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Development of a Prison Schools System Handbook

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Eastern Illinois University

This research is a product of the graduate program in Educational Psychology and Guidance at Eastern Illinois University. Find out more about the program.

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DEVELOPMENT OF A PRISON

SCHOOLS SYSTEM HANDBOOK

(TITLE)

BY

ANDREW J. EGGETT

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1984

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING

THIS PART OF THE GRADUATE DEGREE CITED ABOVE

DATE

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Development of a Prison Schools System Handbook

BY

ANDREW JAMES EGGETT

B.S., Eastern Illinois University, 1978
M.S., Eastern Illinois University, 1982

ABSTRACT OF THESIS

Submitted in partial fulfillment of the requirements for the degree of Specialist In Education at the Graduate School of Eastern Illinois University

CHARLESTON, ILLINOIS

1984
Statement of Problem:

Overcrowded prisons and jails are a major concern of our society. As each day passes, we see more inmates in our prison system.

Nationally, there are well over 315,000 men and women in our state systems. There are approximately 185,000 in our jails and more than a million pass through the jail system each year. The average reading level of the inmates is roughly the seventh grade, and they function generally at about the ninth-grade level.

In the state of Illinois (January 1984), there were 15,000 inmates in the state prisons. Their average reading level is the eighth grade, and they function generally at about the ninth grade level. The approximate cost to maintain an inmate in prison today is $20,000 per year, and return rate of those leaving prison is 20 percent within the first year.

With this number of inmates flowing through the prison system of the State of Illinois, it becomes imperative that an excellent training program for the residents is in force with a properly trained/informed educational staff.

Procedures:

Magazines, periodicals, documents, and articles were read pertaining to the Corrections Divisions of the States
of Illinois, Missouri, and Nebraska. Fact finding visits were made to the Centralia, Hillsboro, and Logan Correctional Centers for an input from other school administrators and staff personnel.

Many of the procedures used in developing this manual were through the trials and errors of day to day experience. Many of the forms were developed out of necessity to establish some system of accountability in providing data for the required reports in the most efficient method possible.

Conclusions:

In view of the new prison construction, a handbook pertaining to the Department of Corrections (D.O.C.) educational system and the Community College's academic/vocational institutional program would be beneficial to the new educators entering a prison education system for initial employment.

The handbook would serve as a written statement of methodology, enabling a staff member to be professionally oriented to his/her particular teaching program and be able to advise residents accurately when asked questions pertaining to specific programs.

The Prisons' Schools Systems, with no existing handbook for present and new staff members, should consider such a project.
Recommendations:

The handbook, to be useful, must be revised periodically to reflect changes in School District #428 by the School Code and contractual changes imposed on the Community College by the Department of Corrections. The staff of both schools should be involved in the continuing evaluation and improvement of the handbook.

The unique aspects of the respective prison educational program as well as the common aspects of their educational programs should be represented with appropriate annotations.

Using this handbook as a guide, the Prison Schools System could function more efficiently and be better prepared to meet the needs of the residents for whom the school systems were established to serve.
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Chapter I

INTRODUCTION

Background

The Illinois State Legislature, in early November, 1983, approved the construction of two modular prisons and two regular construction prisons. The modular prisons will be located at Lincoln and Jacksonville and the regular construction prisons will be located at Danville and Galesburg, Illinois. Each of these prisons will require the establishment of an Educational Division under School District #428 and an academic/vocational program under the area Community College.

This will necessitate the hiring of numerous educational staff personnel unfamiliar with the functions and intricacies of administering and teaching in the Schools System of an Illinois State Prison.

Statement of the Problem

Overcrowded prisons and jails are a major concern of our society. As each day passes we see more inmates in our system. Nationally, there are well over 315,000 men and women in our state systems. There are approximately 185,000 in our jails and more than a million pass through the jail system every year. The ethnic and racial composition is 48 percent white, 11 percent Hispanic, 40 percent black, and
1 percent American Indian or other groups. The average age is 33 years. The time served is an average of 18 months. Between 60 and 75 percent of the inmates have not completed high school. Their reading level is roughly the seventh grade, and they function generally at about the ninth-grade level.¹

In the State of Illinois (January 1984), there were 15,000 inmates in the state prisons. The ethnic and racial composition is 60.6 percent black, 0.2 percent American Indians, 6.8 percent Hispanic, and 32.3 percent white. The average age is 25 years. Between 60 and 75 percent of the inmates have not completed high school. Their average reading level is the eighth grade, and they function generally at about the ninth grade level.² The approximate cost to maintain an inmate in prison today is $20,000 per year, and the return rate of those leaving prison is 20 percent within the first year.

With this number of inmates flowing through the Prison System of the State of Illinois, it becomes imperative that an excellent training program is in force to train these inmates to help prevent their return to incarceration.

Presently, all the schools in the Prisons in the State of Illinois have developed their own school handbook. When Staff personnel are hired and transferred between prisons they must proceed through a new training program to become familiar with their new responsibilities and
requirements of the respective school as delegated/explained in the new school's handbook.

The writer sees a need for a single handbook for the State of Illinois Prison School System (Medium and Minimum Security Facilities) to ensure compatibility of Staff training/ responsibilities and resident training.

Procedure

Magazines, periodicals, documents, and articles were read pertaining to the Corrections Divisions of the States of Illinois, Missouri and Nebraska. Fact finding visits were also made to the Centralia, Hillsboro, and Logan Correctional Centers for an input from other school administrators and staff personnel.

Many of the procedures used in developing this manual were through the trials and errors of day to day experience. In the role of Vocational Education Advisor, at the Vandalia Correctional Center, the writer gradually became aware of the data various agencies, with whom corrections educators work, need for their records and reports. Many of the forms listed in the appendix were developed out of necessity to establish some system of accountability in providing data for these reports in the most efficient method possible.

All of the programs listed are actual programs in existence today, but certain areas of responsibility have
been reassigned by the writer in an effort to make the Prison Schools Programs more efficient and responsive to the needs of the clientele served.

Definitions

**General Educational Development (G.E.D.)** – A battery of tests designed specifically to measure the educational achievements of people who have not graduated from high school. Many colleges and business organizations accept persons who make sufficiently high scores on these G.E.D. tests on the same basis as they accept high school graduates.

**Individualized Learner Plan (ILP)** – A written statement for a resident that provides at least a statement of: the resident's present levels of educational performance; annual goals and short-term instructional objectives; specific special education and related services; extent of participation in the regular education program; projected dates for initiation of services and expected duration; and appropriate objective criteria and evaluation procedures.

**Peabody Picture Vocabulary Test (PPVT)** – Test materials are 150 plates, arranged in ascending order of difficulty by age level. Since no verbal response is required, the test can be administered to persons with speech impairments,
cerebral palsy, or reading problems and to mentally retarded, withdrawn, and distractible children. It has moderate reliability and moderately high correlations with other intelligence tests.

**School Code - The School Code of Illinois** - The legal basis for authority of the State Board of Education, the State Superintendent of Education, and in this writing, the Department of Corrections School District #428.

**Stanford Achievement Test (SAT)** - The test measures content and skills in reading, language arts, and arithmetic and, for grade 4 and above, science and social studies. The results of this test are interpreted by grade level, (i.e., 6.0 equals the sixth grade).

**Tests of Adult Basic Education (TABE)** - Designed specifically to measure proficiency in basic skills for adults having less than a high school education. It measures skills in reading, mathematics, and language at three levels of difficulty. The results are read in grade level achievement, (i.e., 5.0 equals the fifth grade level).

**Wechsler Adult Intelligence Scale (WAIS)** - Test developed by David Wechsler as an individual intelligence test strictly for adults. It consists of 11 subtests and is considered a very reliable instrument. The test-retest
The coefficient of WAIS Verbal, Performance, and Full Scale IQ's are all above .90.³
Chapter II

Review of Related Literature/Research

DEVELOPMENTAL HISTORY

National Level

Because of the staggering number of prisoners in the prison system, the United States Bureau of Prisons has made a commitment to education and training in an effort to reduce the number of people returning to prison and to provide them with the necessary credentials to improve their employability on release from prison. The educational opportunities provided a range from literacy through post secondary education and a wide range of vocational education.

One of the most important developments is the establishment in ten states of separate school districts to serve the needs of the prison systems in those states. The State of Illinois is one of the ten states.

State of Illinois

The Illinois State Constitution of 1970 provides that "A fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities." Therefore, on July 1, 1972, a Department of Corrections School District #428 was
established for the education of inmates and wards within the Department of Corrections and the said district could establish primary, secondary, vocational, adult, special and advanced educational schools. The school district was composed of the nine adult institutions existing at that time. On July 1, 1977, the juvenile division of the Department of Corrections in Illinois came under the jurisdiction of the Department of Corrections School District. School District #428 has a board which is appointed jointly by the Illinois Office of Education and the Department of Corrections. The Superintendent, hired by the board, has two Assistant Superintendents, one in the adult division and the other in the juvenile division. Each attendance center, institution, has an Education Administrator who administers the education programs for the Department of Corrections.

In order that the institutions residents may have educational programs from the elementary school through college, School District #428 contracts with various Colleges and Community Colleges, to provide the college level academic and vocational programs. The college employs a Project Director to coordinate the college program at the institution extension center.
Chapter III

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Appendix Listing
School District #428 must conform to the same guidelines as other school districts regarding the Illinois Office of Education (I.O.E.) standards. Therefore, all staff members must be certified, the number of contact minutes for credit in an accredited program must be maintained as in the free community, and the evaluation of the educational program is very similar to the free community's school evaluation.

It is the philosophy of the Correctional Center's Education Department to provide educational services to residents who, prior to entering a correctional center, have received negative experiences within the field of education. Some of the negative examples are: the typical male prisoner is a dropout or has been forced out of high school with a history of crime beginning in his early teens; has a low self-concept and no self-confidence as he is unskilled, untrained, and believes he has no career potential; reads several grade levels below his school completion year; is normally functioning several grade levels below in most other academic areas, tends to be unrealistic about obtaining jobs for which he is
unqualified; is unrealistic about salaries expected if employed.

The table of organization within the education department at the VanJalia Correctional Center is reflected in Appendix B. The writer, being employed at the VanJalia Correctional Center, will use this table to explain the administrative structure of education in corrections as envisioned by the writer.

Each correctional center has a Warden as Chief Administrator at that particular center. There are two Assistant Wardens, one in the area of security and one in the area of programs. The head of the education department, the Education Administrator, must report directly to the Assistant Superintendent of the school district's adult division, located in the central office in Springfield, Illinois, and has liaison functions with the Assistant Warden of programs.

The vocational and academic classes are contracted by the school district with a community college in the area in which a particular correctional center is located. The Project Director for the Community College, who is located at the correctional center, reports directly to the Dean of Career Education at the Community College. The Project Director has an administrative relationship, liaison functions, with both the Assistant Warden of programs and the Education Administrator at the particular correctional center. The functions of the Project Director and the
services offered by the Community College will be covered in greater detail in a later chapter.

