Program Manual for Education Department at the Vandalia Correctional Center

Glen Donaldson
Eastern Illinois University

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PROGRAM MANUAL FOR EDUCATION DEPARTMENT

AT THE VANDALIA CORRECTIONAL CENTER

(TITLE)

BY

GLEN DONALDSON

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

EDUCATION SPECIALIST

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1979

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

March 22, 1979

DATE
ABSTRACT

This project is divided into four basic areas. The first three areas are Chapters 1-3 with area four being the Appendix. Within the abstract the content of each chapter will be discussed followed by the purpose of the content of the appendix.

Chapter 1 discusses the purpose and procedure of the study. The basic purpose of the study was to develop a program manual for a school program within a correctional setting. This program manual would then provide a reference for education staff, security staff, and support resources.

There is a discussion of the administrative aspects of the education program in Chapter 2. The uniqueness of a school district within a department of corrections is addressed at this point. The administrative structure of the school district is reviewed as well as the administrative structure of the correctional institution.

A glossary of acronyms used within the prison education system is also available for the reader of Chapter 2. This is followed by a flow chart of staffing patterns within the school department at the Vandalia Correctional Center. The glossary of acronyms and table of organization is followed by job descriptions for the administrative and secretarial staff in the school department at the center.

Chapter 3 is the largest chapter of the manual in that a description of each program is given as well as a description of a flow chart detailing entrance processes of students into classes. Job descriptions for educators in each of the program areas are available in chapter 3. It should be noted that program descriptions, flow charts to these programs, and job descriptions are discussed for each program in just that order.
The latter part of the program manual contains forms, reports, etc. used within the school program. These forms were either developed by current school administration as a result of the need for a particular piece of programmatic information or were adopted from existing forms used by I.O.E., Lake Land College, or other educational entities.
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CHAPTER I
PURPOSE AND PROCEDURE OF STUDY

Both philosophical and pragmatic reasoning combined to convince this writer to do a study such as the one addressed in this particular work. Another aspect relevant to this study is the time at which it was done in relation to this writer's quest for the sixth year degree at Eastern Illinois University. Within this section of the paper, some of the procedures used within the study will be explained.

In regard to the reasoning involved in selecting the writing of a program manual as the particular study to be conducted, it should be mentioned that, philosophically, the writer feels that any educational system should have a manual of operations to facilitate understanding of the program by those employed within the educational system, other agencies that serve in an ancillary role, and by the clientele which the educational agency proposes to serve.

Within the field of correctional education, pragmatism plays a large role in administration. Consequently, this study was done with an aura of pragmatism in that the turnover rate in educational personnel at this center was high enough to warrant a written statement of methodology. This enables a staff member to be professionally oriented to his particular teaching program and be able to advise residents accurately when asked questions pertaining to specific programs. In a correctional environment, residents are constantly asking staff, both in a formal and informal situation, how to gain admission to a particular program, the content of a specific program, etc. Having read this manual and acquired a working knowledge of the education program, a staff member will be able to do just that.
Part of any new staff member's orientation will be to read and understand this program manual.

The procedures used in developing this manual were also of a pragmatic nature. In the role of Education Administrator, at the Vandalia Correctional Center, the writer gradually became aware of the data various agencies, with whom corrections education works, need for their records and reports. Consequently, 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.

Another procedure used in writing this manual was that of developing job descriptions for each position within the education department. This was required by the Department of Personnel for state employees, and being a sound policy, was extended to the contractual positions of Lake Land College. The need for program descriptives and admissions policies was evident in any manual worthy of the name, so these were written and combined with job descriptions and forms being used by the educational system at the Vandalia Correctional Center to culminate in the program manual which follows.
CHAPTER II
ADMINISTRATIVE ASPECTS OF THE PROGRAM

This manual is designed to be used by the education department at Vandalia Correctional Center to give an overview of the services offered within this department. The manual should serve as a ready reference to staff members for use in answering general questions posed to them by residents. The information contained in this manual will make it possible for all employees to serve in a counseling role and hopefully provide encouragement needed by some residents to try a program that might be helpful to that resident. Before getting into the actual manual, an introduction to the historical background and administrative structure of the school district, as developed within the state and specifically at this center, will be addressed.

Illinois is one of eight states that have a school district organized within their Departments of Corrections, the other seven being Texas, New Jersey, Connecticut, Arkansas, Pennsylvania, Ohio and Virginia. This is to say that School District #428, which is the corrections school district in Illinois, is chartered as a regularly constituted school district. The school district was formed on July 1, 1972, with the nine adult institutions banded together to compose the system. 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. It should be noted that the school district has a board which is appointed jointly by the Illinois Office of Education and the Department of Corrections. There is a Superintendent hired by the board, who in turn has two Assistant...
Superintendents, one in the juvenile division and the other in the adult division. Each attendance center, of which Vandalia Correctional Center is one, has an Education Administrator who administers education programs for the Department of Corrections.

In order that residents may have educational programs from kindergarten through college, the school district contracts to various colleges, the college level and vocational programs. At Vandalia Correctional Center, the subcontractor for college programs is Lake Land College, at Mattoon, Illinois. Lake Land College has employed a Project Director to coordinate the college program at the extension center, Vandalia Correctional Center.

The school district must conform to the same guidelines as other school districts do regarding Illinois Office of Education (I.O.E.) standards. This means that all staff must be certified, the number of contact minutes for credit in an accredited program must be maintained as in the free community, and evaluation of educational programs is very similar to the free community's evaluation.

It is the philosophy of the education department at this center to provide educational services to residents who, prior to entering a correctional center, have received negative experiences within the field of education. Services in the areas of basic literacy, G.E.D., vocational and college education are available to residents. These areas are dealt with specifically in various sub-areas throughout this manual. The table of contents will provide a guide to the reader interested in a specific program area. However, at this particular point in the manual the administrative structure of the educational programming staff at this particular center, Vandalia, will be addressed.
prior to discussing the various areas of programming. Figure 1, reflects the table of organization within the education department at Vandalia Correctional Center. Therefore, this table will be used to explain the administrative structure of education in corrections.

Each correctional center has a Warden as chief administrative officer of that particular center. Each Warden then has two assistants, one in the area of security and one in the area of programming. Also of importance to an understanding of the table of organization in education within a correctional center is the fact that since there is a school district in corrections, the head of the education department hereafter referred to as Education Administrator, must report directly to the Assistant Superintendent of the school district's adult division. This person is located in the central office in Springfield, Illinois.

As mentioned previously, vocational and college academic classes are contracted by the school district to a junior college in the area that a particular correctional center is located. Lake Land College is the sub-contractor of such programming at the Vandalia Correctional Center. Its Project Director, who is located at the center, reports directly to the Dean of Career Education at the college, but has an administrative relationship with corrections by having much the same method of communications with the Education Administrator as does the Education Administrator with the Assistant Warden of Programs at a particular center.

Both the Education Administrator and the college Project Director have administrative and clerical staff working with them.
At this point in the paper a glossary of abbreviations used within adult education in general and correctional education in particular will be available for the reader who has a limited contact with such agencies. Following this, job descriptions within the administrative aspect of the education program will be given.
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.O.E.</td>
<td>Illinois Office of Education</td>
</tr>
<tr>
<td>G.E.D.</td>
<td>General Education Development</td>
</tr>
<tr>
<td>V.C.C.</td>
<td>Vandalia Correctional Center</td>
</tr>
<tr>
<td>D.O.C.</td>
<td>Department of Corrections</td>
</tr>
<tr>
<td>A.B.E.</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>V.A.</td>
<td>Veterans Administration</td>
</tr>
<tr>
<td>D.A.V.T.E.</td>
<td>Division of Adult and Vocational Technical Education</td>
</tr>
<tr>
<td>S.A.T.</td>
<td>Stanford Achievement Test</td>
</tr>
<tr>
<td>T.A.B.E.</td>
<td>Test of Adult Basic Education</td>
</tr>
<tr>
<td>THINK PROGRAM</td>
<td>Programmed math and reading program from Innovative Science Company</td>
</tr>
<tr>
<td>TITLE III</td>
<td>Federal adult education program for adults functioning below 8th grade</td>
</tr>
<tr>
<td>I.L.P.</td>
<td>Individual Learner Plan</td>
</tr>
<tr>
<td>M.I.G.</td>
<td>Metallic Inert Gas</td>
</tr>
<tr>
<td>T.I.G.</td>
<td>Tungsten Inert Gas</td>
</tr>
</tbody>
</table>
Education Administrator III

