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# **LITERACY: A CONCEPT FOR ALL SEASONS**

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## **AN OFFENDER PROGRAMS HANDBOOK**



**AMERICAN CORRECTIONAL ASSOCIATION**

**Offender Programs Committee**

**LITERACY:  
A CONCEPT FOR ALL SEASONS**

**AN OFFENDER PROGRAMS HANDBOOK  
AMERICAN CORRECTIONAL ASSOCIATION**

**Offender Programs Committee  
Fall 1988**

120814

**U.S. Department of Justice  
National Institute of Justice**

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## FOREWORD

Correctional education programs today offer an exciting and rewarding opportunity to assist offenders in preparing to return to society as productive citizens. With the systemic overcrowding that most correctional agencies are experiencing, well-managed, comprehensive educational programs are even more important.

This handbook is intended to provide guidance and ideas to managers in correctional education as they advocate and expand the programs and services they administer in concert with the Public Correctional Policy on Offender Education and Training (Appendix D.) Additional information is available from the sources indicated in the handbook itself, as well as the American Correctional Association and the Correctional Education Association.

The Offender Programs Committee established the publication of this resource as their first project during their initial meeting in January 1987. The committee believes that through this and other specific projects, it can make a lasting contribution to corrections.

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## **Selling Offender Literacy & Job Training to Corrections and the Community**

Prisons today are filled to overflowing with the young, the poor, the illiterate, the unskilled, the unemployed, and minorities. When they are released (as the overwhelming majority of them will be), their choices for law-abiding behavior will not be enhanced if nothing is done to deal with their deficiencies while incarcerated.

To be sure, there are those in prison whose criminality is psychopathic and whose criminality is unrelated to (and probably unchangeable by) education, training, or jobs. Our concern is how to enhance delivery of services to those who, given viable alternatives to economically motivated crime, would choose law-abiding behavior.

In the latter part of 1987 there were well over 560,000 men and women incarcerated in our federal and state prisons and approximately 225,000 more in city and county jails. We have a problem if we hope to recall them from criminal life styles. That problem is related to their lack of education, training, and jobs. Those that are functionally illiterate are unable to read, write, and compute well enough to handle their life, family, or job. While the illiteracy rate in the general population is 19-23%, in prison it is estimated to be 40%; while the unemployment rate in the general population is 6-8%, among those incarcerated it is upwards of 90%. If we are going to change people while they are in our custody, the model for doing so cannot allow them to continue to be ignorant and idle.

We need to do something to make this lost population more productive. It is in the general society's interest to do

so. First, we need them; perhaps more so today than ever before. While the age of prison populations is going up slightly, prisons continue to be the holding places of young people. As the general population greys, as more of the current workers retire, as the economy grows and more jobs are created, and as the birthrate continues to be low, we are running out of workers. We need not only to increase the productivity of all of our workforce everywhere, but we especially need to capture the economic contributions of those nearly one million people in prison, those whom we could once afford to ignore. With almost a million people incarcerated in one form or another, we simply need a way to make them productive.

Second, those who leave prison unchanged are simply in search of new victims. It is in our society's best interests to change those whom we can change. Literacy, job skills, and life coping competencies, while not cure-alls, certainly will go a long way toward improving recidivism rates.

Third, prisons are safer places -- safer for staff, for offenders, and for visitors -- if inmates are productively engaged in activities that promote their good mental and physical health.

All of this cannot happen, however, unless political and correctional administrators take the lead. The public will follow -- it has said in many ways many times that it wants the correctional system to offer basic opportunities to offenders -- but it is the professionals who must lead.

But who of the leaders must begin the charge? Some have already begun.

- \* The ACA, through its statements on correctional policy, has already blazed the path. In several well-articulated statements, the ACA has stressed the importance of prison programs -- especially those of education, training, and jobs.
- \* The field of corrections, through its accreditation process, has also said what it believes is best in the well-run institution.
- \* The public is already accepting of the "literacy for everyone" concept and few would argue against the principle that every man and woman who wants work ought to be able to have work.
- \* Legislative leaders, governors, and judges all speak to the importance of helping offenders change and when pressed for how, most talk about education, training, and jobs. So the problem is not with the concept, the battle is with organization. Someone has to take charge and organize and promote the concept that prisons need to:

Dedicate more resources to offender programs for literacy and job training; and

Equip offenders, ready for release to the free world, with enough resources to have a viable choice to avoid crime.

The leadership should come from corrections departments' education and training directors. The ACA's Offender Programs Committee is providing a format on



how to promote department, institution, and public awareness and acceptance of a program to promote these desirable outcomes for inmates. Once having organized the internal campaign, it needs to be widened to the political structure of the state -- to the governor and to the key legislators who must give support to it.

Finally, the business community, which is both the number one victim of crime and could stand to be the number one beneficiary of changed offenders, needs to get behind the campaign for literacy and job training for inmates and jobs for everyone. Just as important is organized labor's support.

A good beginning should be the appointment by the governor of a broad-based, blue-ribbon committee, that is charged with developing a campaign for offender literacy, work readiness, and jobs for offenders. To be sure, there will be resistance. The hard-liners will cry that we are too soft on criminals. But intelligent people should not be dissuaded from what is in their best interests.

This handbook does not outline a step-by-step process to accomplish the campaign for literacy and jobs for offenders. It does, however, highlight the need for such a campaign and show some initial steps that are necessary for the project to succeed.