The Education Administrator is responsible for the on-going operations of the educational programs for School District #428. After conferring with the Department of Corrections School District Assistant Superintendent and his staff, and the Assistant Warden of Program Services at the Correctional Center, the Education Administrator prepares, selects and revises materials and curriculum content as deemed necessary. It is his responsibility to requisition all supplies, furnishings, and equipment necessary for the Department of Corrections school programs, supervise and maintain a central record keeping system of academic progress and attendance of students enrolled in school programs, and submitting for approval the yearly operational budget. The Education Administrator is responsible for interviewing residents for enrollment in educational classes and for disciplinary reasons, establishing a screening procedure and needs assessment for prospective students. He works with the Superintendent of the Educational Services Region in General Educational Development testing and certification; conducts staff meetings as required; and consults with the Advisory Committees and other sources to ensure the course content and courses meet the needs of the residents. The Education Administrator works closely with the College Project Director and his staff in developing the vocational and
college academic programs, acting as a consultant in these areas.

Additionally, the Education Administrator makes recommendations to the Correctional Center's librarian regarding procurement of both recreational and reference reading materials. Service is also requested for reference and audio-visual materials to service the post secondary academic classes offered by the Community College as well as Adult Basic Education (ABE), the General Education Development (GED), and Career Counseling classes.

The Education Administrator ensures all reports, records, and plans are submitted to the Department of Corrections School District Superintendent and the Assistant Warden of Program Services at the Correctional Center.

The Education Administrator, or his representative, and the Community College Vocational Education Advisor ensures the school programs are outlined to all incoming residents prior to their initial assignment in the institution. At this time various tests are administered by the institution Psychologist for inclusion in the education department evaluation system.

The following example of testing, orientation, and placement procedures for educational programming at the correctional center have been established by the Correctional Center's Educational Department at the Vandalia Correctional Center.
I. Testing Program Procedure

A) Achievement Testing, Reception and Classification

An attempt will be made to evaluate each new resident that enters the Reception and Classification Unit. The "Test of Adult Basic Education" Level "D" (T.A.B.E.) will be the instrument used. The Educational Departments Diagnostician will administer the T.A.B.E.

B) Use of Compiled Data

1) Achievement tests will be scored by school personnel. Subtest scores and battery averages for each man will be recorded on a population index, and also on testing data sheets. Group testing sheets will be filed and will form the basis for a monthly and annual testing report.

2) Group testing data sheets will be used as a resource to generate referrals for the Special Education Program. Each man under 21 years of age who does not possess a high school diploma and who scores below a 7.0 battery average on the test will be contacted to see if he is interested in educational programming.

3) Orientation referral lists will be matched with individual scores, and these men will be
contacted. Test results will be discussed for proper program placement, as determined by set guidelines and the expertise of the Education Department.

4) Prior to a student exiting an academic program, he will be administered the T.A.B.E., Level "D" as a post-test. All post-test GED students must attain a 9.0 average (indicates 9th grade level) to take the GED final exam.

5) If a student is placed in the Special Education Program, he is referred to the School Psychologist for additional testing. Recommended tests are the Wechsler Adult Intelligence Scale (WAIS), Bender Gestalt, Wide Range Achievement Test (WRAT), and Peabody Picture Vocabulary Test (PPVT).

II. Orientation

A program orientation is also given each time the achievement test is administered in the Reception and Classification Unit. Each program and qualifications for that particular program will be discussed. An Education Program Fact Sheet, School Interest Questionnaire, and Occupational Training
Survey will be distributed to each resident (see Appendices C, D, & E). Program qualifications and time requirements will be as follows:

a. GED I - Educational Review 9.5-11.0 (2 months)
b. GED II - Educational Review 8.0-9.4 (3 months)
c. GED III - Educational Review 11.0 - up (part time)
d. ABE - Educational Review 8.0 - below (open entry and exit)
e. Special Educational Placement - Program qualifications will be in keeping with Public Law 94.142.

All except GED III will be full-time day assignments which last varying lengths of time. Refferals will be accepted at this time. Anyone expressing interest will be contacted and considered for the program that best fits his educational level, capability, and interest.

III. Placement procedures

A) Criteria for placement was mentioned in Section II when discussing the orientation
process.

B) Procedures

1) After the resident has expressed interest in a program (either at orientation or after he is in the general population) the appropriate school personnel contacts the prospective student.

2) If a resident meets the qualifications for a program he desires, he will be placed on the waiting list and informed of same and the date the class will begin.

3) Two weeks prior to the class start date, the appropriate school staff will forward to the Education Administrator a list of students for the respective class. Appropriate school staff will be:

   a) GED and ABE - the GED Coordinator

   b) Special Education - Diagnostician

4) One week prior to class beginning, the Education Administrator will forward the list of residents for transfer to the Assignment Officer who makes the respective transfer.
School District #428

Programs and Staff

Each of the educational programs available to the residents of the Correctional Center will be explained in greater detail in this chapter. Each explanation will be followed by a position description for the staff member(s) who teach within that particular program.

All residents entering the Correctional Center are given an orientation prior to their initial assignment and just previous to transfer to a permanent dormitory assignment. During the orientation, the institution psychologist administers the reading and mathematics subtest of the Stanford Achievement Test (S.A.T.). Once the S.A.T. scores are received, the resident is interviewed individually by school personnel and requested for transfer to the appropriate class, based on test scores, by the Education Administrator to the Assignment Lieutenant if the resident desires enrollment.

The Adult Basic Education (ABE) class is a full-time day assignment. A pretesting is given to each new enrollee using the S.A.T. at orientation and a second Test of Adult Basic Education (T.A.B.E.) during the first few days of enrollment. Every two-month period the resident is again tested with the T.A.B.E. to determine whether or not he is capable of qualifying for the G.E.D. program at the 8.0
level. If he qualifies, he is scheduled for the next G.E.D. class. If he does not qualify for G.E.D., he may continue in A.B.E. as long as he is progressing satisfactorily.

The areas of mathematics and reading are the main areas of instruction within the A.B.E. class. Group instruction as well as peer group tutoring and individualized instruction are used within the class. The program is intensive by prison standards, meeting 5.5 hours per day, five days per week.

The basic educational program may also serve to improve a resident's basic skill enough to enter and successfully participate in a vocational program. In some cases, after a short stay in basic education classes, residents may opt to be assigned to a non-program work assignment and return to the A.B.E. program at some future time or, if they so decide, stay on a work assignment.

It is the responsibility of the basic education program instructor to interview each resident that requests a basic literacy program through referral from the Education Administrator or the resident's counselor. Once the resident is interviewed by the A.B.E. instructor he is placed on a waiting list and enters as openings are available. The educator works individually with each resident assigned to basic school to develop an individualized study program to either prepare the resident for eligibility into a G.E.D. program or to develop functional literacy. The Innovative Science "THINK" program
is used extensively, with the A.B.E. instructor recording the resident's progress. The resident is tested every two months with the S.A.T. to determine his progress within A.B.E. or his readiness for G.E.D. placement. The A.B.E. instructor keeps all attendance records, pre and post test scores, etc. and compiles the quarterly and yearly Title III reports using these records. Educational materials that are needed by students in A.B.E. will be requested by the A.B.E. educator in a timely manner so that the Education Administrator may order and receive them before a shortage exists. Other duties relevant to a sound education program may be carried out by the A.B.E. instructor.

The A.B.E. instructor is under the direction of the Education Administrator. The work shift is 8:00 A.M. to 4:00 P.M., Monday through Friday.

All residents entering the Correctional Center are given an orientation during their first 7 - 10 days while still confined to the diagnostic dormitory and just prior to transfer to a permanent dormitory assignment. The two-month high school review program referred to as G.E.D. I, is a review of the five basic subject areas covered by the General Educational Development Test (English grammar, social studies, mathematics, science and literature) and a test over the Constitution of Illinois and the United States, proper care and handling of the American Flag and Declaration of Independence. G.E.D. I is a two-month full-time day program. At the conclusion of the review, the
class is tested by an individual assigned by the Department of Corrections School District as Test Administrator. Those residents successfully meeting the requirements, as established by the State of Illinois, receive an Illinois High School Equivalency Certificate.

At the orientation session, the residents are told to inform the school personnel at that time, send a request to the school office, or contact their counselor if they are interested in the high school program. They are informed that G.E.D. I is a two-month review and will start on a certain date. If they have scored 8.0 - 10.5 grade level on the reading and mathematics subtests of the S.A.T., which is administered during orientation, they are informed by school personnel of beginning dates of the next beginning class and registration for said class. The Education Administrator provides a copy of scores to the Casework Supervisor for use by the counselors. After the resident's discharge dates are checked to determine priority for a class of 20 students, a list of qualifiers for the programs is sent to job supervisors two weeks prior to class beginning date. The transfer of those approved for G.E.D. is requested by memo to the Assignment Lieutenant one week prior to class.

During the two-month period, a review of five previously mentioned subject areas, as well as the Constitution, is given. Just prior to final testing, the Educational Services Regional Superintendent of the
appropriate county, provides testing forms that the G.E.D. Coordinator has each resident being tested to complete. At the conclusion of the review, the Department of Corrections' G.E.D. Test Administrator will administer the final test.

Upon completion of the test, the residents will be transferred to another job or assignment by the Assignment Lieutenant. Test papers are sent to the appropriate center for scoring. Those residents earning a certificate will receive it along with a copy of the test application form and a copy of their test scores at an appropriate ceremony, usually held in the Correctional Center Visiting Room with the dietary department providing coffee and snacks. Those residents discharged or transferred prior to the return of results will receive these forms by mail.

Residents failing to receive a certificate will be given a copy of the application form and a copy of grades earned. If they scored within 15 points of passing, 210-224, they will be informed of the tutorial G.E.D. program and encouraged to enroll in same.

There are two other sections of G.E.D. However, the only basic difference between these sections is the length of each class. The G.E.D. II class meets for three months. The G.E.D. III, which is the tutorial class has no real structure, since it meets only on a time basis arranged by the G.E.D. Coordinator and student. This class meets for a minimum of fifteen hours prior to the resident taking the
exam. The resident is not assigned to a class, but attends in his free time as previously mentioned.

One educator within the G.E.D. program will be designated G.E.D. Coordinator. The Coordinator will arrange for the residents to complete applications for the G.E.D. test, order copies of high school records as needed, and ensure that students' complete G.E.D. scores are recorded on a permanent record. The G.E.D. Coordinator corresponds with the Regional Superintendent regarding requests by former students for copies of official G.E.D. scores as well as information on diplomas.