The Education Administrator is responsible for the operation of ongoing educational programs. By counseling with the Department of Corrections School District Assistant Superintendent and his staff, and the Assistant Superintendent of Program Services at Vandalia 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 D.O.C. school programs, supervise and maintain a central record keeping system of academic progress and attendance of those enrolled in school programs. The Education Administrator is responsible for interviewing residents for enrollment purposes and disciplinary reasons; establishing a screening procedure and needs assessment for prospective students. The Education Administrator works with the Superintendent of Educational Services Region in General Educational Development testing and certification; conducts staff meetings in a timely manner; consults with Reception and Classification Services and other sources to discuss and try to select courses that may meet the needs of individual residents. The Education Administrator works closely with the college Project Director in developing the vocational and college academic programs, acting as a consultant in these areas. All of the above efforts are aimed toward making the school program an integral part of the Vandalia Correctional Center program and seek the assistance and cooperation of all Vandalia Correctional Center personnel in reaching this goal.
The Education Administrator makes recommendations to the librarian provided by Cumberland Trail Library System regarding procurement of recreational and reference reading materials. Service is also requested for reference and A-V materials to service the post secondary academic classes offered by Lake Land College as well as the A.B.E., G.E.D., and Career Counseling classes.

All reports, records, and plans are submitted to the Department of Corrections School District Superintendent and the Assistant Superintendent of Program Services at Vandalia Correctional Center. The Education Administrator serves as chairman of Institutional Adjustment Committee, which is the major resident disciplinary committee within the institution.

The school program is outlined to all incoming residents prior to their initial assignment by the Education Administrator and the Vocational Supervisor. At this time various tests administered by the institutional psychologist are coordinated so that scores are received by the education department. These scores are then used in placement of residents in programs.

The lecture portion given to each tour group entering the institution is led by the Education Administrator, assisted by a member of Reception and Classification and a member of the Correctional Counseling staff. Tours may be arranged by an outside agency by contacting the warden. If it is a tour specifically of education programs, the tour may be coordinated by the Education Administrator.

The Education Administrator's work schedule is from 8:00 a.m. to 4:00 p.m., Monday through Friday. However, it should be noted that the Education Administrator may be required to travel to various functions conducted by I.O.E., the federal government, and the central office.
Clerk Steno III

The Clerk Steno III works under the direct supervision of the Education Administrator. The hours of work are from 8:00 a.m. - 4:00 p.m., Monday through Friday.

Responsibilities of the Clerk-Steno III include preparing forms for supply ordering, keeping ledgers on monies spent by the education department, compose, file, and mail V.A. forms and correspondence, type and mail resumes completed by career counseling students, send communication from the education department, coordinate secretarial area of G.E.D. program, as well as other tasks conducive to a sound educational program.
Correctional Vocational School Supervisor

It is the responsibility of the Correctional Vocational School Supervisor, under the direction of the Education Administrator and in cooperation with the Project Director of Lake Land College, to plan, develop and supervise the Occupational Education program at Vandalia Correctional Center. The Vocational Supervisor advises, consults, and supervises occupational instructors regarding instructional problems, prepares training materials, and coordinates occupational training with other activities of the institution. He also performs other duties as required or assigned.

The Vocational Supervisor will perform his duties five days per week, Monday through Friday. Scheduled hours are 8:00 a.m. - 4:00 p.m. However, these hours are flexible depending on programmatic needs.

The specific job functions of the Vocational Supervisor are to confer with administrative staff regarding continuity, improvement and expansion of the Occupational Education program; and in coordination with the Lake Land College Coordinator, prepare annually the Illinois One and Five Year Plan of Occupational Education for the Department of Corrections, School District #428, and the Department of Vocational and Technical Education. The Vocational Supervisor prepares, completes, and submits reports as requested by D.A.V.T.E., visit classrooms, consults and advises instructors regarding methods and techniques of instruction. It is the Vocational Supervisors responsibility to supervise and participate in in-service training sessions for instructors, confer, counsel, and advise students.
concerning Occupational Education problems, develop an Occupational Education Advisory Council and serve on the council as Occupational Education school representative, prepare periodic evaluation of Occupational Education program.

The Vocational Supervisor carries out duties of certifying students seeking veteran and social security education benefits. The Correctional Vocational Supervisor takes part in the orientation of incoming residents at Vandalia Correctional Center, interviews, counsels and advises residents in regard to occupational training programs. Resident occupational training referrals are submitted by the Vocational Supervisor to the Assignment Committee or Assignment Lieutenant for placement of residents in vocational classes. The Vocational Supervisor conducts ceremonies awarding certificates to students who have successfully completed the program.
G.E.D. Coordinator

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' completed 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 programmatic needs.
Lake Land College Project Director

The Lake Land College Project Director is responsible for all of the Lake Land College offerings, and for coordinating the college’s offerings with the proper personnel within the Department of Corrections. The Lake Land College Project Director is directly responsible for supervising all of the Lake Land College personnel at the Vandalia Correctional Center, assisting them with instructional issues and program development, developing the project budget, ordering equipment for the Lake Land College programs, and coordinating approval of the Lake Land College contract with Lake Land College and the Department of Corrections School District. The College Coordinator is responsible for forwarding the educational records residents establish at the center to the main campus. These student records then become part of a permanent transcript maintained at the main campus.

All of the above efforts are aimed toward making the Lake Land College programs an integral part of the Vandalia Correctional Center program.

The Lake Land College Project Director is responsible to the Dean of Career Education at Lake Land College. The normal work day is 8:00 a.m. - 4:00 p.m., Monday through Friday. However, hours are flexible depending on program needs.
Lake Land College Secretary

The secretary performs secretarial duties for the Lake Land College Project Director. Any secretarial work that is to be done for the instructors must be approved and given to the secretary by the Project Director. The secretary is responsible for preparing files and records for the various Lake Land College programs, forwarding the Lake Land College records to the Department of Corrections School District when needed, and preparing the needed reports for Lake Land College.

The basic working hours for the secretary are from 8:00 a.m. to 4:00 p.m., however, these will vary depending on the needs of the Lake Land College Project. The secretary is responsible to the Lake Land College Project Director.
Lake Land College Vocationally Related Instructor/Advisor

The Lake Land College Vocationally Related Instructor/Advisor is responsible for teaching vocationally related classes, substituting for the shop instructors, assisting the Project Director in academic and vocational advisement, and assisting the Project Director as needed.

The Lake Land College Vocationally Related Instructor/Advisor is responsible to the Lake Land Project Director. The basic working hours are from 8:00 a.m. to 4:00 p.m., however, these will vary depending on the needs of the Lake Land College Project. Other tasks conducive to a sound educational program may be assigned by the Lake Land College Project Director.
CHAPTER III

PROGRAMS, ADMISSIONS PROCEDURES AND PERSONNEL ASSIGNED TO PROGRAMS

Chapter three will explain each of the education programs available to residents at the Vandalia Correctional Center. The programs will be discussed by listing Department of Corrections' school programs alphabetically, followed by an alphabetical listing of contractual programs offered by Lake Land College. This should facilitate the reader who may wish to browse within the manual without referring to the index.

After each program is explained, a flow chart detailing the method a resident uses to gain admission to the program and what happens to him when he completes the program is featured in a particular figure. This is followed by a job description for the employee or employees who work within each particular program.

Immediately prior to a discussion of the vocational programs a general overview of all those programs will be given. At this time a flow chart for these areas will be mentioned, but, since the same method for gaining admission to one vocational program is used for all, only one flow chart will be listed. The manual will then revert to the system of describing each program in alphabetical order followed by a job description for each area.
Basic Literacy Program

All residents entering Vandalia 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 institutional psychologist administers the reading and math subtest of the Stanford Achievement Test (S.A.T.). All available educational programs are enumerated to the residents. A brief description of each program is given with instructions for those who are interested in a school program to so indicate at that time, or to send a request slip to the school or counselor at a later date.