If some part of this can be accomplished in greater amounts than is being done today, we can then begin to measure its effect. If we are no better at changing people than we've been in the past, then crime will continue to flourish and prison populations will grow even larger and more quickly and the public will continue to be twice punished -- as the victims of criminal behavior and as the

supporters of places where we store this lost and unproductive population.

### **Selling Literacy to Administrators**

Corrections today is undergoing a period of unprecedented expansion of offender populations. This condition is true in virtually every agency at the local, state, and federal level. As administrators struggle to deal with this influx and simply provide enough bedspace for new commitments, it is more difficult than ever to prioritize the space, budget, or time to consider offender programs.

Contrary to the traditional mindset, which may consider them a "frill," offender programs provide a number of practical services to institutions beyond the direct benefits that offenders receive. Literacy programs certainly are in concert with many agencies' efforts toward compliance with ACA's Standards and Accreditation requirements, and other initiatives that further enhance professionalism in corrections.

The first, and perhaps most prominent of these, is the benefit of structured supervision for offenders. The time the offenders spend in classroom endeavor affords them direct staff supervision in a well-defined area of the institution. It removes them from housing units and the yard, where they present far greater supervision problems to the often over taxed correctional workforce. This benefit, in and of itself, warrants a strong endorsement of literacy and other education programs by administrators.

Once offenders become accustomed to functioning in the more structured environment of the classroom, they are often more amenable to engaging in other structured activities. This secondary process has the same effect, i.e., to keep large numbers of offenders involved in other leisure-time activities such as craft programs, special seminars, and other self-improvement programs. Once again, for the period of time they are involved in these programs, they are not imposing an additional burden on the correctional staff.

Literacy training has several specific benefits in the institutional setting. First, it facilitates offenders ability to read and understand the rules of the institution. In many cases the obstacle of illiteracy creates management problems as offenders are unable to understand what is expected of them. By increasing their literacy level, they are better able to cope with the expectations of the administration. The added ability to engage in leisure-time reading may also result in offenders spending more time either in their cells or in library or reading room areas, where they present less of a supervision problem.

Enhanced literacy programs also constitute a powerful public relations tool, with the courts, the public, and with offenders themselves. Given the obvious societal value of raising offender literacy levels, correctional administrators can readily expect broad support for this aspect of their operations. Not only will the institution programs benefit from this broad level of support, but ultimately the entire agency will gain heightened credibility and professional respect. Finally, an improvement in offender literacy levels increases their usefulness in more complex job assignments within the institution. The ability to read and understand directions and deal with more sophisticated

written materials makes individual offenders more valuable employees in their assignments.

Taken together, these by-products of offender literacy programs increase the level of security and supervision within the institution. While the immediate benefit of improved literacy levels of individual offenders may have little impact on overall institution operations, the net effect of education and literacy programs is to enhance supervision and security in the correctional setting.

### **Selling the Program to Offenders**

In selling the program to offenders, one must assess what appeals to a particular population, catches their eye and interest, and motivates them. Once this is established, it is then relatively easy to design a marketing campaign. As noted earlier, adult literacy efforts are underway throughout the nation and one marketing plus is that offenders want to do the same things as their free-world counterparts.

A good campaign must be colorful, catchy, and directed to a specific population. Some of the promotions being used throughout the country are the following:

1. Have the local literacy council conduct the campaign and use trained community volunteers as teachers.
2. Have an offender organization endorse and/or sponsor the campaign in your facility.
3. Form an Offender Literacy Council within the facility. (Contact Sister Margaret Hodge, Reading Consultant, Education Department, S.C. Department of Corrections, 4444 Broad River Road, Columbia, S. C. 29221-1787, 803-737-8556)
4. Use "public service announcements" on facility public address system and/or closed circuit television.
5. Publicize success stories of offenders and ex-offenders who have improved their job status after participating in the literacy program.

6. If allowable by legislation, award "educational credits" for program participation. Educational credit allows offenders to receive a reduction in the term of their sentence.
7. Promote participation in program as a factor for custody advancement, the approval for other programs, and/or transfers.
8. Grant a special privilege at the facility as a reward for program participation.
9. Use other offenders as volunteer instructors and award a certificate and/or some other type of recognition.
10. Allow offenders to enroll in the literacy programs offered on educational and/or commercial television.

The possibilities for program interest are limitless. Remember, successful targeting of a campaign depends on carefully evaluating the population first.

## Model Approaches to Prison Literacy Programs

Experience with correctional literacy programs, to date, suggests that the following elements provide a strong basis for an effective program.

### Adequate Space

Space dedicated to education is an important ingredient of effective literacy programming. The available space should be designed as a learning center rather than as a traditional classroom. Appropriate tables and chairs should be arranged to accommodate individuals working alone and small groups working together. Student school desks should be avoided, particularly in the case of adult students. The teacher's work space should invite student-teacher contact by stressing ease of access. This may be accomplished by arranging a few chairs on each side of the teacher's desk or table. Additionally, the teacher's work space should be somewhere in the middle of the learning center rather than off to one side. Oversized desks should be avoided. They constitute a barrier between teacher and student.

The learning center should be colorfully furnished, with ample bulletin boards changed monthly to reflect current education subjects. Responsibility for the bulletin boards should be rotated among teachers assisted by student committees.

Learning centers should be well-lighted and well-ventilated and, if possible, located in the correctional complex in such a way as to permit easy access by students.

### Needs List - Pre and Post Testing

The total population of the institution should be tested during the admission and orientation period to establish individual education achievement levels. Standardized tests such as the Stanford Achievement Test (SAT), the Adult Basic Learning Examination (ABLE), and the Test for Adult Basic Education (TABE) are among the tests that have been used effectively in correctional settings to determine student education levels. Additional useful tests are listed in Appendix A.