The G.E.D. Coordinator is a key resource person for staff members seeking information regarding G.E.D. testing materials, teaching techniques, ETC. Consequently, this staff member may be requested to conduct in-service training or workshops regarding G.E.D. preparation.

The G.E.D. Coordinator works Monday through Friday from 8:00 A.M. - 4:00 P.M. However, these hours are flexible, depending on program needs.

The G.E.D. instructor is under the supervision of the Education Administrator. The work shift is 8:00 A.M. to 4:00 P.M., Monday through Friday.

It is the G.E.D. Educator's responsibility to give a comprehensive review over the areas covered in the G.E.D. final exam. He/she must organize the teaching material in order to present it in a timely manner, depending on which class the teacher is assigned (two or three month or
fifteen hour).

The G.E.D. Educator will secure and maintain all records pertinent to G.E.D. as well as to the students' permanent records regarding G.E.D. The instructor will ensure that students are pre and post-tested within the program.

Materials necessary to maintaining quality instruction are to be requisitioned by the G.E.D. instructor through the Education Administrator in a manner to ensure that such materials are available for each class. An inventory of materials should be kept by the instructor.

Prior to the final test, one of the G.E.D. Educators, who has been designated as the G.E.D. Coordinator, will secure applications from the local Regional Superintendent and assist residents in completing this application. G.E.D. instructors will be asked to assist in this application process as well as assisting in monitoring the final G.E.D. exam and other tasks conducive to a sound program.

The Chapter I program at the Correctional Center is a federally funded program that provides for instruction in reading and mathematics for neglected and delinquent youth under the age of 21 who have not achieved a high school diploma. A resident gains admission into the program in the same manner as he enters the A.B.E. class.

One of the basic purposes of Chapter I programs is to give instruction in small groups; therefore, the size of
the Chapter I class will be 10 - 12 students who meet five
days per week, five hours per day in a regular school
program. Up to 50 percent of their instruction will involve
the Chapter I program with intense instruction in reading,
vocabulary, and math. Group instruction, peer group
tutoring, and individualized instruction is given to these
students.

Upon completing the program, the student re-enters a
normal classroom in A.B.E. instruction or begins a G.E.D.
program, if he so desires. A 7.5 grade level average on the
Stanford Achievement Test is the basis used to determine if
a resident is still in need of Chapter I assistance.

The Chapter I Educator is under the direction of the
Education Administrator. The work shift is 8:00 A.M. to
4:00 P.M., Monday through Friday.

The Chapter I Educator locates Chapter I eligible and
targeted students enrolled in education programs and
provides remedial instruction to the targeted students.
Much of the same material and teaching methods as described
in the A.B.E. section is used in Chapter I.

The Chapter I Educator helps the Education
Administrator plan and write the yearly Chapter I program
plan. All attendance records, progress reports, etc.
pertinent to Chapter I youth are kept by the Chapter I
Educator. The Chapter I Educator pre and post-tests Chapter
I youth as needed and keeps records of these scores. At
times he/she may assist in monitoring G.E.D. exams, etc. as
well as complete other tasks conducive to a sound educational program as assigned.

A comprehensive job description for the Chapter I Educator is on record within the yearly Chapter I plan. This plan is also on file in the Chapter I section of the Illinois Office of Education.
Community College Programs

A local area Community College is contracted by the Department of Corrections School District to provide post-secondary academic and vocationally oriented courses of instruction for the residents of the respective Correctional Center.

The Community College is an Accredited Community College and exists to provide educational programming which meets the needs and interests of the men incarcerated within Illinois adult correctional facilities. The Philosophy of the Community College is aimed at reduced recidivism and successful integration back into the community.

The school strives to meet the needs and interest of men incarcerated within Illinois adult correctional facilities by providing quality post-secondary educational opportunities. Vocational and technical programs are provided to give the student the skills and background needed for successful participation in occupational areas and the opportunity to earn college credits which are transferrable to another community college. A College Degree program (academic coursework) is provided for persons who wish to gain the basics in a General Studies program with transferrability to four-year colleges and universities.
The role and mission of the Community College is committed to the concept of lower division post-secondary education for every person, regardless of race, color, national origin, sex, ethnic origin or educational background. This educational opportunity is limited only by the ability of the student to benefit and the Community College to provide. The Community College believes that educational experiences should assist the inmates and attending community students to clarify and revise their goals, and that it is the responsibility of the College to provide guidance, accessibility, encouragement, and assistance in reaching these goals. The Community College is primarily concerned with providing education relevant to individuals seeking initial job entry level skills, to those seeking advancement in a given career and to meet the retraining needs brought about by the residents changing job requirements. This is accomplished through a curriculum sufficiently flexible to be able to adjust to the changing educational needs of the community people of the area it serves and the residents of the Correctional Center.

The Community College offers lower division post-secondary vocational/technical and academic credit programs leading to a completion certificate, one-year certificate, diploma or associate degree and non-credit adult educational offerings in occupational training, personal development, and cultural enrichment. The Community College, normally, does not offer instruction or
degrees above the associate degree.

The program components, of the Community College, within the Correctional Center are as follows:

1. Career development, both individual counseling and group instruction, to assist students in making educational and career decisions. These services include aptitude and interest tests, academic advising, and vocational counseling.

2. Vocational training consisting of technical and industrial programs designed to provide the residents and community students with the skills necessary to meet the increasing demand for skilled workers in industry and business.

3. University Parallel-College Transfer Program courses in the arts and sciences at the college freshman and sophomore level. These courses meet the standards acceptable for transfer to baccalaureate degree programs in the four-year colleges and universities.

4. Cooperative Vocational Education Program at the Correctional Center shall provide an opportunity for the participating residents to advance academically, to obtain career information, to gain on-the-job work experience, and develop positive work attitudes that will hopefully develop a positive behavior upon release from the institution.
The Career Counseling Program provides assistance to the residents interested in their personal career planning. As a process, career development involves the total person; formulating realistic career goals, pursuing the necessary educational requirements, seeking training-related employment, developing effective work habits and attitudes, and possessing survival skills essential to function in society as a productive citizen. Unless a person is equipped in all of the above areas, then preparation for a career is incomplete.

The Career Counseling staff recognizes the uniqueness of each individual and encourages each resident to develop within himself a sense of personal worth. Since each resident has special needs and interests, a variety of opportunities are afforded through the Career Counseling Program.

Life Planning lectures/discussions provide an opportunity for the residents to participate in a variety of life-planning activities. Personal values are clarified as life goals and roles are identified and examined. Participants are encouraged to become aware of their personal strengths and to use those strengths to achieve their goals. Goal-setting and decision-making skills are emphasized. Residents also learn specific ways to conquer self-defeating behaviors and learn to build self-esteem.

Career Planning involves the identification and exploration of different careers. After gathering
information about the chosen careers of interest, the individual carefully selects a preferred career. This is accomplished by using the decision-making skills learned in the Life Planning lectures/discussions. The resident then formulates a career plan which has outlined how his career goals can best be achieved. If his plan involves additional education/training, the relevant information is available through the College's Career Counseling Staff. Residents enrolled in the Career Counseling I course earn college credits.

The second course of instruction, Career Counseling II, is the logical extension of Career Counseling I. In this course the resident is taught employment seeking skills. The residents work on resume' writing, locating job leads, and applying for a job. Through both videotaped "mock interviews" and Counselor resident role playing, the residents learn the basic skills involved in interviewing for a job.

The resident is also taught survival skills. The topics studied include Community Resources, Consumer Education, Personal and Family Finances, Family Concerns and Health, and Continuing Employment and Education. These "survival skills" are stressed immediately prior to release, but are available to the residents at any point of their incarceration.

Part of the course also covers "The World of Work" which emphasizes specific careers and/or changes and
developments in the world of work. The class features professionals and specialists from the community who give presentations of interest to men involved in career planning. The residents are able to secure valuable information about specific careers through question-and-answer sessions with these guests from the community.

Through both individualized and group sessions the Career Counseling Staff hopes to assist the residents in preparing themselves for re-entry into the world of work. It is hoped that the experiences offered through the Career Counseling Program of the College will help the residents upon their release to achieve a meaningful and satisfying place in the society in which they live.

Many of the residents, upon being incarcerated, realize the value of Vocational Training and desire to pursue a course of study in their chosen career field. Other residents, through completing the Career Counseling I and II courses, have chosen a new career field. The Community College provides the Vocational training to meet these needs and those of the community. The five most frequently taught Vocational Programs in the Illinois Correctional Centers are: Automotive Technology, Auto Body Technology, Heating and Air Conditioning Technology, Welding, and Building Construction Technology.

In Automotive Technology, the resident is provided both theoretical background and practical experience to
perform extensive repairs on all automobiles, both domestic and foreign. Instruction covers such areas as engine theory, tune-ups, engine repair and rebuilding, brake service, front-end alignment, automotive air conditioning, carburetion and electrical systems service. The residents are given numerous opportunities for "hands-on" experience.

Employment opportunities for auto mechanics are available for those committed to entering this trade as the replacement needs in this career field are high, and the field is projected to grow at a rate of 25-35 percent between now and 1990. The need for mechanics is expected to increase due to an increase in the number of car owners and the newer, more sophisticated vehicle designs require greater maintenance.

The second program is Auto Body Technology. The Auto Body Program places emphasis on the practical application of technical knowledge obtained in lecture and laboratory sessions. Major areas of skill training include sheet metal repair, automotive refinishing, damage correction, frame repair and alignment, major body alignment and auto body service operations. Additional skills developed are in welding, estimation and management.

Employment opportunities for the automobile repairer are expected to increase at the rate of 30 to 50 percent through the 1980's. Employment is expected to increase as a result of rising traffic accidents resulting in vehicle
damage and high replacement cost for automobiles. The auto
body repair industry is non-cyclical and therefore most
residents who enter this occupation can expect steady work.
An experienced automobile repairer may advance to shop
foreman or service manager. And, one of every eight auto
body repairers as self-employed.

The third program is Building Construction Technology. The objective of the program is to produce skilled laborers for the construction industry. To accomplish the objective, residents receive training in residential and light commercial building design, drafting and estimating, code study of the appropriate trades, blueprint reading and acknowledging the characteristics of building materials. Practical working experience in block and brick laying, concrete flat work, residential and commercial electrical wiring, plumbing, framing and finish carpentry continue to be the areas most emphasized. The strength of the program lies in the "hands-on" skills and the actual working experience the residents receive.

The employment opportunities has a projected growth rate of 20 percent in the next decade. Since the construction industry is sensitive to the nation's economy, the number of openings will fluctuate dramatically.

The fourth program is Heating and Air Conditioning Technology. The conditioning of air today involves the heating, cooling and cleaning of the air in which we live and work. The objective of the Heating and Air Conditioning
Technology Program is to prepare the graduate for industry in respect to the installation, maintenance, servicing, sales and design of air conditioning systems. Residents in the program will have extensive "hands-on" experience. Technical principles in refrigeration, plumbing, fabrication of associated duct work, heating and air conditioning are offered.