Once the S.A.T. scores are received, the resident is interviewed individually by school personnel and requested for transfer by the Education Administrator to the Assignment Lieutenant. The A.B.E. class is a full-time day assignment. A pretesting is given to each new enrollee using the S.A.T. at orientation and T.A.B.E. during the first few days of enrollment. Every two-month period the resident is again tested with the S.A.T. to determine whether or not he is capable of qualifying for the G.E.D. program at the 6.0 level. If he is, he is also given the T.A.B.E. and 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 math 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 all used within the class. The program is intensive by prison standards, meeting 5½ hours per day, five days per week.
Within the A.B.E. class is an experimental program funded thru the Department of Health, Education & Welfare called the Adult Performance Level (A.P.L.) program. Units of health, government, consumerism, and career orientation are taught within the framework of A.P.L. Residents completing all areas receive an A.P.L. certificate.

The basic education 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.

Figure 2 describes the route a resident takes to enter the A.B.E. class.
BASIC LITERACY

FLOW CHART

Resident to orientation session (makes contact with education staff, given Stanford Achievement Test). If scores below 6.0 is eligible for A.B.E. instruction.

Returned to Diagnostic Dorm.

Follow-up interview by A.B.E. instructor if the resident indicates interest in academic program and is eligible for A.B.E. based on S.A.T. scores.

Brought to Assignment Committee.

Assigned to temporary assignment or school program; name submitted by school personnel to Assignment Lieutenant for transfer to school if applicable.

Makes contact with counselor or school personnel if not in school initially.

Name referred to Assignment Lieutenant for transfer.

Enters A.B.E. class.

Leaves A.B.E. for G.E.D. or another program after reaches score of 6.0 on S.A.T.

Figure 2.
Adult Basic Education Educator

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 via a routing chart as described in Figure 2. 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 residents' progress. The resident is tested every two months with the S.A.T. to determine if he is ready for G.E.D. placement and/or progress within A.B.E. 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 or 1:00 - 9:00 p.m., Monday through Friday. Flexible scheduling of hours may be done to facilitate part-time evening instruction in A.B.E.
Career Counseling

Career Counseling is a full-time day program whereby residents gain admission via the same process as G.E.D. with a slight modification, the modification being a resident must show 4.0 reading level as measured by the S.A.T. This flow chart is described in Figure 3.

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 an educational program.

There are two sections of Career Counseling. One section includes interpersonal skills, while the second section deals with job acquisition skills.

In the area of counseling, the Career Counseling program assists the residents enrolled in classes by providing counseling and identifying career goals and orientation on courses offered at the center that would assist in the resident meeting those career goals. During FY '79, the counseling staff will assist those students enrolled in the educational programs to develop Individual Learner Plans (ILP) which are much like a program agreement he now enters into with his correctional counselor. Articulation between correctional counseling staff and career counselors will be accomplished by each staff's sharing the resident's ILP or program agreement in order that the resident will not have two conflicting career or educational plans, but one consistent plan.
CAREER COUNSELING CLASS FLOW CHART

Resident to orientation session (makes contact with education staff, given Stanford Achievement Test. If reading score is 4.0 or better is eligible for Career Counseling). If interested in career counseling, so indicates to school personnel.

Follow-up interview by Career Counselor.

Returned to Diagnostic Dorm.

Referred to Education Administrator for request for transfer to Career Counseling if eligible. If not eligible because of reading scores, referred to A.B.E. instructor.

Name submitted to Assignment Lieut. one week prior to class beginning. Work supervisors on whose job resident is assigned is informed two weeks prior to class. Counseling staff copied on roster of Career Counseling class.

Enters Career Counseling class.

Finishes Career Counseling class; name submitted by Education Administrator to Assignment Lieut for reassignment.

Reassigned

Figure 3.
Career Counselor II

The Career Counselor is under the direct supervision of the Education Administrator. The work shift is 8:00 a.m. to 4:00 p.m. or 1:00 - 9:00 p.m. Monday through Friday.

The Career Counselor instructs residents in classes of human relations and job acquisition skills. Part of this process involves dissemination of information regarding such classes, interviewing prospective students, requesting via the Education Administrator targeted students for transfer to class, keeping necessary student information on these requests.

The Career Counselor provides educational and occupational counseling to residents enrolled in school programs in order that said residents may make realistic career ladders. Such information is compiled and referred to as the Individual Learner Plan (ILP). This information is shared with the resident's correctional counselor to facilitate the most appropriate program that the resident may take while at the Vandalia Correctional Center.

All materials for instruction, counseling, etc. will be requisitioned by the Career Counselor through the Education Administrator in a timely fashion in order to ensure that no shortage of institutional materials exists. The Career Counselor also completes other tasks conducive to a sound educational program. Career Counselors will coordinate between themselves and order information through the Career Guidance Center at Lake Land College.
All residents entering Vandalia 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 is referred to as G.E.D. I. 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 Constitutions of Illinois and the United States, proper care and handling of the American Flag and the 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 7.5 - 10.5 grade level on the reading and math 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 registered 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. I is requested by memo to the Assignment Lieutenant one week prior to class. This process is outlined in Figure 4.

During the two-month period, a review of five previously mentioned subject areas, as well as the Constitutions, is given. Just prior to final testing, the Educational Services Region Superintendent, Fayette 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. This process is described in Figure 5.

Upon completion of the test, the residents will be transferred to another job or assignment by the Assignment Lieutenant. Test papers are sent to a center at Southern Illinois University, Carbondale, Illinois, for scoring. Those residents earning a certificate will receive the certificate, a copy of the test application form and a copy of scores earned at an appropriate ceremony, usually held in the Vandalia 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 three month G.E.D. class (G.E.D. II) uses the same flow chart and organization as mentioned in Figures 4 and 5.

G.E.D. III, which is the tutorial class, has no real flow chart or 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.
G.E.D.

FLOW CHART

Resident to orientation session → Returned to Reception Dormitory.

↓

Interviewed by school personnel if interested in programs. → Brought to Assignment Committee.

↓

Given Assignment (assigned to school if resident plans and program capacity permit). → Contact with counselor or school personnel to discuss program needs.

↓

Signs G.E.D. program agreement. → Counselors submit names to Educator interview & screen testing (if needed).

↓

Screen tested. → Those scoring 7.5 - 10.5 grade are considered a candidate for two month program. A 6.0 - 7.4 grade level is considered a candidate for a three month program; with a score of 10.6 or better, a candidate for the tutorial program.

↓

Names of candidates submitted to Lieut. (one week prior to class) and work supervisors (two weeks prior to class). → Candidates attend review.

↓

Candidates interrupting review are referred to their counselor and/or Education Administrator for new program consideration. → Candidates completing review take final G.E.D. test.

(CON'T. ON NEXT PAGE)

Figure 4.
Referred to Assignment Lieutenant for new job. → Certificates awarded to those who qualify.

Those who do not qualify for certificates are given a copy of their scores and referred to G.E.D. III tutorial class if they qualify with score of 210 - 224 on G.E.D. test.
G.E.D. TESTING APPLICATION

FLOW CHART

Application made available to those completing the G.E.D. review. → G.E.D. Coordinator

Forms returned to Superintendent of Education Services Region for this signature. → Forms returned to center for use of testing agent.

Testing agent sends to scoring center with test for scoring. → Copy returned with scores to Education Supervisor.

Copy returned to examinee by Education Supervisor.

Figure 5.
G.E.D. Educator

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., or 1:00 p.m. - 9:00 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 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 student's permanent record 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.

G.E.D. instructors will also be called upon to instruct a unit of A.P.L. within the A.B.E. classes and should coordinate such instruction with the A.P.L. Coordinator. This unit lasts three weeks.

Prior to the final test, one G.E.D. Educator who has been designated 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 educational program.
Title I Program

The Title I program at the Vandalia 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 that he enters the A.B.E. class. Therefore, the reader should refer to Figure 2 to review the flow chart.

One of the basic purposes of Title I programs is to give instruction in small groups; therefore, the size of the Title I class will be 10 - 12 students who meet five days per week, five hours per day in a regular school program. Up to fifty per cent of their instruction will involve the Title I program where intense instruction in reading, vocabulary, and math is given. 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 Title I assistance.
Title I Educator

The Title I Educator is under the direction of the Education Administrator. The work shift is 8:00 a.m. to 4:00 p.m. or 1:00 - 9:00 p.m., Monday through Friday. Flexible scheduling of hours may be done to facilitate part-time evening instruction in Title I.