An acceptable minimum literacy level should be established at the 8.0 grade level. Currently these levels range in correctional institutions from 2.0 up to an 8.0 grade level. People who test below the established standards should be placed on a "needs list." This list then becomes a required enrollment record and should be maintained on an up-to-date basis. If possible, it should be computer-based to permit easy updating.

### Mandatory Requirements

The establishment of a mandatory literacy level can serve as a motivator in enrolling students in literacy programs. Nine states have now established required literacy levels ranging from 2.0 to 8.0 grade levels: Maryland, Arizona, Arkansas, Massachusetts, Michigan, Montana, New Jersey, Ohio and Texas. Other states have adopted programs that relate literacy to parole considerations and/or other entitlements. Still other states have established specific educational requirements for all institution offender assignments. For a detailed discussion of these options consult "Making Literacy Programs Work: A Practical Guide for Correctional Educators"



prepared by the Far West Laboratory for Research and Development and available from the National Institute of Corrections, U.S. Department of Justice, Washington, D.C.

The Federal Bureau of Prisons has established an 8.0 grade level standard and also requires enrollment in a literacy program for at least 90 days. In the federal system promotion to labor grades higher than entry-level in both prison industry and institutional assignments are dependent upon achievement of 8.0. Additionally, in 1988 the Federal Bureau of Prisons will be piloting, in one region, a requirement that an offender must also have a high school diploma or GED in order to be promoted to the highest grade level jobs.

This interface with prison industry and institutional assignments is a priority characteristic for prison literacy programs. It reflects the education - economic relationship of the free world. In addition, it ensures institutions and prison industries a qualified work force.

### Curriculum

Commercially prepared literacy curriculum materials are available from a wide variety of publishers. Cambridge, Steck-Vaughan, and McGraw-Hill are just a few of the companies that publish basic literacy course materials that can be used effectively in an open-ended, individualized program. Appendix B lists some recommended instructional materials for English, reading and math. Appendix C lists some reading machines that can be helpful in the basic literacy learning process. After some initial instruction, students can use them independently, when time is available.

In addition, if funds are available, computer terminals and computer-based materials should be available in the learning center. The Computer Curriculum Corporation, Control Data, and IBM sell computer-assisted ABE instructional materials.

For recommended curriculum performance standards as well as an annotated bibliography of recommended ABE materials refer to "Adult Basic Education - Curriculum Standard" published by the Federal Bureau of Prisons, United States Department of Justice, Washington, DC, July 1982.

### Staffing Patterns

Correction education departments should strive to have the following mix of professional educators in an adult literacy program.

1. One reading specialist or special education instructor at the master degree, specialist level, if possible.
2. Instructors trained to teach adults and to use individualized instructional materials, including computer-assisted instruction.
3. Offender teaching aides and/or volunteers from Laubach Literacy International, Literacy Volunteers of America, and other appropriate literacy assistance agencies.

It is important to ensure that all professional staff, as well as offender aides and volunteers, are trained to instruct

adults, work in a correctional setting, and use computer-assisted instruction and other individualized instruction materials.

### Interface with Industrial and Institutional Work Assignments

Generally speaking, there is a direct relationship between a person's education achievement level and eligibility for higher-paying jobs. It can be very useful to establish this relationship between literacy achievement and prison industry employment and institution work assignments. In order to achieve this approach, some states, like Indiana, have classified all offender jobs within the corrections department and have established education prerequisites for each job. The higher-paid jobs require higher educational achievement. The Federal Bureau of Prisons has established the 8.0 grade level as a prerequisite for promotion above entry-level jobs in prison industries and institution jobs.

The significant goal is to establish a direct relationship between education achievement and promotion to better-paying positions. This approach becomes increasingly significant as both prison industry and institution operations become more technically oriented and use more complicated equipment, including computer-based and computer-managed operations. In addition, this relationship between education achievement and job complexity and pay reflects the real world to which the majority of offenders will return.

### Incentive and Recognition Programs

Incentives should be an intrinsic part of the literacy effort. These can include:

1. Monetary awards for achievement of particular grade levels (\$5 to \$25 depending on availability of funds).
2. Specials recognition awards for each grade-level achievement. These can be books, such as dictionaries, pens, or other appropriate education-linked materials.
3. Graduation and other recognition ceremonies, including appropriate certificates.

Annual or semiannual graduation ceremonies that include ABE graduates are well-established recognition procedures in many correctional institutions. The ceremony should be formal, wherever possible, and include the students wearing caps and gowns, attendance by friends and/or relatives to the ceremonies, and remarks by outside keynote speakers. The ABE graduation may be the first graduation for many offender students. It can serve as a motivating force for progression to higher education levels and further recognition experiences. The ceremony should be attended by education and other institution staff, wherever possible, to demonstrate institution support of the literacy program.

### Gaining Access to Existing Resources

Many resources are available to aid people interested in launching literacy action projects. In recent years, there

has been an upsurge of interest in literacy and a growing national awareness of just how many people are unable to read well enough to function effectively in daily life and of the tragic human and financial costs illiteracy involves.

The trend toward literacy action means that a growing number of organizations are receptive to funding proposals for literacy programs, and that sophisticated information and resource clearinghouses -- and volunteer networks -- have been created to assist program developers who need their help. For those just beginning to investigate ways to get a new program funded and off the ground, a simple list of addresses is of little use. Such a list would probably be obsolete before it was even in print, and it could not provide a practical understanding of how to proceed.