Employment opportunities for the graduates of this program can expect to find job opportunities in the areas of central air conditioning, sales and service, residential and commercial refrigeration, warranty service and sheet metal work. Employment of air conditioning refrigeration and heating mechanics is expected to increase by approximately 28 percent by the end of the 80's. Opportunities are expected to follow trends in residential housing construction, even during slow growth, many technicians will still be needed to service existing systems.

The fifth program is Welding Technology. Welding is the chief method of fabricating and fastening metals together. The welding industry has experienced tremendous growth recently due to the increased demand by transportation; construction of commercial, industrial and residential buildings; roads and bridges; utilities, and other facilities. The residents in the program are provided extensive practical experience in the operation of stick-electrode welders, MIG and TIG welding units, cored
wire welding equipment and oxyacetylene cutting and welding equipment. The residents are also taught metallurgy, fundamentals of testing, strength of materials, joint design, welding symbols and related operations.

Employment opportunities for welders are expected to increase faster than the average for all occupations through the 1980's. Increases in population and incomes are expected to stimulate demand for welders' products. Welding is generally a more efficient method of joining metals than other methods existing today and is being used more frequently in the manufacturing and construction industries.

Upon completion of any/all of the Vocational Programs the resident will be awarded a certificate of completion from the College and the appropriate number of college credit hours. The resident may elect to complete certain other specified courses and be awarded a one-year certificate in his chosen field.

Through the academic programs offered in the Correctional Center by the Community College, the resident can earn an Associate of Arts degree and transfer these courses to other colleges and universities. The College transfer programs are comparable to the freshman and sophomore college courses offered by four-year institutions.

If the resident is undecided on the program or career he desires, the Community College academic program, at the
Correctional Center, offers a good basic general education. He gains the competence and understanding needed for a number of careers, plus the opportunity to participate in a wide range of activities.

The Community College Academic and Vocational Counselors will assist the resident in determining his options and alterations. A complete guide to the academic program curriculum, as well as course descriptions, are available to the resident.

The last area of instruction available to the residents, by the Community College, is the Cooperative Education Program. In this program the resident can add work experience to his resume' while he earns credit toward his program completion. Many vocational programs have cooperative education elements which enable the resident to gain valuable on-the-job experience, and receive credit at the same time. Cooperative Education represents a working partnership between the College and the Department of Corrections Correctional Center to provide a structured relationship to fulfill the training requirements of the residents and the production needs of the institution.
Community College

Entrance Procedures

Staff and Responsibilities

A Project Director is assigned by the Community College as the on-site Administrator for the College Programs at the Correctional Center. In this capacity, the Project Director is responsible for all of the Community College offerings, and for coordinating the College's offerings with the proper personnel within the Department of Corrections. The College Project Director is directly responsible for supervising all of the College personnel at the Correctional Center (Appendix K), assisting them with instructional issues and program development, developing the project budget, ordering equipment for the College programs, and coordinating approval of the Community College contract with the College and the Department of Corrections School District. He confers with the appropriate administrative staff regarding continuity, improvement and expansion of the College Educational Programs. The Project Director conducts ceremonies awarding certificates to students who have successfully completed various programs.

The Assistant Director/Counselor for the College Programs is directly responsible to the Project Director. He assists in development, planning and supervision of the
Academic and Occupational Education Programs at the Correctional Center. The Assistant Director advises, consults, and supervises the academic and occupational instructors regarding instructional problems, prepares training materials, and coordinates training with other activities of the institution. He visits classrooms, consults and advises instructors regarding methods and techniques of instruction. The Assistant Director supervises and participates in in-service training sessions for instructors, confers, counsels, and advises students concerning College educational problems, develops an Occupational Education Advisory Council and serves on the council as the Occupational Education school representative. He prepares periodic evaluations of the College educational programs. The Assistant Director/Counselor takes part in the orientation of incoming residents at the Correctional Center, interviews, counsels and advises residents in regard to academic and occupational training programs/courses.

The Administrative Assistant works directly for the Assistant Director. The Administrative Assistant submits residents educational training referrals to the Correctional Center's Assignment Committee or Assignment Lieutenant for placement of residents in College classes. He/she is responsible for preparing files and records for the various College programs, forwarding the necessary College records to the Department of Corrections School
District, and preparing the needed reports for the College. As all records and files are retained on a computer, the Administrative Assistant must be computer literate.

The Assistant Director and the Administrative Assistant are responsible for the recruitment, counseling, and registration of all residents desiring to pursue post-secondary classes in the vocational, academic, Career Counseling courses and cooperative education courses with the Community College.

The Community College's academic courses are taught by instructors employed by the College. Courses are offered in the evenings from 7:00 - 9:30 P.M. and on Saturday mornings from 8:00 - 11:00 A.M. Courses offered are college transfer courses in the baccalaureate area, vocationally oriented, and when needed, developmental. The number of sessions a class must meet is determined by the number of credit hours for the courses.

A high school diploma is not required for admission to these classes. A resident who wishes to enroll in a college class may notify his Department of Corrections counselor who will then send a referral form to the College Project Director, Assistant Director or Administrative Assistant for action. Or, the resident may send a request directly to the appropriate Community College personnel. The resident is contacted and given a copy of the extension course schedule (Appendix R) which states the class and meeting nights of the class. The resident then completes a
College Application (Appendix L), an Evening College Agreement (Appendix U). Once this is completed, it is the resident's responsibility to be ready for the class on the nights the class meets when/if the school officer escorts the school line to school.

The Community College, through monies arranged by contract with the Department of Corrections School District and funds received from the Illinois Junior College Board, provides instruction, tuition, texts, equipment, and materials at no charge to the resident student. The Correctional Center is considered an extension center of the Community College and grades earned at the center are kept on transcript at the College in the same manner as grades earned at any other extension center of the College.

Over a period of time, the rotation of courses make it possible for a resident to obtain enough credits for an Associate of Arts degree and/or an Associate of Liberal Studies.

All of the post secondary academic instructors are employed by the College, and their credentials must be approved by the chairman of the department in which the instructor will be teaching classes. The Project Director is responsible for interviewing, indoctrinating (Appendix V), getting credentials approved and the hiring of the new teachers.

To teach a college transfer course, the instructor
must have a Master's Degree in the respective area in which he/she will be teaching. To teach a non-transfer course, the instructor must have the appropriate job experience and/or educational background. The credential requirements are determined by the respective department on campus.

The Community College, as stated earlier, offers vocational training to the residents in the areas of: Auto Body and Fender Repair, Auto Mechanics, Building Trades, Heating/Air Conditioning, and Welding.

All residents are informed by the Assistant Director regarding the availability of occupational training programs at orientation. Residents are given the opportunity to make program selections at this time or they may contact the Project Director, Assistant Director or the Administrative Assistant at a later date by sending a request slip for an interview regarding occupational training.

The resident's name is placed on a waiting list for the occupational course of his choice and when a class is scheduled to start the Administrative Assistant submits the names of the residents to the Assignment Lieutenant for transfer to the respective class.

If a resident becomes a problem in the class or fails to perform satisfactorily, then the instructor files a behavior report on the resident and forwards it to the Assistant Director. The Assistant Director will counsel the resident and if his behavior does not improve, then the
Administrative Assistant will forward a request for transfer out of the program to the Assignment Lieutenant.

When a resident successfully completes an occupational program or a one-year certificate program, he receives the prescribed credits and appropriate certificates from the Community College. If a resident completes the requirements for a one-year certificate or two year degree, arrangements are made for the resident to attend graduation exercises on the Community College's campus.

The respective vocational instructor provides practical and technical instruction involving demonstrations of skills required in the trade. Lectures on theory, practices, processes, terminology, safety precautions, use and maintenance of tools and equipment peculiar to the trade and damage and cost estimates are also given in the course.

The instructor plans and supervises work of residents, tests and evaluates resident progress in the various assignments, and submits reports as required by the College and the Department of Corrections School District. Equipment and materials needed to maintain the quality of instruction are ordered through the College's Project Director.

Career Counseling I and Career Counseling II are both full-time day programs. The residents gain admission via the same process as described for entry into the
occupational courses.

The Career Counseling Program is multi-purpose in that it provides instruction in the areas of human relations and job acquisition skills as well as providing educational and career counseling for those residents enrolled in the educational program.

Residents enrolled in Career Counseling I cover the interpersonal skills, while those enrolled in Career Counseling II cover job acquisition skills.

In the areas of counseling, the Career Counselors assist the residents enrolled in their classes by providing counseling and identifying career goals and orientation on courses offered at the Correctional Center that would assist the residents in meeting their career goals. The Counselors also assist those residents enrolled in the educational programs in developing their Individual Learner Plans (ILP).

The remaining area of instruction available to the residents of the Correctional Center is the Cooperative Vocational Education Program. This program provides an opportunity for residents to advance academically, to obtain career information, to gain work experience, and to develop positive work attitudes.

The objectives of the cooperative vocational education program is to provide the residents enrolled in the work experience and the related instruction with specific skills and theory of occupations, occupational
adjustment needed for success in employment, career development aspects of planning and preparing for a satisfactory career, regular supervised on the job experience and developing positive financial attitudes.

Residents completing a vocational course are encouraged to further their training and experience via the cooperative education program. Residents desiring career development in areas other than the vocational courses taught at the Correctional Center may apply for enrollment by forwarding a request to the Assistant Director, Administrative Assistant, or the teacher-coordinator of the Cooperative Education Program.

After counseling, the resident desiring to pursue the Cooperative Education Program (on-the-job training and related classroom instruction) has their names submitted to the Assignment Lieutenant by the Administrative Assistant for assignment to the program.

To receive College credit for the program the following minimum criteria must be met:

1. Residents are expected to follow the policies and guidelines of the training station in the Correctional Center and those of the College.

2. Continued student participation in the program shall be based on satisfactory performance at the training station and in
the related classroom instruction.

3. Residents shall work a regularly scheduled shift in accordance with the policies of the Correctional Center except for the time which is specifically set aside for the related class.

4. Residents enrolled in the cooperative education on-the-job training program will receive a minimum of 25 hours per week training at his respective training site for a 15 week quarter.

5. Related classroom instruction for the interrelated cooperative education program will be held for a minimum of 200 minutes per week for 15 weeks. During this time the resident will receive instruction in application procedures, developing communication skills, developing human relation skills, and preparing for the world of work.

