the increase in mandatory education programs may reflect a broad public frustration with inmates who appear unwilling to address education and

<div style="text-align:center">42</div>

Illustration: States with Mandatory Seatbelt laws

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training deficiencies strongly associated with their dependent status. This frustration, of course. is fueled by the unprecedented growth of the inmate population in the 1980's. Other factors associated with the establishment of mandatory education programs include: 1) an increasing body of research which suggests that educational programming is positively correlated to post-release success of inmates; 2) a lack of law suits challenging mandatory education policies, possibly the result of relatively mild sanctions for nonparticipation in mandatory education programming coupled with widespread use of incentives; 3) rapid changes occurring in the economy which demand higher degrees of literacy from the workforce; 4) positive reports of student retention for mandatory education programs; and 5)institutional benefits such as a better equipped inmate workforce.

RESEARCH ON THE IMPACT OF CORRECTIONAL EDUCATION PROGRAMS

For a number of years, the public discussion on the impact of correctional education programs reflected Martinson's finding in 1974 that "nothing works." In recent years, a growing body of research suggests that "some things work for some people." Post release follow-up studies which include both employment and recidivism variables have determined that participation in correctional education programming is related to increased post release employment, reduced criminality and reduced rates of recidivism.

Research on the impact of state programs in Illinois (1988), New York (1981), Maryland (1979, 1989, 1992), Alabama (1991), Arkansas (1990), Florida (1990), and the Federal Bureau of Prisons (1992) suggests that correctional education and training programs do have a measurable impact on the success of inmate students upon their release into the community. Admittedly, some studies lack sufficient controls; however, other studies such as the Bureau of Prisons study include a very large sample size (N = 7,000), a control group, and rigorous research procedures. As this evidence has accumulated, policy makers in corrections and the various state legislatures may have been motivated to encourage participation by the implementation of mandatory education policies.

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MANDATORY VS. VOLUNTARY PROGRAMMING

Robert Di Vito's 1991 Survey of Mandatory Education Policies in State Institutions for the American Bar Association obtained data from every state concerning the reasons why mandatory education policies had not been adopted. The reasons range from the practical (space and financial limitations) to the belief that quality programs should make compulsion unnecessary. Philosophically, there are those adult educators who believe firmly that adult education should remain student-centered and non-compulsive; this argument often is coupled with the belief that compulsory educational programming may violate the inmate's right to refuse treatment. The often heard comment that you can force some one to learn seems to be challenged by recent research in South Carolina. Research by Ryan and McCabe (1993) suggests that academic achievement is not statistically related to a voluntary or mandatory status of the correctional student. Their study of 140 GED students in South Carolina's Department of Youth Services did not support the theory that mandatory students would not learn at the same rate as voluntary students. This preliminary finding is encouraging and needs additional research.

The issue of compelling imates to participate in education programs through mandatory education policies may be clouded by the coercive nature of correctional systems in general. What behaviors are voluntary and what behaviors are mandated may be considerably less clear in a correctional system than in the greater society. For example, drug treatment programs may be officially "voluntary." Closer examination, however, indicates that the penalty for nonparticipation in the "voluntary" drug program is exclusion from work release with all the attendant benefits of increased freedom and dramatically higher wages. In contrast, failure to participate in "mandatory" education programs may result in an adjustment report with a maximum penalty of a few days of cell restriction.

DiVito's survey reported that in states without a mandatory education policy educational programming was widely encouraged by a system of incentives. These incentives include time off sentences, parole board consideration, and daily stipends for participation. Individuals who needed to attend programming also were encouraged

by the possibility of a negative report going to parole authorities and exclusion from higher paying institutional jobs.

Despite the tough sounding label, a careful review of state mandatory education policies suggests that positive incentives for participation similar to those used for voluntary programs are widespread, if not universal, features of these policies. Most frequently, inmates in mandatory programs receive reinforcement for their participation in terms of: 1) sentence reduction, 2) small daily stipends, 3) notification of paroling authorities, and 4) qualifications for preferred institutional employment. Lawyer and Dertinger (1993) reported that nine of sixteen or 56% of the states with mandatory education programs paid inmates to participate. The American Bar Association's model statute for mandatory education includes a system of incentives to "encourage and reward inmates participating" in mandated literacy programs. The recommended incentives include: time off sentences, daily stipends, extra privileges, and job promotion. (ABA, 1992). Linked with the recommended system of incentives, the American Bar Association model statute clearly takes the position that refusal to participate in the mandated literacy program should be considered in the same light as any other refusal to work with the attendant disciplinary action taken.

The most powerful incentive for participation may be easily overlooked. As inmate populations have exploded in most jurisdictions and programming has been unable to expand proportionally (if at all), increasing numbers of inmates are faced with the lack of any purposeful activity. The Bureau of Justice Statistics reports a 160% increase in population from 1980 to 1992. (Gilliard, 1993). Being required to participate in mandatory education, with or without incentives, may be increasingly seen as an opportunity for increased out-of-cell time and a chance to socialize. Finally, for some inmates at the lowest literacy level, mandatory education may provide the "cover" to justify participation in basic education programming in a system which encourages the withholding of real or perceived weakness from other inmates. (Thomas, 1993).

RISING LITERACY REQUIREMENTS AND THE MANDATORY EDUCATION STANDARD

The increasingly high standard of literacy attainment established in various mandatory education policies, as well as the high school standard adopted by the American Bar Associaiton's model legislation, reflect changes in the greater society. A recent report of the Office of Technology Assessment identified the completion of high school as the standard for functional literacy in today's society. This widely accepted standard reflects a substantial change from the 1960s when an eighth grade level was viewed as the standard for literacy (Office of Technology Assessment, 1993).

Maryland, one of the first states to implement a mandatory education policy in 1984, raised their literacy standard from the fifth grade to the eighth grade by 1990. This action was the result of legislation passed by the Maryland General Assembly increasing the literacy threshold by three grade levels over the period from 1988 to 1990. Although several other states have raised their literacy standard for mandatory education, most states have a mandatory literacy standard below the high school diploma or GED. A notable exception to this trend is the Federal Bureau of Prisons. Having established the first mandatory education program for adults in 1982, it was only three years later that the Bureau of Prisons established a pilot increasing the mandatory educational level from the sixth grade level to the eighth grade level. In 1991, the literacy standard was again increased. This time the literacy standard was the high school diploma or the equivalent. With the increase in the literacy standard, the length of required participation was increased from 90 to 120 days. (McCollum, 1992.) It is notable that the Bureau of Prisons inmates participating in educational programs are not paid to attend.

In summary, current admission standards for mandatory education programming remain substantially below the high school level standard identified by the OTA as necessary for functional literacy in nearly three quarters of the states with mandatory education. Additionally, in those states with a grade level graduation standard for their mandatory education programs (as opposed to an established period of participation), only two states, New Mexico and Tennessee, established a GED as the completion standard.