A much more sensible approach is to briefly introduce the first-time grant seeker to the key service and information organizations and to summarize the types of guidance, information, and services they can provide. With a grasp of these essentials and assurance that one need not be a professional fund-raiser to achieve success, the grant-seeker will be much less intimidated by the process of gaining sufficient expertise to gain access to the funds that have been earmarked to bring promising literacy program models to life.

This section is designed to help program developers and grant seekers gain access to the information they need to raise funds and to enlist the volunteer and training support that are often as important as funding to a program's success.

The Foundation Center  
79 Fifth Avenue  
New York, NY 10003  
212-620-4230 or 800-424-9836

With branch offices and fully-stocked libraries in all 50 states, The Foundation Center -- a non profit organization -- is a goldmine of information on any aspect of fund-raising a program developer may need. The center is a national service organization founded and supported by foundations and can help grant-seekers identify prime funding prospects from the roughly 22,000 general and special-purpose foundations nationwide. Not every foundation is willing to sponsor literacy action programs, and the first, most important step, is to target those foundations that include literacy programs in their funding goals.

The center publishes reference books on foundations and grants and also conducts a nationwide public awareness and education program. Its reference collections are available for public use, free of charge. For referral to the library closest to you, call the center's toll-free number, listed above.

By calling the toll-free number, you can also request a copy of the pamphlet, "Services for Grantmakers," and other literature available free of charge and can request information on the Comsearch Printouts, which merit a special note. These low-cost computer-generated guides to private funding sources are available by subject, geographic, or special topic breakdown, in two formats -- 8 1/2 x 11" paper printout or 3" x 5" microfiche card. A "special topic" Comsearch report is designed to provide

information on specific issues -- like literacy -- that may not be included in the center's subject list.

The Grantsmanship Center  
650 S. Spring Street  
Suite 507  
Los Angeles, CA 90014  
213-689-9222 or 800-421-9512

The Grantsmanship Center, like The Foundation Center, is a non-profit organization. It specializes in training and conducts a wide range of programs nationwide. Among its most popular five-day training sessions are the following:

- \* "Fund-raising Techniques" examines long-range planning, developing prospects and donors, marketing, annual capital and deferred giving, corporate giving, direct mail, and other topics.
- \* "Program Management Training" looks at goal-setting and objectives, budget forecasting, and a wide range of practical management concerns.
- \* "Proposal Writing and Program Planning" provides a comprehensive overview of government, corporate, and foundation funding.
- \* The center's bimonthly "Grantsmanship Center News" is a valuable resource on obtaining grants, writing proposals, managing non profit organizations, new fund-raising ideas and resources, deadlines, and other key concerns. A "News" reprint list can be obtained by calling the toll-free number, listed above.

**CONTACT Literacy Center**  
PO Box 81826  
Lincoln, NE 68501-1826  
800-228-8813

**CONTACT** is the national literacy clearinghouse of the Coalition for Literacy, which, in partnership with the Advertising Council, has developed professional TV, radio, magazine, press, billboard, and handout materials designed primarily to recruit volunteer leaders and tutors. Even those who have never heard of **CONTACT** by name are probably familiar with the Advertising Council's ads, which urge people to volunteer against illiteracy. "The only degree you need is a degree of caring," is the ad campaign's slogan.

These public service ads are being aired, printed, and disseminated at no charge, although the estimated donated broadcast and print value alone is over \$20 million per year. The toll-free number included in every ad connects callers to the **CONTACT** Literacy Center in Lincoln, Nebraska. **CONTACT** can provide valuable services to program developers and grant seekers as well as people needing literacy services and prospective volunteers.

By calling **CONTACT**'s toll-free number, you can gain access to a wide range of guidance, services, and resources. **CONTACT** will provide information on program planning, and fund-raising and will also refer you to programs and people in your community who may be able to help. These services are available free of charge.

"The Written Word," a monthly newsletter on literacy programs and developments nationwide, is available from



CONTACT for \$10.00/year. "Reducing Functional Illiteracy: A National Guide to Facilities and Services," (\$12.00) is a comprehensive directory on literacy programs, updated every year. For \$20.00 annually, subscribers receive both the directory and "The Written Word."

### Volunteer And Educational Resources

Four major organizations can provide a wide range of technical assistance, literature, and program services for correctional administrators interested in implementing literacy programs in prisons or jails:

- \* Laubach Literacy International, 1320 Jamesville Avenue, PO Box 131, Syracuse, NY 13210, 315-422-9121 provides training and supervised certification in reading, teaching English as a Second Language, and writing for new readers. It draws upon the expertise of over 50,000 volunteers throughout the US, as well as the professional staff of Laubach.
- \* Literacy International, Literacy Volunteers of America, Inc., 5795 Widewaters Parkway, Syracuse, NY 13214, 315-445-8000 is a national, non profit organization founded in 1962 to combat adult and teenage illiteracy. It develops and uses materials and methods designed to meet the needs and interests of individual students and provides assistance to those hoping to implement programs, every step of the way.
- \* International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19711, 302-731-

1600 is not directly involved in the problem of adult illiteracy, but is dedicated to improving the quality of reading instruction, the awareness of the impact of reading, and to promoting the development of reading proficiency and enjoyment nationwide. It acts as a clearinghouse of information and materials as well.