6. Residents shall be evaluated by the teacher-coordinator in the related class.
7. Residents shall be evaluated by the teacher-coordinator and the work station supervisor for the on-the-job experience part of the program.°

Comments:
The writer has attempted to keep this writing as generic as possible, but due to the fact that the writer is employed by Lake Land College at the Vandalia Correctional Center makes this impossible. Visits to Centralia, Logan, and Graham Correctional Centers did aid in preventing a skewed viewpoint in writing this manual.
Appendix Listing

Appendix A - Description of Appendices
Appendix B - School District #428 Educational Flow Chart
Appendix C - Education Program Fact Sheet
Appendix D - School Interest Questionnaire
Appendix E - Occupational Training Survey
Appendix F - Class Schedule (Day Academic)
Appendix G - G.E.D. Final Test Application
Appendix H - Residents School Record Report
Appendix I - Educational Transcripts Letter (to other Institutions)
Appendix J - Educational Transcript Letter (paroled/released)
Appendix K - Community College Educational Flow Chart
Appendix L - College Application
Appendix M - Vocational School Agreement
Appendix N - Class Schedule (Day Vocational)
Appendix O - Vocational Class Opening Form
Appendix P - Tool Use/Tool Crib Rules
Appendix Q - Class Daily Attendance Record
Appendix R - College Academic Schedule (example)
Appendix S - Evening College Agreement
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Appendix A

Description - Appendix A
This simply is a brief overview of the appendices listed in this manual.

Description - Appendix B
Shows School District #428 Staff/Management lines of responsibility.

Description - Appendix C
This appendix is a condensed form of a listing of program offerings of educational classes at the Vandalia Correctional Center.

Description - Appendix D
The School Questionnaire is distributed by school personnel at the Education Programs orientation that the residents attend within the first two weeks of their stay at the institution. The completed Questionnaire provides the Educational Staff with general personal information about the resident and the resident is able to indicate on the Questionnaire the schooling he desires.

Description - Appendix E
The training survey is distributed by school personnel at the Education Programs orientation for the resident to complete. This assists the Educa-
Description - Appendix F (continued)

In addition to the Medical and the Counseling Staff in determining the feasibility/requirement of offering new occupational training programs.

Description - Appendix F

A class schedule for day academic classes. It should be noted that this schedule pertains to the classes held in the academic building only. This schedule is posted in all classrooms within the academic building.

Description - Appendix G

This application must be completed by all students desiring to take the G.E.D. examination whether they are residents in the Correctional Center or a member of the free community. The $5.00 fee is paid by the Department of Corrections for the residents.

Description - Appendix H

The School's Record Report is maintained on all residents entering any/all schools programs. This becomes a permanent part of the residents' educational jacket.

Description - Appendix I

The Educational Transcripts Letter is a form letter used to transfer a resident's Educational Jacket to another institution upon the resident's transfer.

Description - Appendix J

The Educational Transcript Letter used to transfer a
Description - Appendix J (continued)

resident's Educational Jacket to the Clinical Services Supervisor on the residents parole or discharge.

Description - Appendix K

The Community College's Correctional Center Educational Project Staff/Management Lines of responsibility.

Description - Appendix L

The Lake Land College Application Form was developed for use by residents at Vandalia Correctional Center (all inapplicable questions were deleted). This form expedited handling and record keeping at the Correction Center and on campus.

Description - Appendix M

All residents entering the College Vocational Programs must read and abide by the Vocational School Agreement. This becomes a part of the residents educational jacket.

Description - Appendix N

This is the class schedule followed by residents in the vocational programs. This schedule is posted in all vocational school classrooms.

Description - Appendix O

The Vocational Section Opening Form was developed to expedite class and resident registration. It
reduced data processing time on campus approximately 85 percent.

Description - Appendix P
Tool use control is required in a Correctional Center. The Tool Use/Tool Crib Rules were developed to ensure proper control.

Description - Appendix Q
The Vocational Class Daily Attendance Record is used for daily attendance, transfer in/out records, and payroll records. This is maintained by the Class Instructor.

Description - Appendix R
The College Academic Schedule is a sample of the Summer Quarter at the Vandalia Correctional Center. This is distributed to all Resident Housing Units three weeks prior to class starting dates.

Description - Appendix S
All residents entering the College Academic Programs must read and abide by the Academic School Agreement. This becomes a part of the residents educational jacket.

Description - Appendix T
This form was developed as a guideline for civilians coming into the Vandalia Correctional Center to take college courses. This form was developed by the Lake Land College coordinator, the Education Administrator, and Security personnel.
Description - Appendix U

The College Academic Registration Form was developed to expedite class and resident registration. It reduced data processing time on campus approximately 85 percent.

Description - Appendix V

The College Student Progress Report is maintained in the resident's individual college file as a record of courses attempted, dates, grades and/or withdrawal dates.

Description - Appendix W

Periodically new college instructors are hired. As a Correctional Center Teaching position is quite unique, a new College Employee Orientation is a must. This is the packet developed by the writer.
Appendix B

Educational Flow Chart
for a
Correctional Center

Assistant Superintendent
of
Programs
Springfield, Illinois

School District #428
Education Administrator
at
Correctional Center

Community College
Project Director - - - - - - - - - - - - - - for Programs
at Correctional Center

Assistant Warden
at Correctional Center

Clerk-Steno III ---------+----- G.E.D. Instructors
(1) (3)

School Psychologist ------------+-------- A.B.E. Instructors
(1) (3)

Diagnostician
(1)

Chapter I instructor
(1)
Appendix C

Educational Program Fact Sheet

All classes listed below are available at no cost for the resident. Community people taking college classes are charged at the appropriate rate.

General Education Development (G.E.D.) (High School Equivalency) Classes are available to you. The classes meet different lengths of time according to the scores you make on the Test of Adult Basic Education (TABE). We are sure you are aware of the importance of a high school diploma in living on the streets. One may enter G.E.D. based on TABE scores at any time other than two weeks prior to final testing at which time you may arrange to take a tutorial class if TABE scores qualify you. Contact the Education Coordinator in School I.

Adult Basic Education (A.B.E.)
The Adult Basic Education class is for those persons who have a one to eighth grade reading level. Basic skills in reading and math are covered. If you have not made the time for your education, this is an excellent time and place to get started. You may enter A.B.E. at any time. Contact the Education Coordinator in School I.
The Community College offers college classes for residents at the Correctional Center. The college programs are divided into three areas: Career Counseling, vocational training, and academic courses.

**Career Counseling**

The Career Counseling Program offers various classes in communication skills, career development and job skills. The classes offer college credit. The department also offers individual counseling and has available for your use, job-related resource material and college and financial aid information. Classes begin every 3-4 weeks. If you are interested in any of these areas, contact the Career Counselors in School I.

**College Vocational Programs**

For the resident interested in learning a vocational skill, the Community College offers training in the following area: **Auto Body and Fender Repair**, which teaches basic body work on a car. **Automotive Mechanics**, which teaches basic skills up to but not including engine overhauls. **Building Trades**, which teaches basic skills in electrical, plumbing, carpentry, and other skills associated with building trades. **Welding**, which teaches acetylene welding, brazing and cutting, all position arc welding, MIG, TIG, semi-automatic flame cutting, and plasma arc cutting. **Small Engine Repair**, which teaches the basics of repairing and
rebuilding small engines such as boat motors, motorcycles, etc. and Heating and Air Conditioning, which teaches basic techniques of repair, maintenance, and installation of heating and cooling units. Each of these programs is a full-time job assignment. The classes run from approximately 8:00 A.M. to 4:00 P.M.

A one-year certificate in Auto Services and Welding is available. A general Welding class is also available on Friday evenings and Saturday mornings. If you are interested in any of the above programs, contact the Vocational Education Advisor in School III, or sign up now during orientation.

College Night Academic Programs

For the resident interested in taking college preparatory courses or college classes, the Community College offers courses scheduled in the evenings from 7:00 P.M. to 10:00 P.M. on Monday/Wednesday and Tuesday/Thursday and Friday night/Saturday morning classes which meets from 7:00 P.M. to 10:00 P.M. and 7:30 A.M. to 11:00 A.M. A part-time student may sign up for a maximum of three classes.

There is a full-time assignment available for residents who have a high school diploma or G.E.D., which allows them to take a full load of 16 quarter hours, with study time provided. Classes begin about every two months and last
seven weeks.

For registration, advisement, and information send a request slip to the College Administrative Assistant in School III.
Appendix D

School Questionnaire

Section A

General Information

Date

Name__________________________ DOC #___________

Last First Race__________________

Birthplace______________________ Age______ Grade Completed____

High School Graduate Yes___ No___ Do you have a GED Yes___ No___

Name of High School______________ City & State______________

Place GED obtained________________________ When_______________

Time left at this center?_____________________________________

*******************************************************************

Section B

Adult Basic Education (ABE)

and

General Education Development (GED)

If you are not a high school graduate and are interested in working towards your GED, please indicate so: Yes___ No___

ABE is available based on TABE scores.

*******************************************************************
Section C
College - Academic & Vocational

Are you interested in college academic classes? Yes____No____
If so, would you like full time or part time classes?_____
Are you interested in college vocational classes? Yes____No____

Number the classes which you are interested in.
Auto Body____Auto Mechanics____Building Trades____
Small Engine Repair____Heating/Air Cond.____
Welding____Part time Welding (weekend)____

******************************************************************************

Section D
Career Counseling

The Career Counseling classes cover a variety of subjects including Communication Skills, Career Orientation, Job Skills, Resume Writing, Interviewing & Life Skills.

Are you interested in this program? Yes____No____
******************************************************************************
Appendix E

Occupational Training Survey

Name_____________________ DOC#________ Age_____

Estimated number of months I will be here:_________

Trade or skill I now have:__________________________

The purpose of this survey is to determine the feasibility of offering new occupational training programs. It will never be possible to offer programs in all areas of interest. With your help we can determine the type of trade or skill which has the greatest interest for the total population of this institution.

On the following list you may make two choices. Indicate your first choice with a number 1. Put a 2 next to your second choice. Choose the trades or skills you would like to learn while you are incarcerated in this institution.

____1. Air Conditioning and Refrigeration Maintenance/Repair

____2. Auto Mechanics (including engine overhaul)

____3. Diesel Mechanics

____4. Radio and Television Repair

____5. Small Engine Repair (ie. lawn mowers, out board motors, motorcycles, chain saws, etc)
6. Masonry
7. Painting and decorating
8. Data Processing
9. Computer Repair
10. Computer Programming
11. Accountant
12. Bookkeeper
13. Clerk Typist - Secretary
14. Printing
15. Drafting
16. Cook or Chef
17. Animal Husbandry (livestock production)
18. Landscaping
19. Nursing
20. X-ray Technician
21. Dental Assistant
22. Building Construction Trades
23. Welding
24. Building Maintenance (Custodial)
25. Auto Body and Fender Repair
26. I AM NOT INTERESTED IN LEARNING A TRADE.
27. I AM INTERESTED IN A TRADE THAT IS NOT LISTED.