The importance of education inmates to a functional literacy level equal to that of the general population is borne out by the very strong correlation between educational disadvantage and criminality. Prisons in the United States and many other industrialized nations contain high concentrations of undereducated adults. A recent report on the National Adult Literacy Survey reported that 70% of prison inmates scored in the two lowest literacy levels established by the surveyors, while 50% of the non-incarcerated population of the United States scored that low (Office of Educational Research and Improvement, 1993). The large scale study included 1,100 state and federal prison inmates in addition to over 25,000 interviews of non-institutionalized individuals sixteen years of age and older. A detailed report on literacy in the prison population is anticipated in the spring of 1994.

A number of major studies have examined changes in the economy and the demands the emerging labor market will place on job seekers. Among the major trends are a reduction in the role of manufacturing, an increase in the service sector of the economy, a reduction in the role of large industrial corporations and the increasing impact of technology. (The Hudson Institute, 1987). Knowing what we know about changes in the labor market and the educuational disadvantage of most inmates, mandatory education is certainly a valid tool in reaching these hard to reach adults. Without involvement in educational programming and skill training, the prospects of these individuals is certainly bleak. Incarceration provides the time to address these educational training deficiencies.

RETENTION RATES FOR MANDATORY EDUCATION

Retention rates for inmate students completing their mandatory education requirement, whether it is an established period of time or a specified performance level, differ dramatically. For the nine states reporting retention rates for their mandatory education programs in the Lawyer and Dertinger study, the range was from a low of 10% in Hawaii to a high of 93% in Oklahoma. The average retention rate for the nine states reporting was 58% (Lawyer and Dertinger, 1993).

In Maryland, the State Department of Education reports that over 80% of mandatory education inmates who complete the required ninety days remain in school while the Correctional Education School Authority in Florida reported that more than 40% of the

mandatory literacy program participants chose to continue in school after the completion of the 150 hour mandatory requirement. Both Maryland and Florida reward inmates who participate in mandatory education programming. Maryland provides five days gain time for each month in attendance and for continued enrollment upon completion of the 90 days and Florida provides a one-time award of up to six days gain time. It may be that the discrepancy in awards of gain time accounts for Maryland's higher retention rate. Certainly, McCollum reports that Bureau of Prison inmates remain in school only long enough to meet the sixth or eighth grade standards formerly in place at the BOP, opting for paid industries or institutional work assignments rather than remaining in non-paying educational programs to complete their GED. The role of incentives in encouraging educational participation is an important question for further research.

INSTITUTIONAL BENEFITS OF MANDATORY EDUCATION

Sylvia McCollum, Educational Administrator for the U. S. Bureau of Prisons, notes that with the increasing prison sentences being served by many inmates (nearly ten years for federal prisoners), positive programming is essential to the internal climate of a prison. Additionally, she notes that literacy is an important factor in the quality of a prison inmate workforce. Illiteracy extracts the same penalty from the prison system as an employer as it does from employers in the larger community. Inmates who cannot read instructions or safety warnings, write simple memos, or do basic mathematics are suited for only the simplest of jobs in a prison, sadly portending their limited employability in the greater society upon release.

CONCLUSION

Despite the rapid acceptance of the mandatory education concept in the twelve years since Chief Justice Warren Burger's remarks at George Washington University in 1983, it seems unlikely that the concept will ever achieve universal acceptance. For a variety of reasons, practical and philosophical, a number of states have rejected the concept. The concept is considerably less likely to gain acceptance in Europe for essentially philosphic reasons focused on the values of adult education and the rights of prisoners.

Accepting these limitations, mandatory education remains a valid and effective tool to reach those inmates who are passing through, sometimes repeatedly, our prison systems without addressing serious educational deficiencies, while at the same time, society's literacy standards move ever upward. Robert Di Vito's survey for the American Bar Associaiton reported that one state's response as to why educational programs were not required was: "inmates are not forced to do anything. They may just sit in their cells."

For many correctional administrators, correctional educators and policy makers "just sitting in their cells" is not acceptable. The cost of incarceration and the high rate of recidivism place too extreme a burden on our society. How we get them out of their cells is the question. Mandatory education may be one of our most effective tools in this effort.

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Correctional Education

Association

An International Organization

November 10, 1993

To: Jinx Crouch and Steve Steurer
Fr: Alice Tracy
Re: LVA Correctional Programs

The Outreach Training Center of CEA mailed inquiries to the programs identified by LVA as serving a correctional population. Of the 109 programs so identified, 22 responded.

Most of these programs serve their local jail, although a few work in state and/or federal prisons. The respondents generally felt positive about their work in the correctional institutions, but they cited some problems they held in common.

These problems include a difficulty in recruiting volunteers willing to work in a correctional setting and the rapid turnover of inmates, especially on a county level, where the inmates may stay only a few months before moving on either into the community or to a state prison. One respondent asked for help in developing a new "recruiting pitch" for correctional volunteers. Others expressed frustration over the little progress seen because of the high turnover rate.

The assessment method most often used was the READ from LVA, but programs often used the TABE as well.

May 10, 1993

Steve Steurer
Executive Director
Corrections Education Association
8025 Laurel Lakes Court
Laurel, MD   20707

Dear Steve,

The Corrections Education staff of Utah appreciate your leadership in improving Corrections Education.   With your help, with information from the Corrections Education Association, and with great local dedication, we passed Utah House Bill 28. This bill requires corrections educational services to reduce inmate recidivism, and a budget increase of 1,004 percent!!   (Sounds great - fact is the budget has gone from $114,600 to $1,299,600.   Still way short of need.)

The last issue of "CEA News and Notes" highlighted inmate recidivism. The concept has been on national news several times lately. Top Utah administrators of agencies being impacted are beginning to take notice.

Request, would you as Executive Director of CEA consider supporting/requesting a meeting of interested state staff to meet and share information on specific developments, barriers, and strategies related to reducing inmate recidivism?   I would propose an October meeting in the Maryland area.
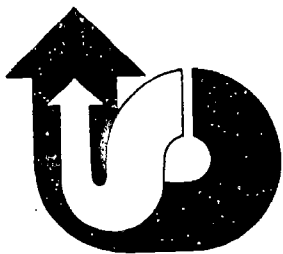
Thanks.

Sincerely,

Kay M. Haws, State Director
Corrections Education
(801)   538-7726

KMH/cgh

National Office for Social Responsibility

222 S. Washington St., Alexandria, VA 22314 (703) 549-5305

November 24, 1992

Dr. Steve Steurer
Executive Director
Correctional Education Association
8025 Laurel Lakes Court
Laurel, MD 20707

Dear Steve:

Congratulations on receiving a grant from the National Institute for Literacy to provide literacy training to corrections. My boss here, Bob Gemignani, received information about your grant from Bob Pasternack in New Mexico. Your grant sounds rather similar to our OJJDP project. Therefore, I suggest that before too long we get together and share information to make sure that we do not needlessly duplicate efforts.

I have talked briefly to Alice Tracy on the telephone and we agreed to share some basic information about our respective grants. Enclosed is our project description as a start.