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

The Title I Educator helps the Education Administrator plan and write the yearly Title I program plan. All attendance records, progress reports, etc. pertinent to Title I youth are kept by the Title I Educator. The Title I Educator pre and post-tests Title I youth as needed and keeps records of these scores. At times he 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 Title I Educator is on record within the yearly Title I plan. This plan is also on file in the Title I section of the Illinois Office of Education.
Post Secondary Academic Courses

Lake Land College offers post secondary classes in the vocational and academic areas. The college's courses are taught by instructors employed by Lake Land College. Courses are offered in the evenings from 7:00 - 9:30 p.m. or on Saturday mornings from 8:00 a.m. - 11:00 a.m. Courses offered are college transfer 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 course.

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 counselor who will then send a referral form to the Lake Land College Project Director; or, the resident may send a request directly to the L.L.C. Project Director or education department. This process is described in Figure 6. The resident is given a copy of the extension course request form which states the class and meeting nights of the class. This is described in Figure 7. Once this is completed, it is the student's responsibility to be ready for class on the nights class meets when the school officer escorts the school line to school.

When registering for classes, the resident must complete the same registration forms a student does who is taking extension classes with Lake Land College. He also completes a form that is considered a contract between Lake Land College and the resident stating he will continue the program until completion. Unusual circumstances for withdrawal from the program may exist and are considered individually as they occur.
Lake Land 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. Vandalia Correctional Center is considered an extension center of Lake Land College. Grades earned at this center are kept on transcript at the college in the same manner as grades earned at any other extension center of Lake Land College.

Over a long period of time, the rotation of courses make it possible for a resident to obtain 96 quarter hours, enough credits for an A.A. degree. However, when a resident earns a substantial number of credit hours, he should request counseling services from a Lake Land counselor. The counselor will arrange appointments and travel from campus to ensure that the resident interested in an A.A. degree will receive counseling in order to enroll in the proper courses for transfer to other schools and universities.
POST SECONDARY ACADEMIC
FLOW CHART

Resident to orientation session. → Returned to Diagnostic
session.  

↓

Assigned to permanent job and dorm. → Resident sends request
to counselor or Lake Land
College Project Director
requesting to attend Lake
Land College academic classes.

↓

Residents interviewed by
Lake Land College Project
Director. → If approved and classified as
minimum or minimum with supervision,
name placed on class roster for
Major's approval.

↓

If approved and classified as
medium security and denied next class
by Assignment Committee at intake, he
is referred to Assignment Committee
for approval.

↓

If disapproved by Project Director,
referred to counselor.

↓

Registration forms for Lake
Land College filled out. → Call line for each course typed.

↓

School Officer delivers
students to Education
Building. → School Officer returns stu-
dents to dorms.

Figure 6.
One week after last class session, instructors turn in grades to Lake Land College Project Director. 

Unofficial copy of grades distributed to students at the Vandalia Correctional Center by Project Director.

Grades placed on Lake Land College grade sheets and mailed to campus.

Official copy of grades mailed to address given on Lake Land application form.
LAKE LAND COLLEGE
POST SECONDARY: ACADEMIC AND VOCATIONAL REGISTRATION FORM

LAKE LAND COLLEGE
EXTENSION COURSE REQUEST CARD

SOC. SEC. NO.  
LEGAL NAME  
DATE  
APPLICATION FEE ($10.00)  
TUITION ($9.00 @ HR.)  
SERVICE FEE ($1.00 @ HR.)  
LABORATORY FEE  
TYPE OF SCHOLARSHIP  
TOTAL COLLECTED  
COURSE TITLE  
COURSE NO.  
SEC.  
CHECK DAY CLASS MEETS  
INSTRUCTOR COORDINATOR  
SIGNATURE  
STUDENT COPY

FLOW CHART

Forms completed by resident before start of first class session.  
Secretary records necessary information for records at V.C.C.

Completed forms are sent to Lake Land College.
Post Secondary Academic Instructors

All of the post secondary academic instructors are employed by Lake Land College, and their credentials must be approved by the chairman of the department in which the instructor will be teaching classes. The Project Director interviews and hires these teachers.

To teach a college transfer course, the instructor must have a Master's Degree in the specific area. To teach a non-transfer course, the instructor must have appropriate educational and/or appropriate job experience. These are determined by each department on campus.

Work schedules for part-time instructors will fluctuate depending on when their classes meet and for how long they meet. Any class sessions missed for any reason, must be made up by the instructor.
Vocational Programming

All residents are informed by school personnel regarding availability of occupational training programs (auto body and fender repair, automotive services, building maintenance, and welding) at orientation. Residents may consult their counselor to develop a program agreement for the specific program in which they are interested. They are also urged to send a request slip to the Vocational Supervisor for an interview regarding an occupational training area in which they may be interested.

Prior to the beginning of a new class, the Casework Supervisor furnishes the Vocational Supervisor a counselor referral form for residents who have signed program agreements for the class. The Vocational Supervisor interviews residents and discusses the details of the program. Those residents with medium security, who are interested in enrolling in a program and have enough time left to serve on their sentence to complete the program are referred to the Assignment Committee for program approval. Residents who have minimum or minimum with supervision security are referred directly to the Assignment Lieutenant. Residents who have lost interest since signing a program agreement or who do not have enough time to complete the program, or for some other reason do not qualify for the program, are referred back to their Correctional Counselor. If approved by the Assignment Committee, the Vocational Supervisor requests the Assignment Lieutenant to transfer the approved resident to that particular program.

When, if a resident is approved for a program, he may elect to pursue additional study in an occupational related class, or pursue a One
Year Certificate. In that case, he will be referred to the Community College Program Director by the Vocational Supervisor.

A behavior report will be filed on students who fail to perform satisfactorily. He will also be counseled by the Vocational Supervisor. If this action fails to bring about improved performance, he will be referred to his Correctional Counselor. If the student's performance continues to be unsatisfactory, the Vocational Supervisor, Lake Land College Project Director, and instructor may recommend to the Assignment Lieutenant that he be removed from the class using the behavior reports as documentation as to the student's failure to improve.

These same progress reports, if they are exceedingly good, are forwarded to the resident's counselor by the Vocational Supervisor or, upon the request of the counselor, such information will be forwarded. When a resident successfully completes a program or a One Year Certificate Program, he receives the prescribed credits and appropriate certificates from Lake Land Community College, Mattoon, Illinois. If the student does complete requirements for a One Year Certificate or Two Year Degree, arrangements are made for this resident to attend graduation exercises on campus at Lake Land College.

As mentioned previously in this manual the flow chart for assignment to a vocational program is the same for all vocational programs. This flow chart is described in Figure 8.
**VOCATIONAL PROGRAM ASSIGNMENT FLOW CHART**

Resident on job assignment wishes to enter vocational program. ➔ Resident signs program agreement with Correctional Counselor and counselor sends names to Vocational Supervisor for further advisement. Resident may also send request directly to Voc. Supv. Voc. Supv. approves or denies the resident for a program.

If approved by Voc. Supv., name of resident is forwarded to the Assignment Committee for approval. If resident has minimum or minimum with supervision security, his name is forwarded to the Assignment Committee.

If disapproved for program, resident is recycled back to his counselor.

If those residents with medium security are approved by Assignment Committee, the Voc. Supv. requests Assign. Lieut. to assign resident to appropriate program.

(Con't. on next page)

**Figure 8**
The Project Director for Lake Land College and/or the Voc. Supv. will register the resident with Lake Land College for programs.

The Assignment Lieut. is notified one week prior to the starting date. Two weeks prior to the program starting, supervisors are notified of the pending transfer to occupational training classes. Assignment Lieut. transfers resident to designated program and if appropriate, designated housing unit, at the request of the school office.

Resident enters appropriate program.

Resident progresses through program.

Successful completion of program.

Graduation ceremony held with dietary department providing refreshments. Grades are forwarded to Lake Land College Project Director and appropriate certificates awarded to students.

Unsuccessful, or program not completed.

Recycled back to Correctional Counselor.