THAT IS: ____________________________
Appendix F

Class Schedule
(Day Academic)

School I, II, AND III

GED and ABE Classes
Career Counseling Classes

1st period: 8:30 A.M. - 9:40 A.M.
Smoke break: 10:00 A.M. - 10:15 A.M.
2nd period: 10:15 A.M. - 11:15 A.M.
LUNCH   11:15 A.M. - 12:00 A.M.
3rd period: 12:05 P.M. - 1:30 P.M.
GYM BREAK  1:30 P.M. - 2:15 P.M.
4th period: 2:15 P.M. - 3:30 P.M.

Dismissal to Housing Units - 3:30 P.M.

Full-Time College - Schedule A

1st period: 10:45 A.M. - 11:15 A.M.
LUNCH   11:15 A.M. - 12:00 A.M.
2nd period: 12:05 P.M. - 3:30 P.M.

Full-Time College - Schedule B

1st period: 9:30 A.M. - 10:00 A.M.
Smoke break: 10:00 A.M. - 10:15 A.M.
2nd period: 10:15 A.M. - 11:00 A.M.

Dismissal to Housing Units 11:00 A.M.
**APPLICATION FOR ADMISSION TO HIGH SCHOOL EQUIVALENCY TESTING PROGRAM**

(To be filed with the Regional Superintendent of the County in which the applicant has maintained residence. Applicant must pay a $10.00 fee for GED Examination and $10.00 for the issuance of the High School Equivalency Certificate.)

**Personal Information**

<table>
<thead>
<tr>
<th>Name (Last, First, Middle, Maiden)</th>
<th>Male</th>
<th>Female</th>
<th>Date of Birth</th>
<th>Place of Birth</th>
</tr>
</thead>
</table>

**Educational Data**

<table>
<thead>
<tr>
<th>School Attended (City and State)</th>
<th>Grade Completed</th>
<th>School Graduated</th>
<th>Date of Graduation</th>
</tr>
</thead>
</table>

**Reporting for Testing Equivalency Examinations**

1. To acquire High School Equivalency Certificate
2. To satisfy request of another agency, such as to substantiate credentials for admission to college, for employment, etc.

Agency

Do you plan to continue your education beyond high school? Yes No

I certify that the above statements are true to the best of my knowledge.

**Applicant's Signature**

Date

Applicant is to report to

Address

City

County

Region of Region Superintendent

State
Appendix H

School District #428 School Record - Adult

Institution: ________________  Placement Test TABE-D Scores
Name: ________________  Vocab. ___  Compu. ___
Record #: ________________  Compre. ___  P & C ___
Birthdate: ______  Age: ______  Rdg. Avg. ___  Lang. ___
Race: ( A - B - C - D - E ) Female  Batt. Avg. ______
( G - H - J - K - L ) Male

<table>
<thead>
<tr>
<th>PROGRAM PARTICIPATION</th>
<th>Starting Date</th>
<th>Completion</th>
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<tbody>
<tr>
<td>ABE ______</td>
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<tr>
<td>GED ______</td>
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<tr>
<td>Chapter I ______</td>
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<td>Special Education ___</td>
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<tr>
<td>Other (Specify) ____</td>
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</table>

Scholarship/Financial Assistance:
Social Security ----  Military School ----  ISSC ----
BEOG ----  Other ----  Veterans Benefits ----

VOCATIONAL PROGRAMS  ACADEMIC PROGRAMS

<table>
<thead>
<tr>
<th>College/Class</th>
<th>Institution</th>
<th>Date</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>College/Class</th>
<th>Institution</th>
<th>Date</th>
<th>GRADE</th>
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</tbody>
</table>
Appendix I

Illinois Department of Corrections

Memorandum

Date:

To: Educational Administrator

From: Education Administrator
Vandalia Correctional Center

Subject: Educational Transcripts for the week of

Enclosed please find the transcripts for the following residents. These men have participated in some type of educational program while at the Vandalia Correctional Center. Our records have indicated that they have been transferred to your institution. Please see that the transcripts are entered into their permanent jackets. For more detailed information concerning their academic records, please contact me.

AJE/aje
Appendix J

Illinois Department of Corrections

Memorandum

Date:

To: Clinical Services Supervisor

From: Education Administrator

Subject: Educational Transcripts for the week of 

Enclosed please find the transcripts for residents leaving the institution in the week of , that participated in some type of education program. In keeping with Administrative Regulations, I am forwarding a copy of their transcripts to be entered into the residents permanent jacket. Please see that these are filed at your convenience. Thank you.

AJE/aje
Appendix K

Community College Educational Flow Chart for a Correctional Center

Community College
Dean of Career Education

Community College Project Director at the Correction Center

Assistant Warden for programs

Secretary

Assistant Director/ Counselor for College Programs

Administrative Assistant

Academic Course Instructors (8 to 15) Instructors, depending on course offerings

School District #428
Education Administrator

Vocational Course Instructors (5)

Career Counseling Instructors (2)

Cooperative Education Coordinator (1)
LAKE LAND COLLEGE
APPLICATION FOR ADMISSION OR READMISSION

<table>
<thead>
<tr>
<th>FOR OFFICE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. S. NO.</td>
</tr>
<tr>
<td>NAME</td>
</tr>
<tr>
<td>PROGRAM</td>
</tr>
<tr>
<td>CURRICULUM</td>
</tr>
<tr>
<td>RESIDENCE</td>
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<tr>
<td>SEX</td>
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<td>MARRITAL</td>
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<tr>
<td>NEW</td>
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<tr>
<td>DATE OF BIRTH</td>
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<tr>
<td>EMPLOYMENT</td>
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<td>ASST. OFFICE</td>
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<td>NAME OR P.T.S.</td>
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<td>ALTRES</td>
</tr>
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<td>COLLEGE</td>
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<tr>
<td>COUNTY</td>
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<tr>
<td>HS. GRAD</td>
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<tr>
<td>HS. CODE</td>
</tr>
<tr>
<td>DEGREE TYPE</td>
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<tr>
<td>ETHNIC</td>
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<tr>
<td>INTENT</td>
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</tbody>
</table>

| 1 Social Security No. | | | | 2 Date of Application | | Date of Birth |
|----------------------|------------------|------------------|------------------|------------------|------------------|
| 3 Complete LEGAL NAME | last | first | middle | Institution Number | |
| 4 Mailing Address | street and number | city | state or country | zip code | B | Status |
| | | | | | | Single | Married | Other |
| 11. Applying | | | | | |
| For | Admission | Readmission | | | |
| 12. Applying | | | | | |
| Term Beginning | Fall | Winter | Spring | Summer | Year |
| | | | | | |
| 13. User or Host Interest | |
| (See Curriculum Sheet) | Curriculum Number | Title | |

| 14. Enter the name of the high school from which you were graduated (will be graduated). Non-graduates list last high school attended. |
|------------------|------------------|------------------|
| name of school | city and state | dates attended (if you are not a high school graduate, have you completed the General Educational Development Test Battery? |
| | | Yes | No |
| | | | |
| | | | |

<table>
<thead>
<tr>
<th>15. List all collegiate institutions you have attended or are now attending. Do not include Lake Land College.</th>
</tr>
</thead>
<tbody>
<tr>
<td>name each institution attended</td>
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<thead>
<tr>
<th>16. Your response to the following is voluntary and will in no way affect this application. The intention is requesting so we may determine your educational and/or occupational needs.</th>
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<tr>
<th>17. Please indicate any handicap or condition that might affect your academic development.</th>
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<tbody>
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<td>5</td>
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<td>7</td>
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<tr>
<th>18. My educational plans while attending Lake Land College are: (Check only one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Preparation for employment in an Occupational/Career area</td>
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<tr>
<td>B. Improvement of skills</td>
</tr>
<tr>
<td>C. Development and/or review of basic vocational skills</td>
</tr>
<tr>
<td>D. Preparation for advanced or specialized training</td>
</tr>
<tr>
<td>E. Exploration of career opportunities in the Vocational/Technical areas</td>
</tr>
<tr>
<td>F. To acquire an Associate Degree for transfer to another institution in pursuit of a higher degree</td>
</tr>
<tr>
<td>G. To acquire an Associate Degree for transfer to still another institution in pursuit of a higher degree</td>
</tr>
<tr>
<td>H. To acquire a well-rounded liberal education and/or specialized training</td>
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<tr>
<td>I. To acquire a Liberal Education for personal interests, leisure time, or other reasons</td>
</tr>
<tr>
<td>J. To acquire a certificate in a Liberal Studies educational program</td>
</tr>
<tr>
<td>K. Development of interest in science and/or social skills</td>
</tr>
<tr>
<td>L. Improvement of basic educational skills</td>
</tr>
<tr>
<td>M. Exploration of educational interests and/or aptitudes</td>
</tr>
<tr>
<td>N. Improvement of recreational skills, more enjoyable use of leisure time, or self-satisfaction of personal interests</td>
</tr>
</tbody>
</table>

It is the policy of Lake Land College not to discriminate on the basis of sex, race, religion, handicap or condition and/or non-graduates in education and employment practices in its educational programs and activities. This information is being collected for purposes with Federal Regulations and will be confidential and will not affect your acceptance to Lake Land College. Admission to the College does not ensure entrance into a particular course or program of study since applicants may have to meet specific requirements for entrance into certain programs.

[Signature]
Appendix M

College Program
Correctional Center

VOCATIONAL SCHOOL AGREEMENT

1. Participants must complete all required forms for the purpose of maintaining college records.

2. Students must enroll in all courses required for a certificate and continually progress towards a certificate. All Vocational Courses require completion of a minimum of two semesters to achieve a certificate. Any student who is not progressing in a satisfactory manner will be scheduled for a formal evaluation by the instructor and College Counselor. Objectives will be set and the student will be scheduled for a re-evaluation. If stated objectives are not met, the student will be dropped from the program.

3. After completion of two weeks in a Vocational Program, any student who drops a program will not be allowed to enroll in any other full-time Vocational Program for a period of six months after the date of the drop. Exceptions to this rule will be made only upon the agreement of both instructors, the College Counselor, and the Program Director.
4. After the completion of two weeks in a Vocational Program, any student who drops a program will not be assigned to the Evening College full-time assignment for a period of six months after the date of the drop. This does not prevent a student from taking Academic Courses in the evening as a part-time special activity.

5. Books and equipment are loaned to students and must be returned upon request by the instructor. The college will withhold grades and/or certificates from the student who has not returned books and equipment or made restitution for lost or damaged books or equipment.

6. Students must abide by all of the Vocational School Rules and Regulations. These rules are posted in various locations within the Vocational Building.

I HAVE READ THE ABOVE MATERIAL AND FULLY UNDERSTAND THE CONTENTS. I AGREE TO ABIDE BY THE ABOVE CONDITIONS AS A PARTICIPANT IN THE PROGRAM.