I look forward to hearing from you and hope all is well with you, your family, and CEA.

Sincerely,

Osa D. Coffey, Ph.D.
Project Director

LTRC

4101 GOURRIER • BATON ROUGE, LOUISIANA 70808 • (504) 767-9131
FAX NUMBER (504) 767-9108

June 7, 1993

Dr. Alice Tracy
Project Manager
Correctional Educational Association
8025 Laurel Lakes Court
Laurel, MD 20707

Dear Dr. Tracy:

Thank you very much for the wealth of materials on literacy programs. Since we are just initiating our statewide workplace literacy program, these materials will be most helpful in establishing our tutor training. Many of our initial ideas are actually documented in your materials.

Again, thank you for your assistance. It's reassuring to know there are such resources available and experts to contact for help.

Sincerely,

Tinka McFarland
Maintenance Training Program Manager

TM:MW:mah

cc: Joe T. Baker

Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government.

We serve 16 correctional centers.
Ages 18+ Racial: All Gender M & F

If available, please provide us with the literacy levels (reading and math scores) of the population you serve. N/A

Did you receive the information you requested in a timely fashion?   X   ____
                                                                    yes   no

How knowledgeable was the Center staff?   1 2 3 4 5   (1 = not at all; 5 = very)

How useful was the information?   1 2 3 4) 5   (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   /   ____
                                                                   yes   no

If you would like more information, please describe your need(s) in detail below.

_____

_____

If requesting additional information, **please provide us with your name, address and phone number.**

_____

_____

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel,
          MD 20707
          (301) 490-1440   FAX: (301) 206-5061

BEST COPY AVAILABLE

Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government.

if available, please provide us with the literacy levels (reading and math scores) of the population you serve.

Did you receive the information you requested in a timely fashion?   ✓____   ____
                                                                                      yes   no

How knowledgeable was the Center staff?   1   2   3   4 ⑤ (1 = not at all; 5 = very)

How useful was the information?   1   2   3   4 ⑤ (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   ✓____   ____
                                                                                        yes   no

If you would like more information, please describe your need(s) in detail below.

_____

_____

If requesting additional information, **please provide us with your name, address and phone number.**

_____

_____

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel,
               MD   20707
               (301) 490-1440   FAX: (301) 206-5061

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Evaluation Checklist

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Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government. **15 — 21**

If available, please provide us with the literacy levels (reading and math scores) of the population you serve. **Omit**

Did you receive the information you requested in a timely fashion? **X** ___
                                                                    yes   no

How knowledgeable was the Center staff?   1 2 3 4 (5) (1 = not at all; 5 = very)

How useful was the information?   1 2 3 4 (5) (1 = not at all; 5 = very)

Will you be able to implement or use the information you received? **Yes** ___
                                                                   (yes)   no

If you would like more information, please describe your need(s) in detail below.

Information on Epidemiological research work; On Math, Teaching Methods

If requesting additional information, **please provide us with your name, address and phone number.**

Owen N. Owunwanne, P.O. Box 1946 Washington DC 20013. (202)-462-7508

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel, MD 20707
          (301) 490-1440   FAX: (301) 206-5061

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Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government.

Female Correctional Facility. Age range from 17-74 yrs of age. Racial make up as of 4/27/93 white = 28.85%, Black 71.15%.

If available, please provide us with the literacy levels (reading and math scores) of the population you serve. *Of the 420 students tested reading level was 67, math level 45.*

Did you receive the information you requested in a timely fashion?   ✓ ____
                                                                    yes   no

How knowledgeable was the Center staff?   1 2 3 (4) 5 (1 = not at all; 5 = very)

How useful was the information?   1 2 3 4 (5) (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   ✓ ____
                                                                    yes   no

If you would like more information, please describe your need(s) in detail below.

Information on grants and grant writing. Any specific information on (female) corrections programs. Also a (CEA Application)

If requesting additional information, **please provide us with your name, address and phone number.**

Carl Heckert P.O. Box 40, St Gabriel LA 70776
Phone (504) 642-5525.

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel, MD 20707
          (301) 490-1440   FAX: (301) 206-5061

Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government   age 18 - 70 , clustering between 30 - 60
race ~2/3 Black ~1/3 white
gender ~2/3 m   ~1/3 f
f available, please provide us with the literacy levels (reading and math scores) of the population you serve.

Did you receive the information you requested in a timely fashion?   ___✓___ _____
                                                              yes   no

How knowledgeable was the Center staff?   1   2   3   ④ 5   (1 = not at all; 5 = very)

How useful was the information?   1   2   3   ④ 5   (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   ___✓___ _____
                                                             yes   no

If you would like more information, please describe your need(s) in detail below.

_____

_____

If requesting additional information, **please provide us with your name, address and phone number.**

_____

_____

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel, MD 20707
(301) 490-1440   FAX: (301) 206-5061

Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government

If available, please provide us with the literacy levels (reading and math scores) of the population you serve.

Did you receive the information you requested in a timely fashion?   ✓ ____
                                                                                                    yes   no

How knowledgeable was the Center staff? N/A 1   2   3   4   5   (1 = not at all; 5 = very)

How useful was the information?   1   2   3 (4 5) (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   ✓ ____
                                                                                                            yes   no

If you would like more information, please describe your need(s) in detail below.

_____

_____

...uesting additional information, **please provide us with your name, address and number.**

thanks for your Help,

Wendell Blanton

SouTh CARoliNA DEPT. of CORR,

...reach Training Center, CEA, 8025 Laurel Lakes Court, Laurel, 20707

) 490-1440   FAX: (301) 206-5061

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Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government AGE: 2-50
RACE: White, Black, Hispanic
GENDER: MALE

If available, please provide us with the literacy levels (reading and math scores) of the population you serve. ESL to college level

Did you receive the information you requested in a timely fashion?   _X_   ___
                                                            yes   no

How knowledgeable was the Center staff?   1 2 3 4 5 (1 = not at all; 5 = very)

How useful was the information?   1 2 3 4 5 (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   ___   ___
                                                               yes   no

If you would like more information, please describe your need(s) in detail below.

_____

_____

If requesting additional information, **please provide us with your name, address and phone number.**

_____

_____

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel,
         MD 20707
         (301) 490-1440   FAX: (301) 206-5061

Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government. *Hispanic, Afro american + white male inmates 22+ yrs old.*

If available, please provide us with the literacy levels (reading and math scores) of the population you serve. *Non readers through 3.0 grade level and G.E.D reading level —> 12.9+ reading level.*

Did you receive the information you requested in a timely fashion? _✓_ ____
                                                                    yes   no

How knowledgeable was the Center staff?   1 2 3 4 5 (1 = not at all; 5 = very)
I haven't met Center Staff.

How useful was the information?   1 2 3 (4) 5 (1 = not at all; 5 = very)

Will you be able to implement or use the information you received? _✓_ *+ Think so*
                                                                    yes   no

If you would like more information, please describe your need(s) in detail below.