Resident referred to Assignment Lieutenant.

Resident reassigned.
The following is a brief description of the vocational programs offered at the Vandalia Correctional Center. This manual will list the specific courses the resident takes in order to earn a certificate of completion within the particular vocational program he enters. These course descriptions were taken from the 1978 - 1979 Lake Land College Handbook.

Auto Body and Fender Repair

20.090  Auto Body and Fender I  6 qtr. hrs.

This course provides an introduction to the basic theory of metal, tools, and preparation techniques. Included are the safety procedures to be observed, the theory and practice of metal cutting, welding, forming, filling, contouring, and finishing. All phases of the trade will be introduced and practiced on component parts. (Page 126)

20.091  Auto Body and Fender II  6 qtr. hrs.

This course focuses on the study and practice of tool and machine use in the various operations of alignment, preparation, and finishing. Frames, suspensions, glass, locks, hinges, and moldings will be serviced. All of the current practices, techniques, and materials used in commercial shops will be followed in providing the trainee practice in all areas of the trade. (Page 127)

20.092  Auto Body and Fender III  6 qtr. hrs.

This course focuses on an analysis of operations to be performed and cost estimating in the job will be part of this course, with the various methods, tools, and materials considered in arriving at the most efficient and desirable steps. The business aspects of body shop operations will be presented and practiced along with customer relations information. A completely wrecked automobile will be used in teaching the above. Returning the vehicle to its original condition in contour and finish will provide the manipulative instruction. (Page 127)
Auto Services Program

20.050 Automotive Engines 8 qtr. hrs.

This course covers the fundamentals of automotive type engines. Emphasis is placed upon components that make up the engine and the function in its operation. Experience is gained through the disassembly, inspection, and assembly of the automobile engine. The proper use of tools and safe working procedures are stressed. (Page 125)

20.052 Automotive Brakes and Chassis 8 qtr. hrs.

This course is designed to familiarize the student with the various braking systems of the modern automobile with emphasis on front-end geometry and steering mechanisms. Experience is achieved in testing, analyzing, and repairing the braking, front-end, and steering mechanisms. (Page 126)

20.054 Automotive Electricity & Fuel 8 qtr. hrs.

This course covers the electrical system, including ignition, carburetion and companion equipment and the theory of operation of all units of these systems, plus accessory electrical equipment. Experience provided in the practical operation of units in these systems and analysis of trouble by means of instruments, disassembly, repair and adjustment of the various units. (Page 126)

20.080 Automotive Diagnostic Techniques 8 qtr. hrs.

This course focuses on a study of and practical experience in the use of diagnostic equipment. The interpretation of readings of these instruments is studied in relation to the repair of the various units and systems of the automobile. (Page 126)

Prerequisite: 20.054

20.077 Power Option 4 qtr. hrs.

This course is to provide the student with a systematic method of diagnosing and repairing of the power accessories and optional equipment such as: windshield wipers and motor, electric door lock, cruise control, and many others. (Page 126)

Prerequisite: 20.054
Building Maintenance

21.040 Building Maintenance Theory 9 qtr. hrs.

This course covers the basic skills and theory needed to properly clean and maintain a building. (Page 127)


This course provides the actual on-the-job supervised application of skills and theory learned in the classroom. The student will spend 30 hours per week under the supervision of maintenance personnel. (Page 127)
Welding

97.050  Welding I (Gas and Basic Arc)  8 qtr. hrs.
This course provides a survey of welding practices and equipment. Emphasis is placed on principles of gas cutting and brazing and basic electric arc welding. The practice of each is included and coordinated with the theory. Terminology is an important part of the course. (Page 190)

97.052  Welding II (Position Welding)  8 qtr. hrs.
This course provides both theory and practice in machine settings, various kinds of metals and rods and identification of each, acetylene welding and cutting, and arc-air cutting. (Page 190)

97.054  Welding III (Special Application Welding)  8 qtr. hrs.
This course focuses on the principles and practices in submerged arc welding processes, and methods and techniques of inspections and testing of welds. Specialty welding will be provided in aluminum and stainless steel for those desiring these applications. (Page 191)
Auto Body and Fender Repair Instructor

The auto body instructor teaches occupational training to enable the student to restore a damaged automobile body to its original condition. The auto body instructor's work schedule is Monday - Friday from 8:00 a.m. to 4:00 p.m. The class meets for 11 weeks.

The instructor provides practical and technical instruction involving demonstrations of skill 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 estimations are also given within the course. The last two weeks of the program are devoted to custom painting.

The instructor plans and supervises work of students, tests and evaluates student progress in the various repair practices, and submits reports as required by Lake Land College and the Department of Corrections School District. Equipment and materials needed to maintain the quality of instruction are to be ordered through the Lake Land College Project Director. The instructor is directly responsible to the Lake Land College Project Director. Other tasks conducive to a sound educational program may be assigned by the Lake Land College Project Director.
Automotive Services Instructor

The automotive services instructor's work schedule is Monday - Friday from 8:00 a.m. to 4:00 p.m. The class meets for 18 weeks.

The instructor teaches occupational training in the fundamentals of automotive engines, automotive brakes and chassis, automotive electricity and fuel, automotive diagnostic techniques, and power options. The instructor provides practical and technical instruction involving demonstration of the skills required in the trade and lectures on theory, practices, processes, terminology, safety precautions, use and maintenance of tools and equipment peculiar to the trade and damage and cost estimations where repair or maintenance is needed.

The instructor plans and supervises work of students, tests and evaluates student progress in the various repair practices, and submits reports as required by Lake Land College and the Department of Corrections School District. Equipment and materials needed to maintain the quality of instruction are to be ordered through the Lake Land College Project Director. Other tasks conducive to a sound educational program may be assigned the instructor by the Lake Land College Project Director. The instructor is directly responsible to the Lake Land College Project Director.
Building Maintenance Instructor

The building maintenance instructor's work schedule is Monday - Friday from 8:00 a.m. to 4:00 p.m. The class meets for 16 weeks.

The instructor teaches occupational training in various areas of building maintenance such as minor electrical work, carpentry, plumbing, painting, wall and floor treatments, ordering and maintaining supplies and safety. The instructor provides practical and technical instruction involving demonstrations of skill 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 estimations where repair or maintenance is needed are part of the course.

The instructor plans and supervises work of students, tests and evaluates student progress in the various repair practices, and submits reports as required by Lake Land College and the Department of Corrections School District. Equipment and materials needed to maintain the quality of instruction are to be ordered through the Lake Land College Project Director. Other tasks conducive to a sound educational program may be assigned the instructor by the Lake Land College Project Director. The instructor is directly responsible to the Lake Land College Project Director.
Welding Instructor

The welding instructor's work schedule is Monday - Friday from 8:00 a.m. to 4:00 p.m. The class meets for 12 weeks.

The welding instructor teaches occupational training in oxyacetylene cutting, welding and brazing, air-arc cutting, electric arc welding, M.I.G., T.I.G., semi-automatic flame cutter, and the plasma-arc cutter. The instructor provides practical and technical instruction involving demonstrations of skill required in the trade. Lectures on theory, practices, processes, terminology, safety precautions, use and maintenance of tools and equipment, and codes and regulations related to the welding trade are part of the welding course.

The instructor plans and supervises work of students, tests and evaluates student progress in the various welding skill areas, and submits reports as required by Lake Land College and Department of Corrections School District. Equipment and materials needed to maintain the quality of instruction are to be ordered through the Lake Land College Project Director. Other tasks conducive to a sound educational program may be assigned by the Lake Land College Project Director. The instructor is directly responsible to the Lake Land College Project Director.
Appendix A

Appendix A is 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 is posted in all classrooms within the academic building.
School officers use a list provided by the school indicating what
dorm and class the men are enrolled in to collect the residents
and bring them to school by 8:30 a.m. The day academic schedule
is listed below.