- \* U.S. Department of Education, Office of Vocational & Adult Education, 400 Maryland Avenue, SW, Washington, DC 20202, 202-732-2251. Adult Basic Education (ABE), established under the Economic Opportunity Act of 1964, is a program of the US Department of Education. The ABE program is familiar to all those who work in the nation's prisons and jails; it is a valuable source of guidance and technical assistance for program administrators, in addition to the direct educational services it provides to inmates.

#### Correctional Resources

National Institute of Corrections  
320 1st Street, N.W.  
Washington, D.C. 20534

Correctional Education Association  
8025 Laurel Lakes Court  
Laurel, MD 20707  
301-490-1440

As a general rule, private and corporate foundations concentrate on providing funds for private, non profit organizations and are reluctant to fund government-

sponsored programs. If a prison or other correctional facility prefers to maintain complete control over its programs, the most productive approach would be to concentrate on searching out funds available through government contracts and grants.

Institutions willing to cooperate with private, non profit agencies, however, have an excellent chance of gaining access to private and corporate funds. The public/private partnership model has become increasingly popular in recent years, not only because it opens up new channels of funding, but because it makes maximal use of existing program resources and avoids needless duplication of effort and expense.

Such partnerships hold particular value for corrections, because they break down barriers between institutions and the community and encourage the development of productive models of cooperation and mutual support. They lessen the sense of isolation that those who live and work in prisons often have from the world beyond the walls.

By setting up a public/private partnership with a non-profit literacy program, both the institution and the literacy program's effectiveness and credibility will be substantially increased. The institution will reap the benefit of the private program's specialized expertise, and the private provider will be able to demonstrate to funding sources that it has access to a population in need of its help and that the correctional facility is committed to seeing the program succeed.

Both the correctional facility and the private literacy program provider would participate in writing the funding

proposal, each outlining the part it would play in program management and operation and describing how inter-agency cooperation would be structured and maintained. Funds would be awarded to the private agency, with the institution maintaining specified controls over the program itself.

### Further Reading

A trip to the public library -- or a call to any of the organizations profiled above -- will lead the interested reader to a wide range of general and specialized publications on every aspect of fund-raising and program development. Those searching for brief, authoritative, clearly-written, introductory sources may wish to consult the following two publications first:

"Quest for Funds: Insider's Guide to Corporate & Foundation Funding," by Joe Breiteneicher, available from the National Trust for Historic Preservation, 1785 Massachusetts Avenue, NW, Washington, DC 20036. This is a 20-page guide, available for \$1.50, prepared by a foundation director (a "philanthropoid," in his own words), which is considered by many to be the shortest, clearest, most comprehensive and amusing introduction to fund-raising for those who are new to the field.

"The Resource Directory for Funding and Managing Non-profit Organizations," by Ann M. Haywood, available from the Edna McConnell Clark Foundation, 250 Park Avenue, New York, NY 10017. This is an 83-page softcover book (single copies available free) that provides a clearly-written, comprehensive introduction to fund-raising principles and includes a superb bibliography. "Quest for Funds" calls it "a must for every grant seeker."

### **Conclusion**

This is a challenging and exciting time for correctional educators. The need for offender education initiatives has never been greater, particularly as the number of those confined continues to grow.

By expanding our professional horizons and developing new, innovative programs in our own facilities, we cannot only better provide for the offenders in our institutions, but also better serve society. This handbook can act as a guideline for that kind of positive change. The Offender Programs Committee hopes that you will use it for that purpose and feel free to suggest other programs and services that can be included in subsequent editions.

## **Appendix A**

### **SUGGESTED TESTS FOR DIAGNOSIS AND EVALUATION**

#### **ADULT BASIC LEARNING EXAMINATION (ABLE)**

Harcourt Brace Jovanovich, Inc.  
757 Third Avenue  
New York, NY 10017

Achievement test. Measures achievement as low as first grade in reading, vocabulary, spelling, and arithmetic.

#### **ADULT INFORMAL READING INVENTORY**

Reading Center  
University of Missouri-Kansas City  
52nd and Holmes  
Kansas City, MO 64110

Consists of paragraphs ranging from 70-150 words on readability levels from grade 1.6 through grade 10. Adult-oriented. Identifies independent, instructional, and frustration levels of the reader.

**A BASIC SCREENING AND REFERRAL FORM FOR  
CHILDREN WITH SUSPECTED LEARNING AND  
BEHAVIOR DISABILITIES**

Grades 1 and above

Robert E. Valett  
Fearon Publishers  
6 Davis Drive  
Belmont, CA 94002

Intended to aid the teacher in identifying possible disabilities (e.g., Dyslexia) and in planning prescriptive development and remedial education. Provides ratings of various behavior difficulties: social-personal, conceptual-cognitive, language, perceptual-motor (visual-motor, visual-auditory), sensory-motor and gross-motor.

**DIAGNOSTIC READING SCALES**

George W. Spache  
CTB/McGraw Hill Division  
Del Monte Research Park  
Monterey, CA 93940

Designed for school-age individuals with serious reading problems. Includes paragraphs (child-oriented) and word lists useful with adults. Scores in form of grade equivalents, 1.6 - 8.5.

## **DOLCH BASIC SIGHT WORD TEST**

Garrard Press  
Champaign, IL 61820

A list of 240 words that comprise about 80% of young people's literature and from 30-80% of adult printed material.

## **FOLLETT INDIVIDUAL READING PLACEMENT INVENTORY**

Follett Publishing  
1010 West Washington Boulevard  
Chicago, IL 60607

Adult-oriented. Provides grade placement plus an analysis of reading difficulties. Scores are in terms of independent, instructional, frustration, and capacity reading levels up to grade 7. Two forms.