_____

_____

If requesting additional information, **please provide us with your name, address and phone number.**

_____

_____

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel, MD 20707
          (301) 490-1440   FAX: (301) 206-5061

Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government. Age 18 up. ~~12,500~~ 97% male, 3% female.
75% black, 25% white or other

If available, please provide us with the literacy levels (reading and math scores) of the population you serve. Below 5th-6th grade reading/math level in literacy programs.

Did you receive the information you requested in a timely fashion?   ✓ ___
                                                                      yes   no

How knowledgeable was the Center staff?   1 2 3 4 (5) (1 = not at all; 5 = very)

How useful was the information?   1 2 3 4 (5) (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   ✓ ___
                                                                     yes   no

If you would like more information, please describe your need(s) in detail below.

Any information regarding literacy programs in correctional settings, particularly inmate tutor (research/studies)

If requesting additional information, **please provide us with your name, address and phone number.**

Margery Hicks Cotton, Adult Education Coordinator
DOPS&C, 504 Mayflower, Baton Rouge, LA 70808 -phone#
(504) 342-2636

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel, MD 20707
           (301) 490-1440   FAX: (301) 206-5061

65

Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government.

If available, please provide us with the literacy levels (reading and math scores) of the population you serve.

Did you receive the information you requested in a timely fashion?   ____ ____
                                                                       yes   no

How knowledgeable was the Center staff?   1 2 3 4 5   (1 = not at all; 5 = very)

How useful was the information?   1 2 3 4 5   (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   ____ ____
                                                                      yes   no

If you would like more information, please describe your need(s) in detail below.

_____

_____

_____

If requesting additional information, **please provide us with your name, address and phone number.**

Mr. H. E. Harvey, Manager, Finance & Support Services, Headingley Correctional Institution, P.O. Box 130, Headingley, Manitoba ROH 0J0

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel,
          MD 20707
          (301) 490-1440   FAX: (301) 206-5061

66

Evaluation Checklist

Please take a minute to fill out the checklist below and return it to the Outreach Training Center. We will use this information to evaluate the Center in compliance with federal regulations. Thank you for assisting us.

Sincerely,

Alice Tracy

Alice Tracy, Ph.D.
Project Manager

What is the age, racial and gender makeup of the population you serve? Please use the data you submit to the federal government.

[handwritten:] 5/93   Under 21   male   94% Male   51% Blac
21+   6,372   6% Female   16% Whi
                                    33% Hisp
                                    1% Oth

If available, please provide us with the literacy levels (reading and math scores) of the population you serve.   [handwritten:] Reading: No longer   3-4.9 11-79
Math: 13   3-7.9 12-84   X.c — 21,431

Did you receive the information you requested in a timely fashion?   ✓   _____
                                                                    yes   no

How knowledgeable was the Center staff?   1   2   3   4   ⑤ (1 = not at all; 5 = very)

How useful was the information?   1   2   3   4   ⑤   (1 = not at all; 5 = very)

Will you be able to implement or use the information you received?   *in part*   _____
                                                                        yes   no

If you would like more information, please describe your need(s) in detail below.

_____

_____

If requesting additional information, **please provide us with your name, address and phone number.**
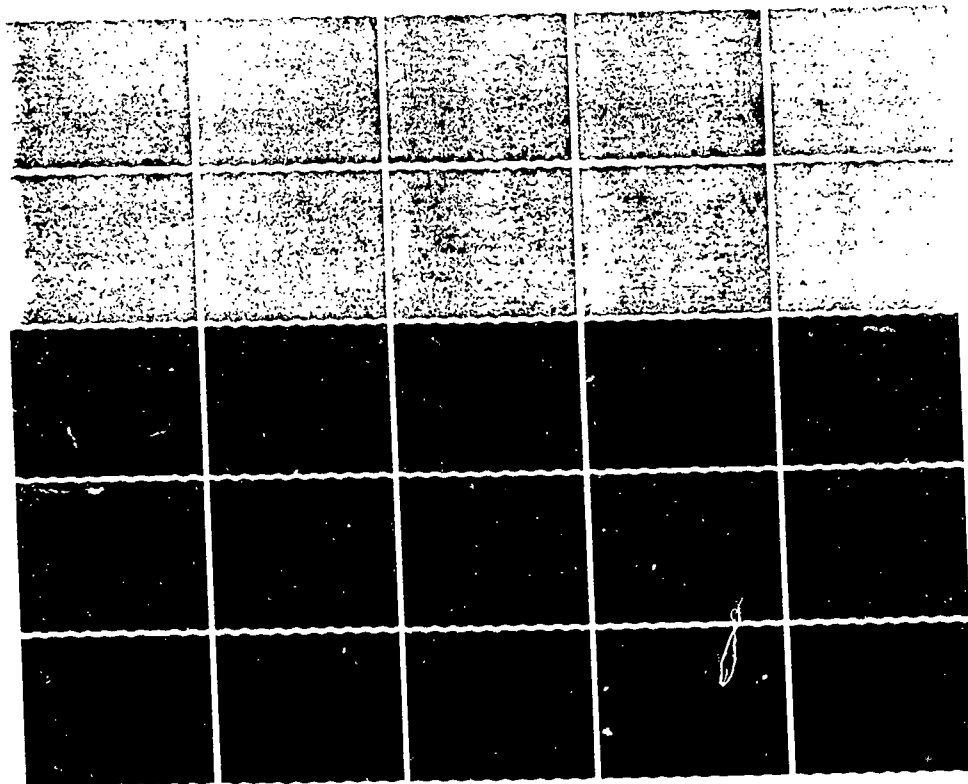
_____

_____

Mail to: Outreach Training Center, CEA, 8025 Laurel Lakes Court, Laurel, MD 20707
(301) 490-1440   FAX: (301) 206-5061

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Status of Mandatory Education Laws and Policies in State Correctional Institutions
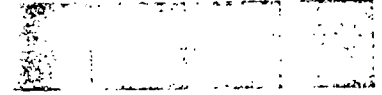
By Jerry McGlone, Ph.D.

October, 1993

Introduction

The Correctional Education Association (CEA) received a grant from the National Institute for Literacy to develop an Outreach Center for Mandatory and Literacy Education. An objective of the Outreach Center is to assist states in the development and implementation of legislation mandating education programs for all functionally illiterate offenders. Each state director of correctional education was contacted by CEA staff requesting information on any legislation or program policy for mandatory education programs. The state directors received written correspondence from the staff, followed up by telephone inquiries. Twenty-seven states provided copies of their laws and/or policies. Eight states reported having no written policies or laws. The remaining fifteen states did not respond to the request. In addition, the Functional Literacy Committee of Massachusetts submitted a copy of the uniform literacy education guidelines for county correctional facilities.