<table>
<thead>
<tr>
<th>G.E.D. Classes</th>
<th>A.B.E. &amp; Career Counseling Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st period: 8:30 a.m. - 9:40 a.m.</td>
<td>1st period: 8:30 a.m. - 10:00 a.m.</td>
</tr>
<tr>
<td>SMOKE BREAK: 9:40 a.m. - 9:55 a.m.</td>
<td>SMOKE BREAK: 10:00 a.m. - 10:15 a.m.</td>
</tr>
<tr>
<td>2nd period: 9:55 a.m. - 11:15 a.m.</td>
<td>2nd period: 10:15 a.m. - 11:15 a.m.</td>
</tr>
<tr>
<td>LUNCH: 11:15 a.m. - 12:00 p.m.</td>
<td>LUNCH: 11:15 a.m. - 12:00 p.m.</td>
</tr>
<tr>
<td>3rd period: 12:05 p.m. - 1:15 p.m.</td>
<td>3rd period: 12:05 p.m. - 1:15 p.m.</td>
</tr>
<tr>
<td>GYM BREAK: 1:15 p.m. - 2:00 p.m.</td>
<td>GYM BREAK: 1:15 p.m. - 2:00 p.m.</td>
</tr>
<tr>
<td>4th period: 2:00 p.m. - 3:30 p.m.</td>
<td>4th period: 2:00 p.m. - 3:30 p.m.</td>
</tr>
</tbody>
</table>

3:30 p.m. - DISMISSAL TO HOUSING UNITS
Appendix B

Appendix B is the class schedule followed by residents in the vocational schools. This schedule is posted in all vocational shops.
Class Schedule - Day Vocational

Auto Services, Building Maintenance & Welding Classes

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.

Auto Body Class

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. - 11:15 a.m.
LUNCH BREAK:  11:15 a.m. - 12:00 p.m.
Third Period:  12:00 p.m. - 2:00 p.m.
SMOKE BREAK:  2:00 p.m. - 2:15 p.m.
Fourth Period:  2:15 p.m. - 3:30 p.m.
DISMISSAL TO HOUSING UNITS - 3:30 p.m.
Appendix C

Appendix C was formulated by the Chief of Security and the Education Administrator to provide some consistency in the rules pertaining specifically to the school assignment. It should be noted that these rules are simply a clarification or an addition to existing institutional rules. They are posted in the classrooms, as well as lounge area, in order that each student may have an opportunity to view them. The security officer normally reviews these rules with a new student prior to the student entering a class.
ACADEMIC SCHOOL REGULATIONS

1. Residents are to smoke in the designated area during break periods only.

2. Residents are authorized to bring only school related materials to the school building.

3. Upon arrival at the school building, residents should go directly to their respective classes. They are to stay in the class until roll is taken and may leave only if dismissed by the instructor. Students must have a hall pass to leave a classroom.

4. Loitering is not permitted in the rest room or any unauthorized area in the building. Unauthorized areas include the conference room at the end of the hallway and any unassigned classroom.

5. Residents are informed that the library is open for their use during break periods; however, it should be noted that use of the library should be done only during break period and while the librarian is present.

6. The rest room will be monitored. The student must empty pockets of contents and leave same at officer's desk.

7. At 11:15 a.m., classes will be recessed for the noon meal and dismissed by their instructors to the school officer.

8. Residents will stay in line when returning from the noon meal. Once they have arrived in front of the school building, they will be allowed to take a five minute smoke break in the yard area between the north and south end of the school building. Upon entering the school building, the residents may use the rest room before entering the classrooms.

9. At 1:15 p.m., classes will be dismissed by the respective instructors to the school officer for a 45 minute recreation period in the gym. Upon returning from the gym, they will go to the classroom and not loiter in the rest room or near the smoking area. Weather permitting, a smoke break will be provided upon returning from gym following the same procedure as in rule #8.

10. There is to be no food or drink brought to the school building.

11. Hats are to be removed upon entering the school building. (Institutional wide regulation.)

12. The school officer will notify classes of dismissal at 3:30 p.m. There will be no smoking in school building after dismissal.

ANY INFRACTION OF THE ABOVE RULES MAY RESULT IN A DISCIPLINARY REPORT
Appendix D

This application must be completed by all students wishing to take a G.E.D. exam whether they be with the Department of Corrections or the free community. Cost for application to take the G.E.D. is $5.00, but it should be noted that this fee is paid to the Regional Superintendent's office by the Department of Corrections on behalf of the resident taking the examination.
APPLICATION FOR ADMISSION TO HIGH SCHOOL EQUIVALENCY TESTING PROGRAM

Use This Form Only To Authorize GED Tests at Illinois Official GED Centers

(Refer to instruction 1 on reverse side)

1. Are you of legal age? [ ] Yes [ ] No (If not, see instruction No. 7)

2. Check one:
   - [ ] Veteran
   - [ ] Non-Veteran
   - [ ] Ward or Inmate
   - [ ] Other

3. Are you age 19 or older? [ ] Yes [ ] No

4. Pass the Constitution in High School
   - [ ] Yes
   - [ ] No

5. Have you previously taken the tests of General Development?
   - [ ] Yes
   - [ ] No

6. Name of High School (School and City)

7. Where were you when you took the previous tests?

8. Name of Regional Superintendent

9. Date of Application

10. Date of Birth


12. Place of Birth

13. Check one:
   - [ ] Yes
   - [ ] No

14. Are you a graduate of High School?
   - [ ] Yes
   - [ ] No

15. Name of High School (School and City)

16. Planet of Birth

17. Are you a resident of the State of Illinois?
   - [ ] Yes
   - [ ] No

18. Educational Data

   a. What year did you last attend school?
      - [ ] Yes
      - [ ] No

   b. Name of High School (School and City)

   c. When were you graduated?

   d. Where were you when you took the previous tests?

   e. Name of Regional Superintendent

   f. Date of Application

   g. Date of Birth

   h. Social Security No.

   i. Place of Birth

   j. Are you of legal age? [ ] Yes [ ] No

   k. Pass the Constitution in High School
      - [ ] Yes
      - [ ] No

   l. Have you previously taken the tests of General Development?
      - [ ] Yes
      - [ ] No

   m. Name of High School (School and City)

   n. Where were you when you took the previous tests?

   o. Name of Regional Superintendent

   p. Date of Application

   q. Date of Birth

   r. Social Security No.

   s. Place of Birth

   t. Are you a resident of the State of Illinois?
      - [ ] Yes
      - [ ] No

   u. What year did you last attend school?
      - [ ] Yes
      - [ ] No

   v. Name of High School (School and City)

   w. When were you graduated?

   x. Where were you when you took the previous tests?

   y. Name of Regional Superintendent

   z. Date of Application

   aa. Date of Birth

   bb. Social Security No.

   cc. Place of Birth

   dd. Are you a resident of the State of Illinois?
      - [ ] Yes
      - [ ] No

   ee. What year did you last attend school?
      - [ ] Yes
      - [ ] No

   ff. Name of High School (School and City)

   gg. When were you graduated?

   hh. Where were you when you took the previous tests?

   ii. Name of Regional Superintendent

   jj. Date of Application

   kk. Date of Birth

   ll. Social Security No.

   mm. Place of Birth

   nn. Are you a resident of the State of Illinois?
      - [ ] Yes
      - [ ] No

   oo. What year did you last attend school?
      - [ ] Yes
      - [ ] No

   pp. Name of High School (School and City)

   qq. When were you graduated?

   rr. Where were you when you took the previous tests?

   ss. Name of Regional Superintendent

   tt. Date of Application

   uu. Date of Birth

   vv. Social Security No.

   ww. Place of Birth

   xx. Are you a resident of the State of Illinois?
      - [ ] Yes
      - [ ] No

   yy. What year did you last attend school?
      - [ ] Yes
      - [ ] No

   zz. Name of High School (School and City)

   aa. When were you graduated?

   bb. Where were you when you took the previous tests?

   cc. Name of Regional Superintendent

   dd. Date of Application

   ee. Date of Birth

   ff. Social Security No.

   gg. Place of Birth

   hh. Are you a resident of the State of Illinois?
      - [ ] Yes
      - [ ] No

   ii. What year did you last attend school?
      - [ ] Yes
      - [ ] No

   jj. Name of High School (School and City)

   kk. When were you graduated?

   ll. Where were you when you took the previous tests?

   mm. Name of Regional Superintendent

   nn. Date of Application

   oo. Date of Birth


   qq. Place of Birth

   rr. Are you a resident of the State of Illinois?
      - [ ] Yes
      - [ ] No

   ss. What year did you last attend school?
      - [ ] Yes
      - [ ] No

   tt. Name of High School (School and City)

   uu. When were you graduated?