## **GOLDMAN FRISTOE WOODCOCK DIAGNOSTIC AUDITORY DISCRIMINATION TEST**

Ages 3 and over

American Guidance Service, Inc.  
Publishers Building  
Circle Pines, MN 55014

Designed to yield diagnostic assessment of speech-sound discrimination problems. Test provides an index of an



individual's ability to discriminate speech sounds and a description of the individual's sound confusion.

**INDIVIDUAL LEARNING DISABILITIES CLASSROOM  
SCREENING INSTRUMENT: ADOLESCENT LEVEL**  
Grades 4-12

Learning Pathways, Inc.  
P.O. Box 1407  
Evergreen, CO 80439

Provides preliminary identification of students with possible learning problems (e.g., Dyslexia). Presents behavior indices for eight categories of behavior related to learning: visual disabilities, auditory disabilities, verbal disabilities, motor disabilities, vocational attributes, social maladjustments, emotional disturbances, and integrational disorders.

**INVENTORY OF ESSENTIAL SKILLS**

Curriculum Associates, Inc.  
5 Esquire Road  
North Billencia, MA 01862

A criterion-referenced test designed primarily for assessing performance and for creating individualized education plans. The inventory provides assessment at fourth grade through twelfth grade levels of those skills and minimal competencies commonly identified as necessary for successful lifetime experiences.

**OBSERVATION OF SYMPTOMS THAT MAY INDICATE  
A VISUAL PROBLEM**

Preschool - 12 and Adults

Reading Clinic  
Temple University  
Broad Street and Montgomery Avenue  
Philadelphia, PA 19122

Designed to identify students with visual and hearing problems.

**REAL READING/EVERYDAY ACTIVITIES IN LIFE**

CAL Press, Inc.  
76 Madison Avenue  
New York, NY 10016

Adult-oriented. Used to assess whether or not the individual is capable of performing reading tasks common to experiences in everyday life. May be administered by tape cassettes, in either Spanish or English. Not appropriate for people with less than fifth grade reading ability.

**SLOSSON ORAL READING TEST**

Slosson Educational Publications  
140 Pine Street  
East Aurora, NY 14052

Individual placement test. Consists of 20 word lists. Placement in the form of grade equivalents is made on the basis of word identification power. A screening device.

## **TESTS OF ADULT BASIC EDUCATION (TABE)**

CTB/McGraw-Hill Division  
Del Monte Research Park  
Monterey, CA 93940

Achievement test. A battery of tests designed for adults to identify instructional needs of individuals with severe educational limitations. Adapted from California Achievement Test (CAT). Yields grade equivalents.

## **WOODCOCK READING MASTERY TESTS**

American Guidance Service, Inc.  
Publishers Building  
Circle Pines, MN 55014

These tests are a battery of five individually administered reading tests for use from kindergarten to grade 12. The five tests are letter identification, word identification, word attack, word comprehension, and passage comprehension. In addition, an Index of Total Reading is obtained by combining performance of the five separate tests.

## **Appendix B**

### **SUGGESTED ANNOTATED ENGLISH BIBLIOGRAPHY**

**The Economy Company**  
PO Box 25308  
1901 Walnut Street  
Oklahoma City, OK 73125

Levels: Grades 1-12

#### **CONTINUOUS PROGRESS IN SPELLING.**

Two kits consist of cards with word levels. Student study manuals and tape sets. Individualized placement tests, worksheets, and teacher's manual.

Levels: Grades 4-7

#### **GUIDEBOOK TO BETTER ENGLISH.**

Student book, exercise book, test book, duplication masters, and teacher's handbook.

**Noble and Noble Publishers, Inc.**  
750 Third Avenue  
New York, NY 10017

Levels: Grades 1-4-5

#### **OPERATION ALPHABET.**

Word meanings, sight vocabulary, and word recognition.

**Regents Publishing Company, Inc.**  
Two Park Avenue  
New York, NY 10016

Levels: Grades 3-6

**BEGINNING LESSONS IN ENGLISH. ESSENTIAL  
IDIOMS IN ENGLISH, INVITATION TO ENGLISH,  
PRACTICAL CONVERSATION IN ENGLISH, SECOND  
BOOK IN ENGLISH, AND SOUNDS AND SYLLABLES.**  
Fundamentals of language skills.

**Scholastic Book Service**

902 Sylvan Avenue  
Englewood Cliffs, NJ 07632

Levels: Grades 1-6

**BUILDING DICTIONARY SKILLS, ERROR FREE  
WRITING, GETTING PUNCTUATION RIGHT,  
TRACKDOWN 1&2, WORD PUZZLES AND  
MYSTERIES.**  
Basic language skills and vocabulary.

**Steck Vaughn**

807 Brazos  
Box 2028  
Austin, TX 78767

Levels: Grades 1-2

**WORKING WITH WORDS, REVISED**  
For beginning adult readers and for students learning English  
as a second language. The skills of reading and speaking  
English are taught through oral and visual practice in letter,  
word, and sentence patterns.

**Levels: Grades 3-4**

**USING ENGLISH**

This workbook provides additional study for troublesome verbs, capitalization, punctuation, sentence structure, and other fundamentals. Review lessons and tests.

**IMPROVING YOUR HANDWRITING**

Designed to help mature students develop a legible handwriting style.

**EVERYDAY ENGLISH**

This illustrated workbook is designed to provide adults with the fundamentals of English grammar.

**Level: Grades 4.5-7**

**LEARNING OUR LANGUAGE, BOOK I AND II**

Sentence structure, punctuation, letter writing, and parts of speech.

