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ABSTRACT

CURRENT TRENDS IN VOCATIONAL EDUCATION
AT FEDERAL CORRECTIONAL INSTITUTION
TERMINAL ISLAND

By

Gerald John Zeller

December 1977

The purpose of this study was to produce a historical document describing the development of vocational education at Federal Correctional Institution Terminal Island (FCI-TI). This historical record of events was used to identify trends in which the institution's vocational curricula were being directed.

A historical document of this type was intended to preserve the record of vocational education program development at FCI-TI. The document was also intended as a source of information for other research at FCI-TI and for college students exploring various components of educational delivery systems.

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CURRENT TRENDS IN VOCATIONAL EDUCATION
AT FEDERAL CORRECTIONAL INSTITUTION
TERMINAL ISLAND

A THESIS

Presented to the Center for Career Studies
California State University, Long Beach

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

By Gerald John Zeller

December 1977

WE, THE UNDERSIGNED MEMBERS OF THE COMMITTEE,
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AT FEDERAL CORRECTIONAL INSTITUTION
TERMINAL ISLAND

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FOREWORD

This document has been prepared within the guidelines of a research permit granted by the United States Federal Prison System. The data contained herein is a result of that research. The Federal Prison System explicitly disclaims any approval or endorsement of the data presented.

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Chapter 1

ORGANIZATION OF THE STUDY

INTRODUCTION

Federal correctional institutions in modern society have a dual function. First, the institutions must serve to fulfill the correctional role imposed by the courts ordering the incarceration of convicted felons. Second, the institution must provide a system of rehabilitation to prepare the inmate to become a productive, self-supporting, and self-respecting citizen after being released.

The rehabilitation process, in many instances, requires the inmates to learn the reading, writing, and arithmetic basic skills that they had forgotten or had never learned. Often this void had been created by having been a school drop-out. The acquisition of a new skill or the updating of an existing marketable skill appears as a basic need to follow a basic education. Chief Justice of the Supreme Court, Warren E. Burger, in 1971 stated that:

The percentage of inmates in all institutions who cannot read or write is staggering. Another and largely overlapping category is made up of those who have no marketable skill on which to base even a minimally successful life. (1).

In response to Chief Justice Burger's remarks, the Federal Prison System has adopted, with consideration for need and capacity, the following educational and occupational goals for all inmates:

1. Complete an Adult Basic Education program.
2. Complete an Adult Secondary program.
3. Acquire or improve a marketable skill through one or more programs of Occupational Education.
4. Complete one or more Post-Secondary Education activities.
5. Complete one or more organized Social Education activities.
6. Complete one or more Recreational activities. (6:2).

These goals represented a tremendous step from early years wherein prison education mainly consisted of the chaplain teaching basic reading or arithmetic through the door of the inmate's cell in a poorly lit corridor. (5:5).

THE PROBLEM

Statement of the Problem

Prior to the year 1974, the Federal Correctional Institution, Terminal Island (FCI-TI) had not offered a formalized curriculum of vocational education on-site other than on-the-job training. For men, the training consisted of the maintenance of the institution, and for the women, an IBM key-punch production and business education training program existed. (2:3).

Funding was appropriated in 1974 to several institutions, including FCI-TI, to initiate vocational education programs. This appropriation, later to be named "Project One Million" by the Bureau of Prisons, was the opportunity for FCI-TI to initiate a formal

vocational education program. The ensuing additions and deletions to the vocational education program represented a significant-series of changes or trends that were not recorded in any systematic fashion other than in isolated bits of recorded data and in the minds of the teachers and administrators present at that time.

This study was addressed to the problem of identifying and recording those vocational education programs previous to Project One Million, the initial vocational education program resulting from Project One Million, and subsequent program changes, in order to provide a record of vocational education at FCI-TI, and establish the trend in which the program was directed.

Importance of the Study

This study, by providing a record of the development and the trends in vocational education at FCI-TI was intended to produce a document that would consolidate otherwise isolated bits of information into a document important to the institution's vocational education administrators. The document was intended for use in the establishment of future program changes where an analysis of the history and direction of vocational education could be advantageous.

In addition to the importance of the study to educational personnel at FCI-TI, the availability of this study to the faculty and students in graduate and undergraduate programs of vocational education at California State University, Long Beach, would provide an awareness to a seldom considered area of the total vocational education delivery system.