-----------------------------------------
Signature     D.O.C. #     Date
Appendix N

Class Schedule

Day

Vocational Classes

Auto Body and Fender Repair, Auto Services, Building Trades, Heating and Air Conditioning, Small Engine Repair, and Welding

First Period 8:30 A.M. - 9:45 A.M.
Smoke Break 9:45 A.M. - 10:00 A.M.
Second Period 10:00 A.M. - 12:15 P.M.
LUNCH 12:15 P.M. - 1:00 P.M.
Third Period 1:00 P.M. - 2:15 P.M.
Smoke Break 2:15 P.M. - 2:30 P.M.
Fourth Period 2:30 P.M. - 3:30 P.M.

Dismissal to Housing Units - 3:30 P.M.
## SECTION OPENING FORM

<table>
<thead>
<tr>
<th>Course No</th>
<th>Sec</th>
<th>Course Name</th>
<th>Days</th>
<th>Hrs</th>
<th>Start Date</th>
<th>Midterm</th>
<th>End Date</th>
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</tbody>
</table>

Please register the following students for the above classes.

<table>
<thead>
<tr>
<th>Inst. No</th>
<th>Name on Application Form</th>
<th>Social Sec. No.</th>
<th>Race</th>
<th>Also Known As</th>
</tr>
</thead>
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</table>

Date | Instructor Signature
-----|---------------------
Appendix P

VOCATIONAL CLASSES

Tool Use/Tool Crib Rules

1. Only residents assigned to the tool crib or residents authorized by the instructor for short intervals shall be in the tool crib.

2. NO tools and/or tool boxes will be issued to anyone not currently a Skilled Worker, Teacher's Aide, or student in the Vocational Program, unless the instructor directly informs the crib attendant to do so. (This rule applies to each tool or item).

3. All tools must be signed out or in on the tool control sheet. All lines and names must be legible to the instructor. Also, each student will be accountable for each tool checked out in his name.

4. Any tool coded "hazardous" or "restricted" will be issued ONLY after the instructor has approved that student to use that tool. Such approval must be obtained daily.
5. Any abused or broken tools and equipment shall be brought to the instructor's immediate attention.

6. All tools will be returned to the tool crib or accounted for by the attendant and instructor at the end of the morning session and before dismissal for the day.

7. Residents will not be dismissed from the Vocational Building until all tools have been accounted for.

I HAVE READ THE ABOVE MATERIAL AND FULLY UNDERSTAND THE CONTENTS. I AGREE TO ABIDE BY THE ABOVE CONDITIONS AS A PARTICIPANT IN THE PROGRAM.

----------------------------------------------------------
Signature D.O.C.# Date
Appendix R

Residents and Employees Bulletin #7

RE: COLLEGE CLASSES

Date: April 13, 1984

Below is a list of those classes which will be offered during the next session of classes offered by Lake Land College at Vandalia Correctional Center. These classes are available to the institution's Residents, Employees, and Community Persons.

Anyone interested in taking classes or in information should contact the Lake Land College Academic Advisor, King Lambird, whose office is in the School III building.

A resident who signs up for classes agrees to remain in class for a minimum of half the session and forfeits recreational programs during the times classes meet.

Classes will begin Monday evening May 14, 1984.

Registration will begin immediately. Late registration will take place during the first two weeks of classes.
Sending a request slip to Mr. Lambird does not automatically register a student for a class. Mr. Lambird will personally contact each student and provide information on classes and degree programs and register the student at that time.

**WHEN YOU SIGN UP FOR A CLASS, YOU WILL NOT BE Able To DROP UNTIL THE MIDTERM DATE LISTED FOR EACH CLASS**

**CLASS OFFERINGS FOR SPRING SESSION**

May 14 - June 27, 1984

**MONDAY and WEDNESDAY NIGHT CLASSES**

Meeting time 7-10 P M

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Instr.</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.231 NP</td>
<td>Intro to Psychology</td>
<td>Rowley</td>
<td>5/14-6/27/84</td>
</tr>
<tr>
<td>95.045 NP</td>
<td>Manufacturing Processes</td>
<td>Hewitt</td>
<td>5/14-6/27/84</td>
</tr>
<tr>
<td>94.131 NP</td>
<td>Public Speaking</td>
<td>Heinz</td>
<td>5/14-6/27/84</td>
</tr>
</tbody>
</table>

**TUESDAY and THURSDAY NIGHT CLASSES**

Meeting Time 7-10 PM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Instr.</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.045 NP</td>
<td>Applied Shop Computation</td>
<td>Wendly</td>
<td>5/15-6/28/84</td>
</tr>
<tr>
<td>53.170 NP</td>
<td>Intro to Criminal Justice</td>
<td>Payne</td>
<td>5/15-6/28/84</td>
</tr>
</tbody>
</table>
FRIDAY NIGHT and SATURDAY MORNING
Meeting times 7-10 P M Friday; 7:30-11:00 A M Saturday

23.055 NP Report Writing  Schwabe 5/18-6/30/84
90.235 NP Death and Dying  Batgis 5/18-6/30/84

FULL-TIME COLLEGE, DAYTIME 8:30 TO 3:30, Wednesdays

93.280 NP Moral Philosophy  Lambiri 5/16-6/27/84

Course Descriptions

MONDAY AND WEDNESDAY NIGHT CLASSES

90.231 NP - INTRODUCTION TO PSYCHOLOGY - 4 Quarter Hours
This course focuses on research theories and methods, principles of motivation, emotion and perception, survey of normal and abnormal adjustment, nature of intelligence testing.

95.043 NP MANUFACTURING PROCESSES - 4 Quarter Hours
This course introduces the students to the classification and physical properties of various metals and plastics used in the manufacturing industries and the method and processes of manufacture. Topics include: casting, forging,
95.043 NP MANUFACTURING PROCESSES (CONTINUED)
machining, forming and treatment of metals, production methods for plastics and inspection and quality control and newer methods of manufacture.

94.131 NP PUBLIC SPEAKING - 4 Quarter Hours
This course focuses on the fundamental principles and methods of selecting, analyzing, organizing, developing, and communicating information, evidence and points of view for constructive influence in speech situations.

TUESDAY AND THURSDAY NIGHT CLASSES

95.045 NP - APPLIED SHOP COMPUTATIONS - 4 Quarter Hours
This course focuses on basic arithmetic and calculations involving geometric figures and angles necessary for solving routine shop oriented problems as well as the preparation and use of charts and graphs.

53.170 NP - INTRODUCTION TO CRIMINAL JUSTICE - 4 Qtr HR.
This course focuses on the philosophical and historical background of the criminal justice system. Upon completion of this course, the student will have an understanding of the processes from arrest through imprisonment.
FRIDAY NIGHT AND SATURDAY MORNING CLASSES

23.055 NP - REPORT WRITING - 4 Quarter Hours
This course focuses on principles and techniques of writing reports, articles, memoranda, and abstracts; application to specific business, technical, and professional needs; collecting and organizing facts, interpreting them graphically, and constructing reports for one's own work requirements. The relationship of good report writing to getting facts and ideas accepted is demonstrated.

90.235 NP - DEATH AND DYING - 4 Quarter Hours
A study of death and dying as it is experienced in modern American society. The course will cover the meanings of death and dying, the dying individual, the effects of death on others, and the moral issues surrounding death.

DAY COLLEGE CLASSES - MONDAY, WEDNESDAY, FRIDAY

93.280 NP - MORAL PHILOSOPHY - 4 Quarter Hours
An introduction to some of the major problems of moral philosophy including an examination of the theories of classical and contemporary moral philosophers, and an examination of some specific moral problems. The course will cover topics such as: euthanasia and the right of life;
utilitarianism and its alternatives; intrinsic value and the good life; rights and justice; egoism and the ethics of character, the role of reason in ethics.

ASSISTANT WARDEN - PROGRAMS

cc: Roll Call Board

Room

Farm
Maintenance Office
Main Office
Security Building
Hospital
Clinical Services
Chapel
Record Office
School Office (3)

Officer's Dining

Law Library
Assistant Wardens
Recreation Office
Main Room
Dormitories
B. OF I.
Road Camp
Personnel Office
1. Participants must complete all required forms for the purpose of maintaining college records.

2. Students must attend all class meetings for all classes in which they are officially enrolled. The only exceptions are for institutionally approved reasons such as a visit or a medical lay-in. Any student who refuses to attend a scheduled class and who does not have a legitimate reason will be treated as refusing to report to his assignment.

3. For the duration of the semester, a student may not participate in any other special activity which conflicts with his college schedule.

4. In order to drop a class, the student must report to the class instructor on the date of the drop, must return his textbooks for that class, and must sign an official withdrawal form.
5. Students who are taking academic classes as a full-time assignment must maintain enrollment in enough courses to meet the minimum requirement for being a full-time student (9 semester hours). If, at any time, a full-time student's load falls below the minimum requirement, his name will be submitted to the Assignment Lieutenant for reassignment.

6. Any student who drops two or more courses in a given semester will not be allowed to sign up the following semester for a greater amount than he finished that semester with. For example, a student who signs up for five courses for the Fall Semester, but drops two before the end of the semester, will be allowed to sign up for only three courses for the Spring Semester.

7. Books are loaned to the student and must be returned when a student drops or completes the semester. The college will withhold grades and/or diplomas from any student who has not returned books or made restitution for lost or damaged books or class materials.

8. Students must abide by all of the Academic School rules and regulations. These rules are posted in various locations in the Academic Building.
I HAVE READ THE ABOVE MATERIAL AND FULLY UNDERSTAND THE
CONTENT. I AGREE TO ABIDE BY THE ABOVE CONDITIONS AS A
PARTICIPANT IN THE PROGRAM.

--------------------------------------------------------
Signature       I.D. #        Date
Appendix T

GUIDELINE FOR COMMUNITY PEOPLE TAKING COLLEGE CLASSES
AT THE CORRECTIONAL CENTER

THE FOLLOWING RULES AND REGULATIONS ARE DESIGNED TO INSURE
AN ATMOSPHERE CONducIVE TO A SECURE AND POSITIVE ACADEMIC
CLIMATE WITHIN THE CONFINES OF THE CORRECTIONAL CENTER.

1. Lock your car on the parking lot.
2. All civilians entering the Correctional Center are
   subject to search.
3. Do not carry firearms, weapons of any kind, or
   alcoholic beverages of any kind in your car.
4. When entering the Correctional Center, you will be
   given your ID card, which must be worn above the waist and
   in a visible place at all times.
5. You are to proceed directly to the school building
   from the main gate.
6. Do not hold a conversation with any resident on your
   way to the school building.
7. When you enter the school building, check in with the
   officer. The school officer will tell you where you may
   leave coats, hats and purses.
8. Do not go into the classroom until your instructor arrives. Remain in the smoking area, or where designated by the school officer.