Three sets of numbers will be discussed in this report based on the above information. Twenty-seven will refer to the states that submitted laws and policies. Twenty-eight respondents will indicate the inclusion of the laws and policies of the Massachusetts County Facilities. Any reference to thirty-five includes the eight states without laws and policies along with the twenty-seven states who provided them.
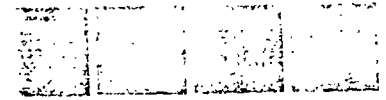
Purpose

The purpose of this report is to provide information to correctional education professionals regarding the current status of mandatory education and the legal basis for these programs. It is hoped this report will be of assistance to any state considering legislation or policy directives for the development and implementation of a mandatory program.

Comparison Studies

To show the current trends in mandatory education. the responses of the twenty-seven states will be compared where applicable with two recent national surveys. The first survey was conducted by Robert J. DiVito in the fall of 1990. This survey was reported in the Journal of Correctional Education, Volume 42, Issue 3, September, 1991. The second survey was conducted by Heidi Lawyer early in 1992. This was an update of the Lawyer 1989 survey. Results of the 1992 survey are shown in an article written by Heidi Lawyer and Thomas D. Dertinger, "Back to School or Back to Jail?" Criminal Justice, Winter, 1993.

Both of these surveys were in the form of questionnaires soliciting answers to specific items regarding mandatory education. As noted earlier, the twenty-seven states in this report provided statutes and/or policies and did not respond to specific questions. Therefore, all comparisons will be limited to general trends among the twenty-seven states over a three-year period, 1990-93.
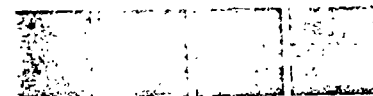
Results and Trends

Of the twenty-seven states responding to the CEA request, fifteen require mandatory education. Seven of the twelve states who do not require mandatory education submitted laws that require rehabilitation programs and/ or education be available to inmates. A court-ordered consent decree mandates voluntary education programs in Alaska. Three states are satisfied with their voluntary education and have no plans to change. Indiana is in the process of implementing a new five-year plan and will continue the voluntary program. The Uniform Education Guidelines for Correctional Facilities in Massachusetts was written in response to the legislative requirement for mandatory education in all county jails and houses of correction. Therefore sixteen of the twenty-eight total respondents, fifty-seven percent, require mandatory education. A state by state overview of the twenty-eight responses is listed in Figure 1.

When comparing the same twenty-seven states over the three-year period, mandatory programs have increased from eight in late 1990, to ten in 1992, to fifteen by the fall of 1993 (see Figure 2). None of the original mandatory programs has converted back to a voluntary program.

Five of the thirteen mandatory states, thirty-eight percent, in the DiVito survey listed legislative statute as the legal basis for the program. That number increased to nine of seventeen states, fifty-three percent, in the Lawyer survey. In this report state law was reported as the legal basis in ten of the sixteen states, sixty-three percent, including the Massachusetts county facilities (see Figure 3).

Based on the surveys and respondents in the report there appears to be a continuing trend in mandatory education. There also appears to be a significant growth in the enactment of state laws requiring mandatory participation in educational programs.

Laws and Policies

All six agency policies and ten state laws governing mandatory education specified that a minimum achievement level be included in the mandatory program. The Oregon law stated that a score less than 230 on the Oregon Basic Adult Skills Inventory System Examination could be used as an alternative to an eighth grade equivalency for inclusion in the program. Two states, Colorado and Florida, have laws that require inmates lacking basic and functional literacy skills to attend school, but do not define functional literacy by grade level. Both states allow professional educators to determine criteria for functional literacy. Mandatory enrollment is required for inmates in Hawaii with scores less than 12.0 on every section of the Test of Adult Basic Education (TABE). Inmates must accomplish one or more objectives on an Individual Education Plan (IEP) to complete the program in Hawaii. Agency policies in Missouri and Ohio require all inmates twenty-one years of age and younger, who do not possess a high school diploma or GED, to participate in education programs. The policy in South Dakota mandat:s participation in life skills classes and basic education for those inmates who score below a 6.0 grade level.

The minimum length of the mandatory programs varies among the sixteen states; however, ninety days is most common. Several states -- Colorado, Hawaii, Kansas, and Missouri -- mandate the completion of a program as the minimum requirement and do not specify a time period.
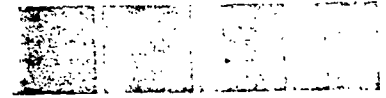
Although Virginia no longer requires literacy as a basis for parole, nine states have laws that list literacy as a criterion for parole or parole consideration. Six of these nine states have mandatory education program laws as well. One of the six, California, has a law whereby literacy attainment of ninth grade must be achieved by sixty percent of all inmates being released by the year 1996.

The parole laws in Tennessee and Wisconsin, two of the three voluntary states, require a specific grade level for parole consideration but do not mandate participation in education. The law in the third voluntary state, Kansas, requires completion of all programs specified in a written program agreement (including education) between the inmates and the institution as condition for parole.

DiVito stated in his article that three states had legal challenges to the mandatory program. Arkansas in 1974 won the challenge to require programming for inmates. In the two recent cases, North Carolina (1991) and Alaska (1990), the author contacted staff to ascertain the outcomes. The North Carolina Department of Correction mandatory education policy was upheld and the program is still in effect. Alaska did not have a legal challe. ¬e to a mandatory education program. However, the education programs in Alaska are included in the Cleary Final Settlement Agreement, a court case which mandates many of the programs and conditions in Alaska prisons. The agreement stipulates that all programs, including education, are to be voluntary .

Concluding Observations

Even though fifteen of the fifty states did not respond to the study, the indication among the respondents is that more states are requiring mandatory education for inmates. Twenty-six percent of the states in the 1990 DiVito survey had mandatory education and thirty-four percent of states reported a mandatory program in the 1992 Lawyer survey. The eight state reporting no written policies or laws do not have mandatory programs. Therefore, fifteen of the total thirty-five states reporting, forty-three percent, have mandatory programs in 1993 (see Figure 4). Of the fifteen states not reporting, five had mandatory programs in 1990 and seven had mandatory programs in 1992.

A more noticeable observation is the increasing number of state laws addressing education in the prison systems. Sixty-three percent of the mandatory programs were by state statute in 1993 compared to thirty-eight percent three years earlier. Seven of the voluntary states have laws requiring the state correctional agencies to provide education programs. Three of these states stipulate literacy as one criterion for parole and, by doing so, have created in essence a "mandatory" program. Mandatory participation as a condition of parole is listed in the laws of six states. Many of these statutes are quite extensive, listing incentives, waivers, exceptions, and detailed program components. The growth in prison overcrowding and increased national awareness of adult illiteracy may have contributed to the involvement of state legislatures. In February 1992, the American Bar Association adopted the model mandatory literacy act, and this too may have had an effect on some state legislatures.

It is evident that not all states are committed to mandatory education. The philosophy in some states is that mandatory education is inappropriate or unnecessary. Comments suggest "forced" participation is ineffective, even wrong. Further, voluntary programs offering incentives serve as a better prison model for adult basic education. A few states with very low inmate population such as North Dakota and Wyoming indicated that the program accommodates illiterate inmates on a case by case basis.