Limitations of the Study

This study was limited to an investigation of the vocational education courses offered at FCI-TI during the period between January 1973 and October 1977. Research for the study was also limited to the parameters of research granted to the researcher by the Department of Justice in accord with FCI-TI policy CAL 6110.1. A transcript of the research request documents is contained in the Appendix.

SPECIFIC QUESTIONS TO BE ANSWERED

In an effort to establish the trends in vocational education at FCI-TI through a record of its development, this study sought to answer the following questions:

1. How did FCI-TI vocational education programs compare with other institutions?
2. What constituted the vocational education delivery system before Project One Million?
3. What was the effect of Project One Million on FCI-TI?
4. What constituted the vocational education delivery system after Project One Million?

METHODOLOGY

Research within a prison is a sensitive matter due to the stigma of humility imposed by incarceration and the desire to remain anonymous. Protection of individual rights and identities, whether inmate or staff member, is of paramount importance in order not to

cause any situation effecting the enforcement of the sentence decreed by the courts, and the rehabilitation plan prescribed by the inmate's case management team. This team consisted of a case manager, a counselor, a psychologist, and an education department representative.

The initial step prior to the attempt to gather any data was to request a research permit to do a study at FCI-TI. This request was submitted on January 7, 1977, to the chairperson of research at FCI-TI in compliance in content and form to the Federal Prison System Policy CAL 6110.1 Change 4, dated January 8, 1976. Subsequent approval was granted by the Central Office Bureau of Prisons on May 2, 1977, after one revision. Transcripts of the request and approval are in the Appendix of this study.

In order to comply without question to the Civil Rights Act of 1964, inmates were not named and photographs were not used throughout the course of this study.

In the effort to answer the specific questions, a search for documented vocational education program materials was conducted. Where documentation did not exist, oral interviews on location at the institution were conducted with the personnel cognizant of the specific program. To assist in the interview and to minimize the time taken from institution work schedules, a portable tape recorder was available for use to record the interviews. The interview data was then condensed to relative material and presented again to the interviewees for verification prior to being documented in this study.

DEFINITIONS OF TERMS

The following terms are defined in order to clarify their meaning in the context of this study:

Adult Basic Education

Those courses required to fulfill deficiencies in elementary education skills to a minimum sixth grade level in reading, writing and arithmetic.

Adult Secondary Program

The institutions' high school diploma program and General Education Development (GED) certificate program.

Inmate

A convicted felon serving a sentence as handed down by the Federal Court.

Occupational Education

The same as Vocational Education.

Vocational Education

A series of controlled and organized learning experiences designed to prepare the inmate student for socially useful employment upon release.

ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter 2 consists of comparative data relevant to vocational

education programs at other Federal institutions located in the Western Division. These institutions all have enjoyed the proximity of major metropolitan areas offering unlimited school and employment opportunities.

Chapter 3 contains the data relevant to the vocational education system course offerings prior to Project One Million, an inmate student profile and a brief history of the institution.

Chapter 4 is an examination of Project One Million and the programs initiated as a result of the funds made available to FCI-TI.

Chapter 5 is a description of vocational education at the close of the study approximately three years after the start of Project One Million.

Chapter 6 contains a brief summary of the study based on the preceding chapters followed by conclusions drawn by the researcher from the data. Recommendations that the researcher felt would aid in improving or perpetuating vocational education at FCI-TI are also included in Chapter 6.

SUMMARY

The statement by Justice Burger that many inmates have no marketable skill, the goal of the Federal Prison System to provide that skill, and the subsequent funding of "Project One Million" had set the stage for a change in vocational education at FCI-TI.

This study was directed at the task of following and recording these changes in an attempt to establish the trends in vocational education at FCI-TI.

Chapter 2

VOCATIONAL EDUCATION AT OTHER FEDERAL CORRECTIONAL INSTITUTIONS COMPARED TO FEDERAL CORRECTIONAL INSTITUTION TERMINAL ISLAND

INTRODUCTION

Justice Burger pointed out a deficiency in the vocational education system of the Bureau of Prisons in his 1971 remark that many inmates have no marketable skill. (1). By 1975, considerable effort had gone into the renovation of vocational education offerings. This chapter consists of a comparison of course offerings at Federal Correctional Institution Terminal Island (FCI-TI) to those at similar institutions within the Western Division of the Bureau of Prisons.