9. Food or beverages are not to be brought into the school building.

10. Do not give anything to a resident or take anything from a resident that does not pertain directly to the subject(s) you are taking. The only thing that is legal to exchange is class notes. Anything else given to a resident can result in your immediate removal from class and disciplinary action against the resident.

11. Do not contact any people on the outside at a resident's request.

12. Any written or spoken communication of a personal nature must be reported to the instructor. This will not necessarily cause the resident to be punished, but will allow the security staff to monitor any possible problem situations.

13. Specifics about home address and phone number should not be given to any resident.

14. Any incident which makes you feel uncomfortable should be reported to your instructor.

15. If you have any questions, you may ask your instructor or the school officer.
16. When classes are over the school officer will tell you when to leave the building. Proceed directly from the school building to the main gate.

17. You do have access to the library facilities.

18. When leaving the Correctional Center give your ID to the officer at the gate.

I HAVE READ AND I DO UNDERSTAND THE ABOVE INSTRUCTIONS AND AGREE TO ABIDE BY THEM.

Signature_____________________________ Date____________
# LAKE LAND COLLEGE PROJECT REGISTRATION

**LEGAL**

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**RACE:**

Requesting full time assignment? (circle one) **Yes** **No**.

If yes, give place and date of high school or GED:

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F ENROLLMENT: __________________________

F CATE: __________________________

ADVANCE CERTIFICATE: __________________________
Appendix W

Community College Project

Employee Orientation

by

A. J. Eggett
Position: New teachers for a Community College Project in a Correctional Center face a unique and challenging position. It is imperative that they be given the necessary information to meet this challenge.

I. Background

II. Orientation
   A. Phase One
   B. Phase Two
   C. Phase Three
   D. Phase Four

III. Final Comments
NEW EMPLOYEE ORIENTATION

New teachers employed by a community college have many thoughts on their minds before stepping in front of a class for the first time. Often they are not familiar with the customs of the geographic area where they obtain their employment. The new teachers usually have no idea of how they will fit into the community college system as educators, or as persons. Above all this, based upon background, they are unsure of exactly how they will react when first confronted with students of this age group. The above stated factors can cause a great deal of anxiety for many teachers.

But, when the place of employment is a Correctional Center, the anxiety level increases due to the varied backgrounds of the students. Between 60% and 70% of them are school drop outs, and many are incarcerated for murder, assault, armed robbery, dope usage and peddling, indecent liberties with young children and a number of other crimes against society. Under these conditions it becomes imperative that the new employee orientation be very thorough and complete to reduce their anxiety level and for their personal safety and well-being. Therefore, the Community College, in conjunction with the Education Department of the Correctional Center, must provide a comprehensive formal orientation package for new employees.
This orientation package is a four-phase, two-week program that includes on-site training as well as a two-day orientation on the Community College Campus.

On the first day of employment, the new employee will be presented a brochure containing information and a map of the local area. The brochure will contain information such as: average cost of housing; rental property; real estate agents listings; and types, locations, and hours of operation of stores, banks, and clubs. The name of each new employee will also be forwarded to the local "Welcoming Committee".

Phase One of the in-service orientation outlines basic Community College employment information. A list of prepared topics serves as an outline for orientation (see enclosure (1)). The topics will assist the new employee in grasping a general overall picture of the Community College's operation. They will ensure all the required forms for employment are completed and such items as pay, travel regulations, dress regulations, personnel policy and employee benefits are discussed.

Phase Two of the in-service orientation outlines a basic Community College Project as it applies to School District #428 and the Illinois Department of Corrections. Some of the topics of discussion in the area will be School District #428's Adult Education Programs, testing and professional organizations. The second area of discussion will be geared toward corrections: the system, the
terminology, the institution and the inmates. This will cover such topics as sentencing, security classification, institutional life, and characteristics of residents. This area is far from education, but it is necessary for each employee to understand the environment and the students with whom he/she will eventually be working.

Phase Three of the in-service orientation pertains to specific programmatic questions about the Community College's Educational Program at the Correctional Center. Many of the questions could be answered in the orientation briefing, but some are best answered by other staff members when, as part of the orientation, new teachers spend a day in the classrooms of each of the Vocational Instructors, the Vocational Educational Advisor and the Academic Administrative Assistant. The new teacher will visit various offices of the Department of Corrections in the institution to become familiar with their functions and their interaction with the Community College Education Program.

Phase Four of the in-service orientation will be the visiting of other Community College Education Programs in similar Correctional Centers. This will provide the new teacher with an insight as to the similarities and differences of other programs and provide personal resources when planning new and innovative programs in the Correctional Center in the future.

Hopefully, this documented orientation will give all
new employees the same reference point from which to view their unique educational positions. Whether it be the Community College Policy, the School District #428 philosophy, Corrections policy, institution tradition, or basic survival skills, it is believed the new employee will be better prepared to deal with each of these areas that cannot be totally separated from the classroom.
Community College Project

in a State Correctional Center

Employee Orientation Package

Purpose: To provide a comprehensive orientation to all full-time employees under the supervision of the Community College Project Director.

New employees will date and initial each activity as completed.

I. Phase One: The following topics will be reviewed by the Personnel Department of the Community College at the initial employment conference.

----- --- A. Overview of a Community College Project in a State Correctional Center.

----- --- B. Line/Staff management functions.

----- --- C. New employee personnel forms.

----- --- D. Insurance forms.

----- --- E. Employee contracts.

----- --- F. Pay check information.

----- --- G. Time usage: vacation, sick days, personal business, etc.
II. Travel regulations.
I. Employee benefits.
J. Dress code of employees.
K. Community College personnel and educational policy.

II. Phase Two: First Day Survival Activities - The Community College Project Director will be responsible for ensuring that each new employee is oriented to each of the following in the State Correctional Center.

A. Local Community Orientation (to include listing/phone numbers of real estate agents, emergency phone numbers and normal business hours).
B. Office phone numbers.
C. Work site time sheets.
D. Parking.
E. Department of Corrections Identification.
F. Fingerprinting.
G. Meals.
H. Washrooms.
I. Keys, locks.
J. New Employee's workspace.
K. Overview: Department of Corrections.
L. Overview: School District #423.
M. Overview: Community College Program.

N. Sign-off on review of appropriate Department of Corrections' Administrative Regulations pertinent to the Community College Project.

O. Education review of:

1. Competency based curriculum.
2. P.L. 94-142.
3. American Correctional Association (ACA), Standards for Adult Correctional Institutions.
4. Program policy.

III. Phase Three: Day Two through Day Five. The following activities and reviews will be completed by the new employee during a minimum four-day period at the work site under the direction of the Community College Project Director.

A. Tour of the institution to include:

1. Academic programs.
2. Vocational programs.
3. Living facilities.
5. Counseling offices.
6. Medical stations.
7. Recreation office.
8. Religious services, chaplin.
9. Library.
11. Maintenance.
12. Resident jobs, industry.
13. Food Service.

B. Review of how the resident goes about obtaining each service and program.

C. Read Institution Policies and Procedures.

D. Relationship with School District #428.

E. How does the employee deal with each of the following:
   1. Resident behavior problems (including sexual advances).
   2. Fights.
   3. Hostage situations.
   4. Contact with residents after parole.
   5. Employee-resident relationships.

F. Review of Adjustment Committee including when and why Disciplinary Reports are written. How to write a Disciplinary Report. (Sit in on an Adjustment Committee if possible.)

G. Resident Rights - resident handbook.

H. Risks as an employee.

I. Reception procedures.

J. Assignment Committee (Sit in on a meet-
ing if possible).

-----  K. Treatment program at the local site.

-----  L. Employee-employee relations emphasizing
the need for teamwork between program
staff and security staff.

-----  M. Classroom procedures:
  1. Student registration.
  2. Texts.
  3. Supplies.
  4. Purchase requisitions.
  5. A-V equipment.
  6. Add/drop slips.
  7. Attendance procedures.
  8. Credit hour procedures.
  9. Time schedules.

-----  N. Inmate slang/language.

-----  O. Personnel evaluations.

-----  P. Professional Organizations (American
  Vocational Association (AVA)).

IV. Phase Four: To be arranged by the Community College
  Project Director based on geographical location
  within the first 45 days of employment.

-----  A. Tour of one adult maximum security
  institution.

-----  B. Tour of one adult medium security
institution.

---

C. Tour of one adult minimum security institution.

Upon completion of the above, please sign and return to the Community College Project Director for inclusion in your personnel file.

----------------------------------------  ----------------------------------------
New Employee Date

----------------------------------------  ----------------------------------------
Community College Project Director Date
Chapter IV

Conclusions

The following conclusions were drawn from the preparation of this handbook:

1. In view of this new institution construction, a handbook pertaining to the Department of Corrections (D.O.C.) educational system and the Community College's academic/vocational institutional program would be beneficial to the new educators entering an institutionalized education system.

2. This handbook will facilitate an understanding of the programs by those employed within the educational systems, and by the clientele which the educational agency proposes to serve.

3. It will also serve as a written statement of methodology, enabling a staff member to be professionally oriented to his/her particular teaching program and be able to advise residents accurately when asked questions pertaining to specific programs.

4. Using this handbook as a guide, the Prison Schools System would function more efficiently and
4. (continued)

be better prepared to meet the needs of the residents for whom the schools systems were estab-
lished to serve.

Recommendations

1. Part of any new staff member's orientation should be to read and understand the contents of this handbook.

2. The handbook must be revised periodically to reflect changes in School District #428 by the School Code and contractual changes imposed on the Community College by the Department of Corrections.

3. Through the use of suggestions for improving the handbook, School District #428 Staff and the Community College Staff should be involved in the continuing evaluation and improvement of the handbook.

4. The Prison's Schools Systems, with no existing handbook for present and new staff members, should consider such a project.

5. The handbook, developed by School District #428
and the Community College Staff members, should reflect the unique aspects of the respective prison educational program as well as the common aspects of their educational programs.
End Notes


5 Interview with Glen Donaldson, Education Administrator, Vandalia Correctional Center, Vandalia, Illinois, November 1, 1983.

6 Program Manual, Education Department, Vandalia Correctional Center, by Glen Donaldson, Education Administrator (Vandalia Correctional Center, 1979), pp. 19-32.

7 Interview with Dr. John Arabatgis, Project Director of the Lake Land College Vandalia Project, Vandalia, Illinois, February 5, 1984.

8 Interview with Dean Lewis, Cooperative Education Coordinator, Vandalia Correctional Center, Vandalia, Illinois, December 3, 1983.
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Arabatqis, John, Dr., Interview, Project Director of Lake Land College Vandalia Project, Vandalia, Illinois, February 5, 1984.

Donaldson, Glen, Interview, Educational Administrator, Vandalia Correctional Center, Vandalia, Illinois, November 1, 1983.


Lewis, Dean, Cooperative Education Coordinator, Vandalia Correctional Center, Vandalia, Illinois, December 3, 1983.