   vv. Where were you when you took the previous tests?
Appendix E

It should be noted as stated at the bottom of the questionnaire that this form is used as a student needs assessment, as a locating device for Title I eligible students, to determine racial breakdown of classes, and to determine if someone enrolled in one of our vocational or academic programs would like to be enrolled at some later time in another one.
STUDENT QUESTIONNAIRE

Please fill out the following information:

NAME ___________________________ NUMBER ____________

BIRTHDATE _______________ AGE ____________

Do you have a high school diploma?  ____Yes  ____No

Do you have a G.E.D.?  ____Yes  ____No

Are you now in the Basic Education THINK Program or G.E.D.?  ____Yes  ____No

If the answer to the above questions is no, would you want to be considered for the G.E.D. program?  ____Yes  ____No

Are you now in a vocational program?  ____Yes  ____No

If you are in a vocational program, would you want to be considered for one?  ____Yes  ____No

Are you now in any evening classes?  ____Yes  ____No

If the answer to the above question is "yes", please list each class:

________________________________________  ____________________________

* Your response to the following is voluntary and will in no way affect your enrollment in any of the education programs. Please check which race you are.

____Not Known  ____Asian American  ____American Inidan

____Black American  ____White American  ____Mexican American

____Foreign Student  ____Other  ____Refuse to Answer

Please list courses you would like to see offered at the Vandalia Correctional Center:

________________________________________  ____________________________  ____________________________

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

This information is completed by education personnel to be used as a student needs assessment, to locate Title I eligible students, to determine racial breakdown of classes, etc.
Appendix F

Appendix F is a form used both in a positive and negative manner for the student. If behavior is exceedingly positive, a copy of this report is sent to resident's counselor to be included in parole reports, etc.

If an instructor must complete a negative report on a student, a copy of the same report goes to the respective instructional supervisor. If advisement following two such reports does not remedy the situation, the student is removed from class on the third such report.
SHOP/CLASSROOM BEHAVIOR REPORT

Student's Name ___________________ Number ______ Class ______

Type of Behavior:

<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Refuses to follow instructions</td>
<td>1. Usually follows instructions.</td>
</tr>
<tr>
<td>2. Does not complete assignments</td>
<td>2. Completes assignments</td>
</tr>
<tr>
<td>4. Will not or does not participate in shop or class activities.</td>
<td>4. Participates in shop or classroom activities.</td>
</tr>
<tr>
<td>5. Argumentative with instructor or students.</td>
<td>5. Is harmonious with instructor and/or students.</td>
</tr>
<tr>
<td>6. Careless with tools and/or equipment.</td>
<td>6. Careful with tools and/or equipment.</td>
</tr>
<tr>
<td>7. Does not observe safety precautions.</td>
<td>7. Observes safety precautions.</td>
</tr>
<tr>
<td>8. Works on unauthorized projects.</td>
<td>8. Works on assigned projects.</td>
</tr>
<tr>
<td>11. Sleeping</td>
<td>11. Wakeful</td>
</tr>
<tr>
<td>12. Poor classroom attendance</td>
<td>12. Good classroom attendance</td>
</tr>
</tbody>
</table>

Other comments: ____________________________

________________________
Instructor
Appendix G

This is a daily attendance card for the Department of Corrections classes. This is used primarily as an addition to a gradebook, since these forms are saved up to five years or until we are audited, at which time the auditors will want to verify who we had in class and for how many days. The gradebooks in the vocational areas include the data that we keep for an audit by D.A.V.T.E. personnel.
## Appendix G

### AVERAGE DAILY ATTENDANCE CARD

<table>
<thead>
<tr>
<th>NAME (LAST)</th>
<th>FIRST</th>
<th>MIDDLE</th>
<th>BIRTH DATE</th>
<th>DC NUMBER</th>
<th>INSTITUTION</th>
<th>YEAR '78-'79</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MONTH</strong></td>
<td><strong>DAYS</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>JULY</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUGUST</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>JANUARY</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>MARCH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APRIL</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUNE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **No School in Session**
- **H Holiday**
- **E Entered**
- **D Dropped**
- **P Paroled**
- **T Transferred**

DCJ 238

**TOTAL NUMBER OF DAYS in PROGRAM**
ATTENDANCE RECORD

Attendance card completed for each resident enrolled in any school program other than post secondary academic.  
Instructor shows entry date and retains card for daily attendance.

Cards are color coded to indicate residents under 21 years of age.  
Retained in instructor's possession.

Monthly reports to school superintendent made from cards.  
Cards placed in personal file when withdrawn from course.
Appendix H

This card becomes the student's permanent record, if he is enrolled in a G.E.D. or Basic Education class. On it will be his pre and post-test scores as well as scores he earned on the G.E.D. final exam. These are filed and kept in the Education Administrator's office. It should be noted that we have these cards on residents who began the program at its inception.
Appendix H

INMATES G.E.D. TEST RECORD CARD

<table>
<thead>
<tr>
<th>Progress Chart</th>
<th>SCORE CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Testing Date</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

OTHER INFORMATION

Previously Tested At: Date:
Age
Birth Date NOTE: This is resident's permanent record card if he is enrolled in A.B.E. or G.E.D.
Race

<table>
<thead>
<tr>
<th>Number</th>
<th>Institutional Name In Full</th>
<th>Name to be placed on Certificate - In Full</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I

The training survey is distributed by school personnel at the orientation to education programs session that the residents attend within the first two weeks of their stay at the institution.
Name_________________ Age _____ Institutional Number_______
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 of the 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 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.

A. INDUSTRIAL

1. Air Conditioning and Refrigeration Maintenance and Repair
2. Auto Mechanics (including engine overhaul)
3. Diesel Mechanic
4. Heavy Equipment Operator and Maintenance
5. Radio and Television Repair
6. Upholstery
7. Small Engine Repair (includes lawn mower, motorcycles, mopeds, motorboat engines, etc.)
8. Masonry
9. Painting and Decorating
10. Appliance Repair (irons, toasters, mixers, fans, vacuum cleaners, electric hand tools, washers, dryers, etc.)

B. BUSINESS

1. Accountant
2. Bookkeeper
3. Clerk-Typist
C. PERSONAL AND PUBLIC SERVICE

1. Cook or Chef
2. Butchering and Meat Cutting
3. Custodial Services
4. Recreation Director

D. AGRICULTURAL

1. Animal Husbandry (Livestock Production)
2. Farm Mechanics (Farm Machinery Maintenance and Repair)
3. Landscaping

I am not interested in learning a trade.
I am interested in a trade that isn't listed. That is: ____________________

_________________________________________________________________
Appendix I

It should be noted that this is the same application that the student would complete if he were attending Lake Land College on campus. The correctional center at Vandalia is considered an extension center for Lake Land and all forms pertaining to student records at campus hold true for the students at the correctional center.
APPLICATION FOR ADMISSION OR READMISSION

PLEASE PRINT ALL ENTRIES LEGIBLY

1 Social Security No. ____________ 2 Date of Application ____________

3 Complete LEGAL NAME last ____________ first ____________ middle ________

4 Mailing Address street and number ____________

5 Name of Parent ____________

Guardian or Spouse last ____________

street & number ____________

county ____________ state or country ____________

zip code ____________ area code & telephone no. ____________

6 Are you currently living with one or both parents, spouse, or a legal guardian who is residing in Lake Land College District No. 517? □ Yes □ No

8. Sex □ Male □ Female

10. Applying For Admission □ Readmission □ If readmission, term last attended ____________

11. Applying for Term Beginning 1 Fall □ 2 Winter □ 3 Spring □ 4 Summer □ Year ____________

□ Full-Time □ Part-Time □ Nights □ Both

12 Major or field of interest

(See curriculum sheet)

Number ____________ Title ____________

13 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 ____________ month & year ____________

attended from ____________

If you are not a high school graduate, have you completed the General Educational Development Test Battery? □ Yes □ No

If "Yes" state date and place of completion.