THE CHALLENGE

Norman A. Carlson, Director of the Federal Bureau of Prisons, stated in 1975 a philosophy and made a challenge to the teachers of occupational education within the Federal Prison System when he said that:

The Federal Prison System has adopted a philosophy that has important implications for all institutional programs, including education. The total emphasis on rehabilitation has been modified. We now recognize that retribution and deterrence are--along with rehabilitation--legitimate objectives of incarceration. Rehabilitation cannot be coerced. Change, if it comes, must be voluntary on the part of the inmate.

As a consequence, inmates are being allowed more choice in their selection of programs, including programs of education and training. This approach will be both a challenge and a blessing.

Teachers in our institutions will have to make their instruction attractive and stimulating to fill up their classrooms. That is the challenge.

On the other hand, classrooms will be freed of the presence of those inmates who are there to play games for the benefit of the parole commission and have no motivation or desire to learn. That's the blessing. (6).

This challenge was made to reinforce the need for continued progress in improving education at federal correctional institutions.

COURSES AT OTHER INSTITUTIONS

The course descriptions presented on the following pages were for the Federal Correctional Institutions at Lompoc, California, and Englewood, Colorado. These institutions were chosen because they enjoyed similar beneficial conditions as did FCI-TI. They are both located in the proximity of large metropolitan areas, Lompoc near Santa Barbara and Santa Maria, and Englewood adjacent to the Denver area. These areas offer many employment opportunities and practically unlimited educational resources.

At the close of the 1975 fiscal year, approximately one year after Project One Million started at FCI-TI, the institutions at Lompoc and Englewood, which had not received Project One Million funds, offered the following courses in occupational education. The Lompoc institution offered auto mechanics, barbering, electronics, meat processing, refrigeration/air conditioning, small engine repair, machine shop, and welding. All courses with the exception of auto

mechanics were accredited through an outside agency. For example, Alan Hancock College, Santa Maria, California, accredited the electronics and small engine repair courses. (6:23).

At the same time as the course offerings listed for Lompoc, California, Englewood had the following vocational education course offerings: driver education, industrial arts, industrial technology, building trades, welding, auto body repair, auto mechanics, business education and television cameraman. Welding, auto mechanics and television cameraman programs were fully accredited by the local agencies in the community providing the instruction. (6:25).

Concurrent to the courses listed for Lompoc and Englewood, the following vocational courses were offered at FCI-TI: business education, food service (OJT), home economics (three hours per week), key punch, drafting and welding. The drafting class was taught by a certified teacher and fully accredited through Los Angeles Harbor College as part of their campus outreach program. (6:24).

SUMMARY

From the courses listed, it was apparent that FCI-TI had not developed nor offered a vocational education program offering the choices needed by its inmates as stated in the Federal Prison Systems, adopted philosophy, or were they utilizing community resources to accredit their vocational education programs.

Chapter 3

VOCATIONAL EDUCATION PROGRAMS BEFORE PROJECT ONE MILLION

INTRODUCTION

This chapter contains data relevant to the vocational education system at Federal Correctional Institution Terminal Island (FCI-TI) prior to Project One Million. The relevant data presents a brief history of the institution, the vocational education student profile, the education department's organization, and vocational education delivery systems at the start of this study in 1973.

HISTORY OF FCI-TI

FCI-TI was built on Terminal Island, the southern-most part of the greater Los Angeles area, in 1936. The facility was used as a federal prison until 1942.

World War II and the ensuing Korean conflicts required the use of the area until 1955 as a receiving station and as a Navy disciplinary barracks. The California Department of Corrections then leased the area for use as a medical facility.

In 1955, the Federal Government reactivated the institution as two separate correctional facilities, one for women and the other for men, with limited co-educational activities. (2:1). In 1974, the institution was converted in part to a co-educational facility. The

departments of education and recreation were fully co-educational. The co-educational concept, although successful, was ordered to be phased out by the end of 1977 in order to accommodate the rise in population of male inmates. The women were to be transferred to other institutions.

VOCATIONAL EDUCATION STUDENT PROFILE

The inmate student at FCI-TI had as a prerequisite to vocational education a median seventh grade education as measured by the Stanford Achievement Test. The institution's overall average as determined by the Revised Beta Intelligence Quota test was 107 for men and 101 for women inmates. The inmate student had a need to develop or improve a marketable skill. There generally was, among the vocational education students, a relatively high undeveloped potential resulting from either lack of opportunity or neglect. The median age for men was 35 and for women 29. The vocational education program offerings were voluntary and enrollment was by petition expressing a purpose for wanting the class. (2:2).