**Level: Grades 5-8**

**LANGUAGE IN DAILY LIVING**

Basic aspects of English grammar are taught within the APL (Adult Performance Level) framework: subjects and verbs; phrases, clauses, and sentences; pronouns, modifiers, and verbs; capitalization and punctuation.

**EASIER-to-LEARN**

Box 329

Garden City, N.Y. 11530

**Level: Grade 1.0 and above.**

**GLASS-ANALYSIS PROGRAM**

The program consists of four kits designed to teach decoding. Each kit contains hundreds of specifically selected word cards, coded for difficulty, to teach 30 different letter clusters at four levels of difficulty.

**EDL/McGraw-Hill**

Grade Princeton Road, S-2  
Highstown, NJ 08520

**Level: Non readers to Grade 1**

**SULLIVAN PROGRAMMED READING SERIES FOR  
ADULTS AND SPELLING BOOKS.**

Use books from Primer to book 8. Self made tapes, language master cards, flash cards, and worksheets accompany books. Every book is organized into four units. Good phonetic foundation for low-level students. Each book is accompanied by a spelling book.

**Globe Book Company**

175 Fifth Avenue  
New York, NY 10010

**Level: Grades 4-5**

**THE LIVING CITY ADVENTURE SERIES:  
ADVENTURING IN THE CITY, RUSH HOURS,  
STREET SOUNDS, AND ROOFTOPS**

Comprehension, word attack exercises.

**Lyons and Carnahan**  
40 East 25th Street  
Chicago, IL 60616

Level: Grades 3-6

**PHONICS WE USE-BOOKS C-G**

Prefix and Suffix - Gr. 5.0, 5.5, 6.0

Dictionary Skills - Gr. 5.0, 5.5, 6.0

Synonyms, Antonyms, and Homonyms - Gr. 5.0, 5.5, 6.0

Self-made tests to accompany worksheets. Use only sections of these workbooks.

**The McMillan Company**  
School Division  
Dept. SNY  
Riverside, NJ 08075

Level: 1-6

**INDIVIDUALIZED PHONICS**

Eight boxes of duplicating masters on phonetic and structural analysis worksheets, 54 wall charts of consonants and vowels, 54 flashcards of consonants and vowels.

**Scholastic Magazines, Inc.**  
50 West 44th Street  
New York, NY 10036



**Level: Grade 2**

**THE ACTION KIT**

Contains three unit books with word attack skills and comprehension exercises. Self-made flashcards accompany unit books. Also has interesting stories and 12 plays. Self-made comprehension questions accompany story book.

**Science Research Associates, Inc.**

259 East Erie Street  
Chicago, IL 60611

**Level: Grades 2-6**

**WE ARE BLACK and DIMENSIONS IN READING**  
Comprehension - Vocabulary.

**Level: Grades 4.5-7**

**GRAPH AND PICTURE STUDY SKILL KIT**

Tables, cartoons, charts and diagrams, photo environment, photo processes, and graphs (circle, picture, bar, and line.)

**Level: Grades 4.5-8**

**COUNTRIES AND CULTURES KIT**  
Comprehension skill building.

**Cambridge**

The Basic Skills Company  
888 Seventh Avenue  
New York, NY 10106

**Level: Grades 2-6**

**5 Workbooks**

**BASIC SKILLS WITH WHOLE NUMBERS, FRACTIONS,  
DECIMALS, AND PERCENTS; BASIC SKILLS WITH  
MATH: A GENERAL REVIEW, AND MATH FOR  
SURVIVAL**

The five workbooks provide ample practice in performing whole numbers, addition, subtraction, multiplication, division, fractions, decimals, percents, and basic math skills necessary in daily living.

**Contemporary Books, Inc.**

**180 North Michigan Ave.**

**Chicago, IL 60601**

**Level: Grades 2-6**

**2 Workbooks**

**NUMBER POWER 1 AND 2**

Book I covers addition, subtraction, multiplication, and division.

Book 2 covers fractions, decimals, and percents. Basic math skills necessary for survival in the everyday world.

**Steck-Vaughn**

**807 Brazos**

**Box 2028**

**Austin, TX 78767**

**Level: Grades 1-4**

**STEPS TO MATHEMATICS, Revised, BOOK 1 AND 2**

Presents the basic concepts of our number system and provides ample practice in performing addition, subtraction, multiplication, and division using whole numbers.

**Level: Grades 1-6**

**BASIC ESSENTIALS OF MATH, PARTS I AND II**

Part I covers whole numbers, fractions, and decimals.

Part II continues with percentages, formulas, graphs, and proportions in practical applications.

**Level: Grades 5-8**

**MATHEMATICS IN DAILY LIVING**

Four books that provide a high level of motivation for mature students. Basic math skills necessary for survival in the everyday world.

**M. W. Sullivan Behavioral Research Labs, Inc.**

Ladera Professional Center

PO Box 577

Palo Alto, CA 94312

**Level: Grades 0.0-12.0**

**FOCUS ON MATH FUNDAMENTALS**

Programmed system for non-English speaking, non readers and low reading level students. Programmed workbooks.

Basic addition through advanced decimals.

**Rehabilitation Research Foundation**

P.O. Box BV

University of Alabama

Tuscaloosa, AL 35486

**Level: Grades 4-5**

**THE FRACTION PACKAGE, Books I-IX**

Basic operations of fractions.