Summary

Former Chief Justice Burger of the United States Supreme Court often quoted the need for inmates to leave prison literate, and therefore better able to support themselves and not be as vulnerable "to returning to a life of crime." Building on the concepts of Chief Justice Burger, the Federal Bureau of Prisons took the lead in developing mandatory education programs. Many states have since followed the example of the Bureau. Legal challenges have been few, and the number of states converting to mandatory programs will probably continue to grow.

Figure 1

EDUCATION LAWS AND POLICIES FOR ADULT INMATES

Outreach Center for Mandatory and Literacy Education Project
Status of States Reporting
October 1993

STATE	Mandatory Program Yes/No	Legal Basis	Achievement Level	Minimum Length of Program	Comments
Alaska	No				Education mandated by court agreement
Arizona	Yes	Law	6	120 days	Law lists favorable parole consideration for completion
* California	Yes	Law	9		Law states upon parole 60% at 9.0 by 1996
Colorado	Yes	Law	Literate	Until literate	Law states must complete education requirements for release
Connecticut	No				Will continue voluntary program policy
* Florida	Yes	Law	Literate	150 hours	Law states must complete education requirement for release
** Georgia	Yes	Law	5		Favorable parole consideration if achieve 5.0
* Hawaii	Yes	Law	12 or IEP	Completion	Education or industries pre-condition for parole
* Illinois	Yes	Law	6	90 days	Law permits establishment of policy for mandatory education
Indiana	No				Five year plan being implemented
Kansas	No				Law requires completion of written program agreement for release
* Maryland	Yes	Law	8	90 days	Policy since 1984, law since 1986
Massachusetts	No				Education policy states voluntary program
* Michigan	Yes	Policy	8	90 days	Policy states Adult Basic Education first priority for funding
Minnesota	No				95 % Volunteer for literacy training, incentive policies
Missouri	Yes	Policy	6 or <21 age	6.0 or GED	6.0 completion if over 21; GED if under 21
Nebraska	No				Law requires program opportunity/department has education policy
* North Carolina	Yes	Policy	6	90 days	Inmate filed suit but mandatory program was upheld
* Ohio	Yes	Policy	6 or <21 age	90 days	Policy since 1984
Oregon	Yes	Law	8	90 days	Or 230 on competency test
** South Dakota	Yes	Policy	6	3 months	Effective fiscal year 1995, also mandatory life skills classes
Tennessee	No				Law states mandatory for parole, policy has waiver
* Texas	Yes	Policy	6	15 hrs/wk	Have law and policy, but can't serve all the inmates
Utah	No				Law requires state Board of Education be responsible for education
Virginia	No				Law requires 8.0 literacy program
Wisconsin	No				By law parole board must consider 6.0 for early release
West Virginia	No				Law requires Department of Education provide education
*** Massachusetts	Yes	Law	8	90 days	Recently enacted law for county facilities

* Reported mandatory program in 1990 and 1992
** Reported mandatory program in 1992 only
*** County jails which incarcerate felons for convictions up to two and one-half years

Figure 2

Mandatory and Voluntary
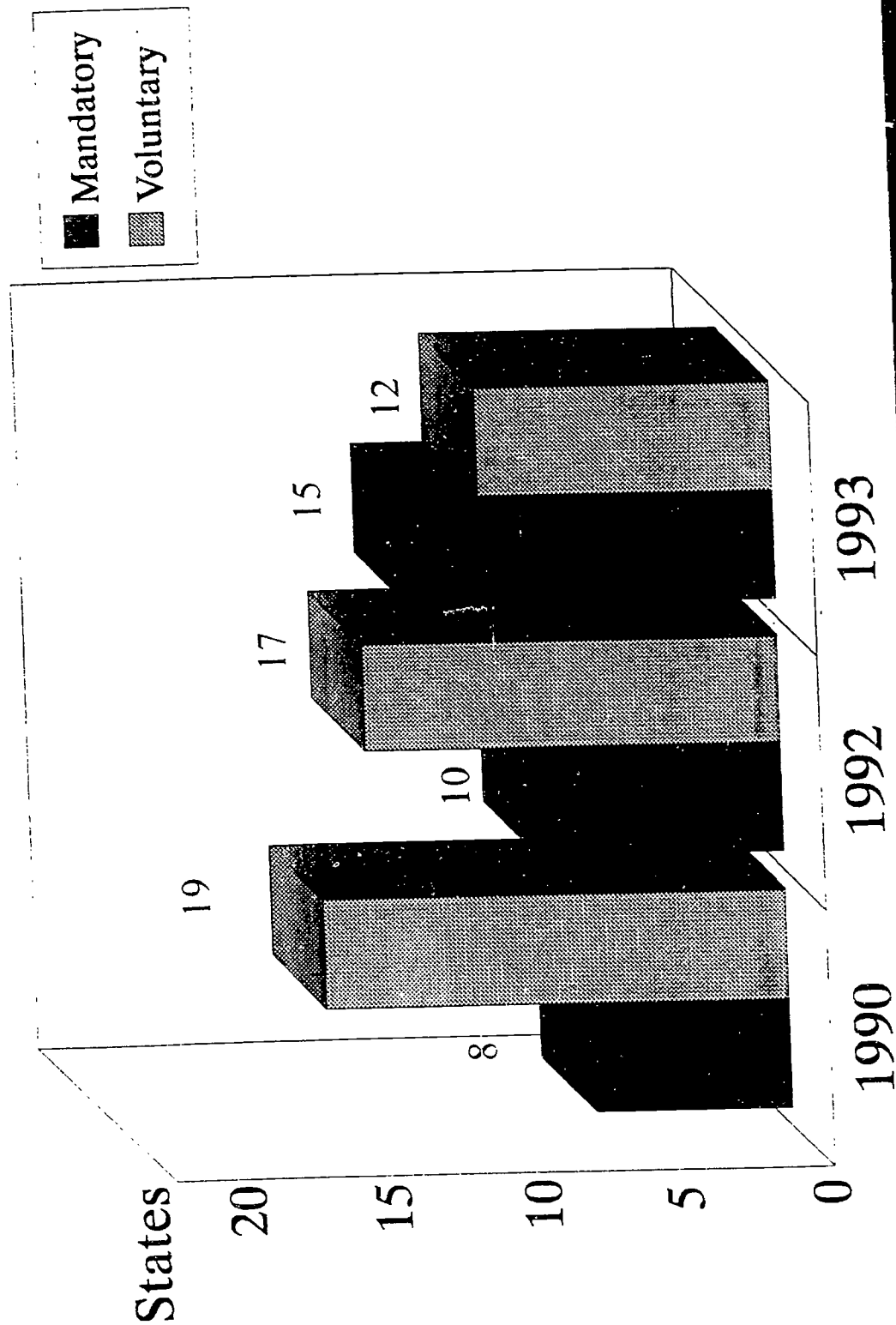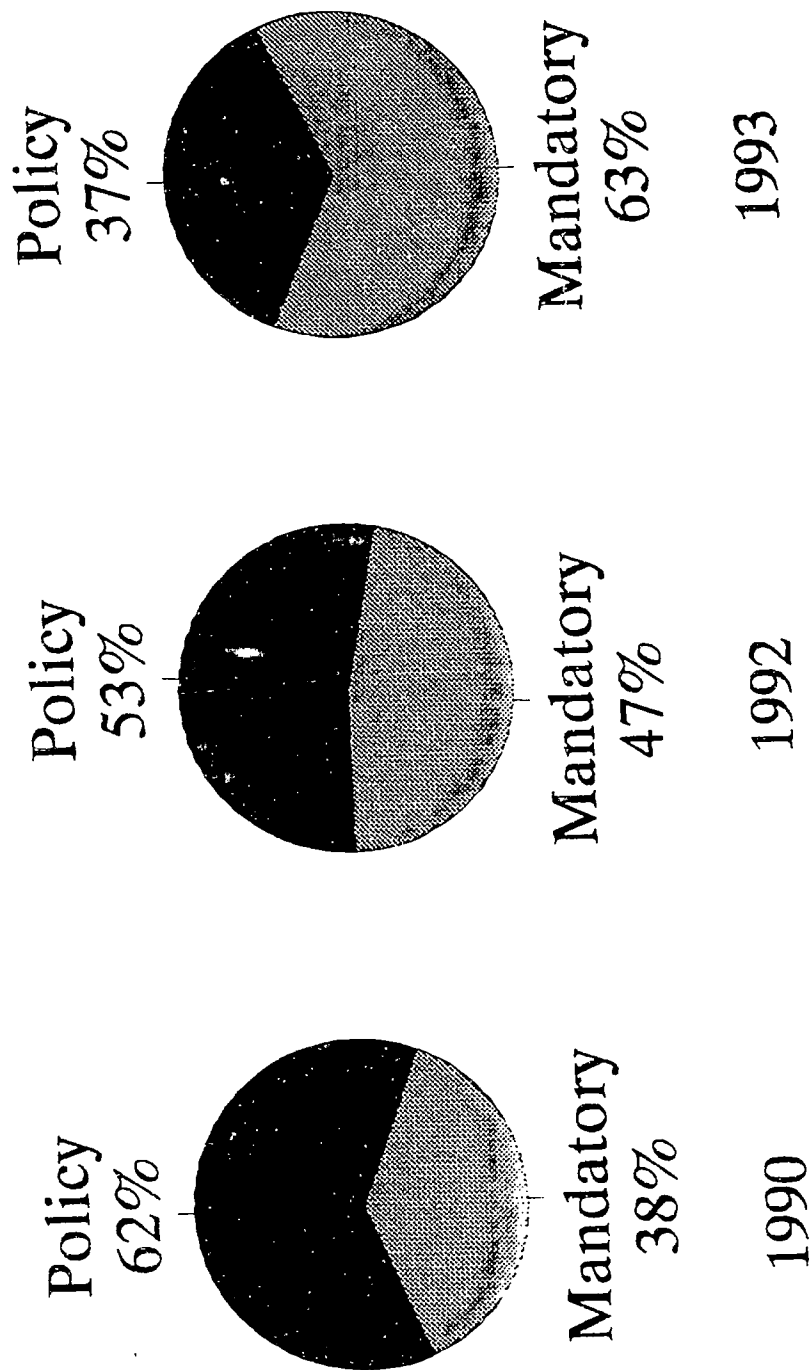Program Comparison of
Twenty-Seven States