ORGANIZATION OF VOCATIONAL EDUCATION AT FCI-TI

Organization of Vocational education at FCI-TI could best be illustrated by Figure 1. Non-vocational education programs were not charted due to their irrelevance to this study.

As the organization chart illustrates, the Supervisor of Education and the Vocational Coordinator are charged with the

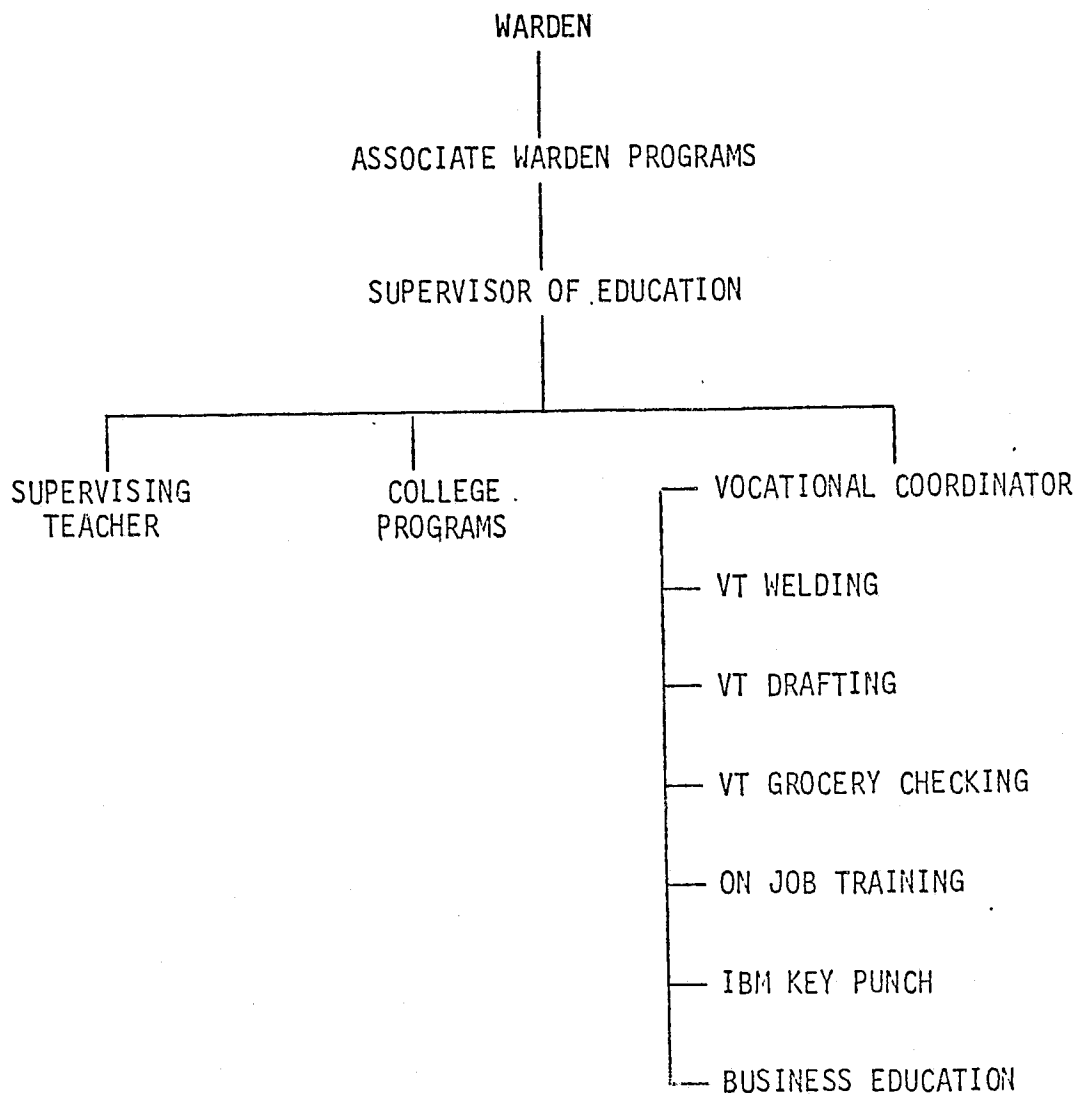


Figure 1
Vocational Education Organizational
Diagram at FCI-TI

responsibility of administrating vocational education. With input from each subordinate vocational teacher, they were to prepare documents to implement new, and justify existing programs each fiscal year.