## Appendix C

### READING MACHINES

#### 1. TACHISTOSCOPIC DEVICE

Tachistoscopic machines are mechanical or electrical devices used for exposing words, phrases, and sentences so quickly that students will be required to recognize them instantaneously. This machine is best suited for developing the perceptual abilities necessary for recognizing words and phrases by sight.

#### 2. LANGUAGE MASTER

This is a combination recording and projection device that presents the visual and auditory word images simultaneously. The student sees a printed word, hears it pronounced, and then pronounces it, trying to imitate the transcription. The Language Master is used to teach word recognition, develop vocabulary, provide training in phonics skills, and provide practice in correct articulation.

#### 3. CONTROLLED READING MACHINES

Controlled reading machines are mechanical or electrical devices used to regulate the speed at which printed materials are exposed.

#### 4. RECORDING INSTRUMENT

Recording instruments are tape recorders, overhead projectors, film and filmstrip projectors. They can be used to teach the mechanical aspects of word attack, develop comprehension skills, and provide practice in the perceptual competencies related to reading.

## **Appendix D**

### **Public Correctional Policy on Offender Education and Training**

**Introduction:** Many accused and adjudicated juvenile and adult offenders lack basic educational, vocational, and social skills necessary to enhance community integration and economic self-sufficiency. These deficiencies may interact with other socioeconomic and psychological factors to affect the life choices made by offenders and may limit the legitimate financial and social opportunities available to these individuals.

**Statement:** Education and training are integral parts of the total correctional process. Governmental jurisdictions should develop, expand, and improve delivery systems for academic, occupational, social, and other educational programs for accused and adjudicated juvenile and adult offenders in order to enhance their community integration and economic self-sufficiency. Toward this end, correctional agencies should:

A. Provide for assessment of academic, vocational, and social skills deficiencies of those under their jurisdictions;

B. Make available opportunities to participate in relevant, comprehensive educational, vocational, and social skills training programs and job placement activities that are fully coordinated and integrated with other components of the correctional process and the community as a whole;

C. Ensure programs provided are taught by certified instructors in accordance with professional standards and relevant techniques;

D. Provide incentives for participation and achievement in education and training programs;

E. Maximize use of public and private sector resources in development, implementation, coordination, and evaluation of education and training programs and job placement activities; and

F. Evaluate the efficiency and effectiveness of program performance based on measurable goals and objectives.

#### **Discussion: Offender Education and Training**

The majority of juvenile and adult offenders have not acquired the basic educational, vocational and/or social skills necessary for success in the world of work and in society in general. Whether because of deficiencies within themselves or because of a lack of resources or access to them in the community, offender populations are characterized by high levels of illiteracy, negative attitudes toward school and work, low levels of motivation, limited vocational skills, poor job-seeking skills, and low-status work histories. These deficiencies clearly hinder community adjustment and economic self-sufficiency upon release from correctional supervision.

Traditionally, education and training for offenders has been viewed as a part of institutional programming. The public

correctional policy on offender education and training goes beyond this somewhat narrow focus. It brings to the attention of all governmental agencies, including educational and correctional systems, the need to expand and improve these programs for offenders and the need to integrate them with other services and programs, whether in the community or in institutions. For correctional systems this necessitates the following actions:

A. "Provide for assessment of academic, vocational, and social skills deficiencies. . . ."

Identification and assessment of offenders' educational and social needs should be a part of the classification process. Ideally, this assessment should take place prior to sentencing so that sentencing decisions and program assignments can take into account the offender's identified deficiencies and the availability of resources to correct them.

B. "Make available opportunities to participate in relevant, comprehensive educational, vocation, and social skills training programs and job placement activities. . . ."

Opportunities for education, vocational training, and job placement activities should be available for both juveniles and adults, whether accused or adjudicated. Programs provided by the correctional system should be integrated as much as possible with existing resources in the community. Similarly, they should be coordinated with other correctional programs and services in which the offender is involved.



Programs and services should be relevant to the offender's needs; that is, they should be practical in terms of the offender's educational, economic, and social realities. For example, vocational training programs should be based on reliable and up-to-date information about job skills and fields that are in demand.

C. "Ensure programs are taught by certified instructors in accordance with professional standards and relevant techniques...."

As a group, offenders typically have experienced difficulties and failure with the traditional education system. Education and training programs should therefore be flexible and creative yet also meet professional standards. Programs should be taught by certified instructors skilled in dealing with the particular age groups and the identified deficiencies, whether academic, vocational, or social. All programs, whether presented in the community or in institutions, should comply with federal, state, and local statutes and regulations governing educational and vocational training programs.

D. "Provide incentives for participation and achievement in education and training programs...."

Both juvenile and adult offenders need to see immediate as well as long-range benefits from program participation and achievement. Educational and vocational training programs should include mechanisms that provide positive reinforcement for

successful participation and individual achievement. These incentives can take many forms, from tangible reward -- such as time credits that reduce the length of sentence -- to less tangible incentives such as special events and activities that reward constructive behavior through approval, recognition, and praise.

E. "Maximize use of public and private sector resources in development, implementation, coordination, and evaluation...."

Correctional education, training, and job placement activities cannot exist in a vacuum. They must be integrated with existing community programs. This includes not only coordination and cooperation among service delivery systems, but also joint staff training and other employee developmental activities.

F. "Evaluate program efficiency and effectiveness based on measurable goals and objectives...."

Just as public education and job placement programs should be subject to close scrutiny and evaluation, programs for offenders should be made accountable and measured against specific goals and objectives. This requires the resources to conduct follow-up evaluations of program effectiveness in promoting economic self-sufficiency and law-abiding behavior in the community.