Mandatory
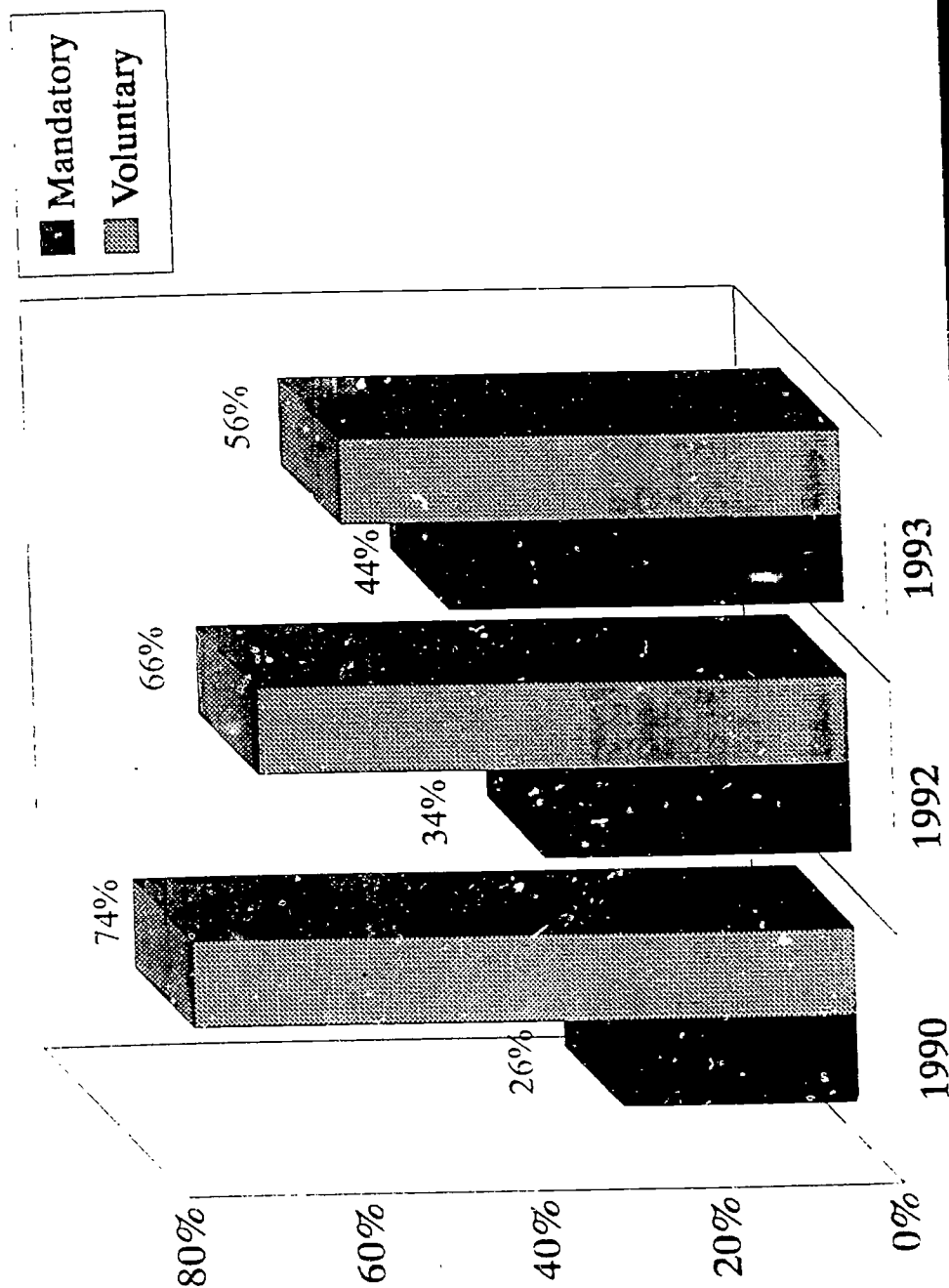Voluntary

Figure 3

Laws vs Policy for Mandatory Programs

Policy 62%
Mandatory 38%
1990

Policy 53%
Mandatory 47%
1992

Policy 37%
Mandatory 63%
1993

Figure 4

Comparison of Voluntary vs
Mandatory Programs
of Thirty-Five States

Mandatory
Voluntary

1990 1992 1993

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WORKSHOP FORMAT

Introduction (approximately 5 minutes)