14. List all collegiate institutions you have attended or are now attending. Do not include Lake Land College.

Name Each Institution Attended Since Leaving High School ____________

City and State ____________ Dates: From - To ____________

15. Have you served or are you currently serving on active duty with the Armed Forces? □ No □ Yes

If "Yes" mark appropriate box: 2 □ Served before 1955 □ Served after 1955

16. Your response to the following is voluntary and will in no way affect this application. The information is requested so we may demonstrate this institution's compliance with Federal regulations. Please check ethnic origin:

□ Not Known □ Black American □ White American

□ Asian American □ Mexican American □ Foreign Student

□ Indian American □ Other Ethnic Minority □ Refuse to Indicate

Complete Item 17 on Reverse Side
Appendix K

This is distributed by the instructor approximately two days prior to his class ending. They are then forwarded to the Education Administrator or Lake Land College Project Coordinator, whoever is appropriate, who reviews them and returns them to the instructor.
COURSE EVALUATION - ACADEMIC

The education department is attempting to improve the courses being offered at the Vandalia Correctional Center, so please fill this out honestly. Any suggestions you might have on how to improve this course would be appreciated. You can write on the back of this page if necessary.

COURSE: ___________________________ DATE: ___________________________

1. I have learned as much as I first thought I would when I enrolled in the course.
   YES _____ NO _____ A LOT MORE _____ A LOT LESS _____

2. For someone with my ability, the level of difficulty of the course was:
   TOO SIMPLE _____ SORT OF HARD _____ VERY HARD _____
   SORT OF SIMPLE _____ ABOUT RIGHT _____

3. I feel the course handouts were:
   EXCELLENT _____ GOOD _____ AVERAGE _____ BELOW AVERAGE _____
   POOR _____ THERE WERE NONE _____

4. It was made very clear to me what I was expected to learn.
   YES _____ NO _____

5. The assignments fit in with what I was expected to learn.
   YES _____ NO _____

6. What I was expected to learn and what was on the tests were very similar,
   YES _____ NO _____

7. Guest speakers made the class: MORE INTERESTING _____ LESS INTERESTING _____
   NO EFFECT AT ALL _____ HAD NONE _____
8. I would take this class now if I were signing up for classes.
   YES____  NO____

9. I would recommend this class to a friend.
   YES____  NO____

10. I feel this class has been of value to me.
    YES____  NO____

11. I have taken academic college courses before. YES____  NO____
    If yes, where and how many? ________________________________

12. To make this a better course, I would suggest that:__________
    ____________________________________________________________________
    ____________________________________________________________________
Appendix L

It should be noted that there are some slight changes in this form from the academic evaluation since this form pertains specifically to vocational areas. Both this and the academic evaluation form were developed after meetings and input from staff members.
The education department is attempting to improve the courses being offered at the Vandalia Correctional Center, so please fill this out honestly. Any suggestions you might have on how to improve this course would be appreciated. You can write on the back of this page if necessary.

COURSE: _______________________  DATE: ___________________

1. Have you taken a vocational course before? YES ___  NO ___
   If yes, where? ______________________

2. I have learned as much as I first thought I would when I enrolled in the course.
   YES ____  NO ____  A LOT MORE ____  A LOT LESS ____

3. I feel trained well enough to handle a job in this area.
   YES ____  NO ____  UNDECIDED ____

4. I feel I had:
   THE RIGHT AMOUNT OF SHOP WORK AND THEORY WORK____
   NOT ENOUGH THEORY ____  TOO MUCH SHOP WORK ____
   TOO MUCH THEORY ____

5. For someone with my ability, the level of difficulty of the course was:
   TOO SIMPLE ____  SORT OF SIMPLE ____  ABOUT RIGHT ____
   SORT OF HARD ____  VERY HARD ____

6. I would take this course now if I were just signing up for the class.
   YES ____  NO ____  NOT SURE ____

7. I would recommend this course to a friend. YES ____  NO ____
   NOT SURE ____
8. I feel this vocational class has been of value to me.

   YES ___  NO ___

9. It was made very clear to me what I was expected to learn.

   YES ___  NO ___

10. The class assignments fit in with

    YES ___  NO ___

11. What I was expected to learn and what was on the tests were very similar.

    YES ___  NO ___

12. The real reason for me taking this course was:

13. To make this a better course, I would suggest that:
Appendix M

This form was developed by the education department in order that students may have input into the education process. The instructor distributes these forms along with the course evaluation forms. The same routing procedure as is used in the course evaluation form is used.
STUDENT EVALUATION OF INSTRUCTOR

I am giving this evaluation to each of the students in the class. I want to use the results as a guide to help me improve the way I teach the class, so please, put down HONEST answers. Do not put your name on the form.

Circle only one number for each question.

INSTRUCTOR'S NAME

<table>
<thead>
<tr>
<th>Question</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>BELOW AVERAGE</th>
<th>POOR</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My instructor's knowledge of subject area.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. My instructor's ability to explain things clearly to the class.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. The way the course was organized and presented.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. My instructor's willingness to help students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. My instructor's concern for the students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. My instructor's fairness in the way he treats students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. My instructor's ability to keep good discipline.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. My instructor makes the students feel free to ask questions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. My instructor accepts different ideas.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10. My instructor makes it clear to the class is expected to learn.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
11. My interest in the subject area has been stimulated by the instructor.  
5 4 3 2 1 0 0

12. My overall evaluation of the instructor.  
5 4 3 2 1 0 0

13. To make my instructor a better teacher I would suggest that:
Appendix N

This form was developed as a guideline for civilians coming into the center to take college courses through Lake Land College. This was developed by the Lake Land College Coordinator, the Education Administrator, and security personnel. This form is distributed to all civilians prior to their taking a class. After they have read and signed the form, it is filed with the Lake Land College Coordinator.
GUIDELINES FOR COMMUNITY PEOPLE TAKING LAKE LAND CLASSES AT THE VANDALIA CORRECTIONAL CENTER

The following rules and regulations are designed to ensure an atmosphere conducive to a secure and positive academic climate within the confines of the Vandalia Correctional Center.

1. When entering the Correctional Center, you will be given your ID card; keep this in your possession at all times.

2. The officer at the gate will tell you where to park your car. You are to proceed directly to the school building from the main gate.

3. Do not hold a conversation with any resident on your way to the school building.

4. Lock your car when it is unattended.

5. Do not carry firearms, weapons of any kind or alcoholic beverages of any kind in your car.

6. All civilians entering the correctional center are subject to search.

7. When you enter the school building, check in with the officer.

8. All coats and handbags are to be left in one of the offices as indicated by the officer.

9. Do not go into the classroom until your instructor arrives. Remain in the smoking area.

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

11a. 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 may be taken.

11b. Do not contact any free world people at a resident's request.

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

13. Women using the rest room should request the officer to unlock it.
14. Any incident which makes you feel uncomfortable should be reported to your instructor.

15. At the end of your class period, wait until all of the residents have left the building before you leave. Proceed directly out of the institution.

16. You have access to the library facilities.

17. When leaving the correctional center, give your ID to the officer at the gate.

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

Signature __________________________ Date __________________________
Appendix 0

This is a release of grades form that the resident who is enrolled in a Department of Corrections program signs in order that the Education Administrator may forward any educational records the resident has developed while at the Vandalia Correctional Center to Lake Land College.
I hereby give approval to have any educational records I have earned while in a Department of Corrections class at the Vandalia Correctional Center forwarded to Lake Land College. I understand that if I wish to have these same records forwarded to any other educational agency, I must request same in writing.

DATE___________ SIGNATURE_________________ NUMBER____
Appendix P

This is a release of grades form the student signs if he wishes for Lake Land College to release his grades to another agency.
RELEASE OF GRADES

I give approval to have any grades I have earned with Lake Land College while at the Vandalia Correctional Center be forwarded to any other correctional facility that I may be transferred to.

Signature ___________________ Number ___________ Date ___________

RELEASE OF GRADES

I give approval to have any grades I have earned with Lake Land College while at the Vandalia Correctional Center be forwarded to any other correctional facility that I may be transferred to.

Signature ___________________ Number ___________ Date ___________

RELEASE OF GRADES

I give approval to have any grades I have earned with Lake Land College while at the Vandalia Correctional Center be forwarded to any other correctional facility that I may be transferred to.

Signature ___________________ Number ___________ Date ___________
BIBLIOGRAPHY