Our goal is to assist you in learning from one another and to provide new perspectives on literacy programming.

**What are your major concerns about literacy programs?
**Why did you attend this workshop?
**What is your experience and training in literacy?
**Can you fit your concerns into the topical areas?

Step 1 (20-30 minutes)

The attendees will choose one of the following topics: tutors and volunteers, teaching strategies, materials, computer assisted instruction, or assessment. They will form small groups according to the topic they have chosen.

Step 2

Each group will receive a packet of response sheets for all four topics, but they will only answer the questions for their chosen topic. Every group will receive a large tear-off sheet from the flip chart and a magic marker to record the answers to their chosen topic.

Step 3 (approximately 10 minutes per group)

After each group has finished answering the questions related to their topic, the entire workshop will reconvene to be debriefed. Each group will tape up their large tear-off sheet(s) and explain their topic and how they answered the questions. As they share their answers, the people in the other groups can use the packet of response sheets to fill in the answers on the topics they did not discuss in their group. These response sheets are for them to take home; we will take the tear-off sheets to be summarized for office use.

Step 4 (30 minutes)

Each attendee will receive a response form to **mail back to** the Outreach Training Center. Part of the form will include a list of bibliographies available on various literacy-related topics. We will send them the information requested from the office.

TUTORS AND VOLUNTEERS

Question #1
Make a plan for managing an inmate and community volunteer tutor program. This plan might include the following (Brainstorm ideas for each topic).

Requirements for Tutors

Motivating and Selecting Tutors

Tutor Recruitment and Retention

Question #2
While the actual training tutors receive will depend on the instructional methodology used with the literacy students, all tutor training should include discussion of some common topics. Devise a plan for training tutors which would include what tutors should know about the following categories. Add any additional categories you think are necessary.

Literacy Theory and the Goals of the Program

Training in the Instructional Methodology
(This includes how and when to use different types of instruction)

Program Rules for Tutors and Students

Instruction on How to Work With Students

Question #3

If you already use tutors in your program, what are your major difficulties and how do you think they can be solved?

ADDITIONAL AREAS YOU WOULD LIKE TO INCLUDF

EVALUATING AND CHOOSING MATERIALS
FOR YOUR PROGRAM

Introduction

What is the main goal of your program? What is the desired outcome of instruction?

**The purpose here is to find ways to utilize your teaching materials to achieve your program/instructional goals.

YOUR GOAL IS:_____

•One thing to keep in mind is the sequence of subskills that lead to your goal.
THE SUBSKILL(S) YOUR STUDENTS WILL NEED IN ORDER TO MEET THE
PROGRAM/INSTRUCTIONAL GOAL ARE:

_____   _____

_____   _____

_____   _____

Question #1
What factors should you consider when choosing and evaluating your material? For example, how motivating is the material?

Question #2
Develop subsets for each factor you listed for Question #1. For example, you may want to consider how to motivate students to work to their potential or how to motivate students to meet the instructional and affective goals of the program.

Question #3
If you have a limited budget or no budget at all, how do you develop your own materials? Consider what kinds of materials you can get from the community and how you can use these materials with different-level readers or non-readers.

TEACHING STRATEGIES

Introduction
What is the main goal of your program? What is the desired outcome of instruction? The purpose here is to find ways to utilize your teaching strategies to achieve your program/instructional goals.

YOUR GOAL IS:_____

•One thing to keep in mind is the sequence of subskills that lead to your goal. THE SUBSKILL(S) YOUR STUDENTS WILL NEED IN ORDER TO MEET THE PROGRAM/ INSTRUCTIONAL GOAL ARE:

_____   _____

_____   _____

_____   _____

Question #1
What strategies can you suggest for the skill development of your students, taking into consideration their goals, ability levels, disabilities, and learning styles?

Question #2
How can you motivate your students to:

Work to their potential

Prepare for tests or other forms of evaluation

Meet the instructional and affective goals of the program

Question #3
What strategies can you suggest when working with these different teaching situations:

Ethnic Differences

Gender Differences

Differences in Ability

ADDITIONAL AREAS YOU WOULD LIKE TO INCLUDE

🖥 COMPUTERS AND LITERACY

As the high tech. revolution continues, the possibilites for computers and other high tech. applications in literacy programs grow. There are all kinds of products at all kinds of prices, the use of which are limited by literacy program budgets. As more money becomes available, there is a need for literacy program providers to know what products to purchase and how to do so. Literacy programs need to consider the relationship of program goals and the kind of hardware and software to purchase or lease.

Question #1
What uses can be made of computers and other high tech. equipment in literacy programs? Are there some areas or levels where computers serve the student better than teachers or trained tutors?

Question #2
What are staff training considerations?

Question #3
What kinds of considerations are needed in order to decide what software and equipment to buy? How do you evaluate and choose between competing products? Consider content of programs, management, level of instruction, etc.

Question #4
Who are some of the major manufacturers of adult and juvenile computer and high tech. applications (the names of their programs and systems?) What are some factors you should consider when choosing a vendor?

STUDENT ASSESSMENT

Depending on a number of factors, you will want to assess in different ways for different purposes. First and foremost, what is the goal of your program? Is it a functional literacy program? A family literacy program? An employment readiness program? A special education program? A combination? Do you have a homogeneous group (all students are there for the same purpose, at relatively the same level or interest)?

Question #1
In general, why assess? What and when are the major reasons for assessing students?

Question #2
What are the kinds of curricula or materials you might use to reach this goal? What kinds of assessment can go with each? (For example, if you are teaching life skills, you may want to use CASAS)

Question #3
In adult education, there are two major types of published assessment tools, norm-referenced and criterion-referenced. Under what circumstances would you use each type? What are the limitations of each type? What other ways, aside from published tools, can you measure student gains?

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Question #4
What are the institutional considerations for testing? The needs of the correctional system?

Question #5
How do you relate assessment to instruction? Is there a flow or an inter-relationship?

Question #6
How do you assess for learning disabilities? Are there any easy answers?