Since 1974, the advent of Project One Million, and the creation of a department of Vocational Education, considerable change has been occurring in vocational education at FCI-TI. This researcher had the opportunity to personally observe and participate in vocational education at FCI-TI as an educator from Los Angeles Harbor College. Participating duties were to initiate and teach the vocational courses in drafting.

VOCATIONAL EDUCATION PROGRAMS

The course listing to follow were those in effect prior to Project One Million. They are categorized into three groups: co-educational, women only, and men only.

Co-Educational Courses

Study release. Study release consisted of courses available to those inmates with community custody. They were to attend local area trade schools or colleges and return to the institution during the time they were not at school. This program was phased out in 1975 and transferred to the Community Treatment Centers where the inmate resides outside the institution.

Business education. Business education consisted of a series of

courses designed to provide entry level skills in typing, filing, shorthand, and operation of business machines for the positions of clerk-typist, receptionist or office assistant. (7:I).

IBM keypunch. The keypunch production school was an evening class that offered work assignments upon completion within the Federal Prison Industries keypunch departments. (7:I).

Waitress and cook training. Courses were offered in waitress training for women and cooking for men utilizing the Department of Immigration's kitchen facility adjacent to FCI-TI. The program phased out when the Immigration Department's kitchen was closed. (7:I).

Courses for Women

Dental assistant. An on-the-job training course in dental assisting was offered and instructed by an institution staff dentist.

Home economics. A homemaking skills improvement course was offered in sewing, food preparation, interior decorating, and home mechanics. The course was discontinued in 1974 due to lack of interest and to make room for Project One Million classes. (7:I).

Courses for Men

Machine operator trainee. Machine operator trainee was taught on-the-job by the tool and die foreman. The course offered specialized programs to meet the individual needs of the student. Related instruction in blueprint reading, shop mathematics, occupational

information and human relations were also a part of the course. (9:I).

Industrial painting. On-the-job instruction was given in the Federal Prison Industries production paint area by the paint shop foreman in the operation of industrial painting equipment. (8:I).

Educational network television. The system consisted of college courses offered by local College Educational Television. These courses were video taped by FCI-TI for viewing at a time convenient to the institution schedules. The program was discontinued due to lack of interest by the inmates. (8:I).

SUMMARY

Chapter 3 is a history of FCI-TI and its education system as applicable to vocational course offerings.

Course offerings are included for both men and women prior to Project One Million. Reasons were included for the discontinuance of some of the courses.

Chapter 4

PROJECT ONE MILLION VOCATIONAL EDUCATION PROGRAMS

INTRODUCTION

Project One Million was the result of a special allocation in fiscal year 1975 of one million dollars for the improvement of occupational education programs in the Bureau of Prisons. The scope of the project was to provide an expanded curricula, retraining of existing staff, expanded use of community college resources, and intensified use of training aids to meet the needs of an institutionalized population that is largely urban in background and culture. (3:1).

The one million dollars was originally to be divided among six institutions. However, a reassessment of the project was made to include Federal Correctional Institution Terminal Island (FCI-TI). FCI-TI was to submit a training proposal in harmony with the scope of the project by August 12, 1975. Dollar value of awards was scheduled for September 18, 1974.

TRAINING PROPOSAL

The Supervisors of the Education, the Men's and the Women's Divisions, submitted a proposal for a vocational skill cluster

in metal technology. The proposal was for a three-part activity at a proposed cost of \$159,946.00. The courses to be offered were: welding, drafting, and related instruction.

The welding course was a complete on-site course of instruction in oxy-acetylene, electric, and inert-gas welding. A training goal was to pass the Los Angeles Certification Test for welders. This course was planned to be certified by Los Angeles Trade Technical College (LATTC). The mechanics of certification were never resolved although an LATTC instructor was contracted to initiate and instruct the class. (2:13-14).

Complementary to the welding course, a course in heat treatment at LATTC was offered to those students completing welding and eligible for school release. Students, on their own initiative, could take these courses after release from FCI-TI. Employment opportunities were directed toward area industries in piping construction and ship building. (2:13).

The Drafting and Pipe Design course was a beginning course in mechanical drawing taught on-site and fully accredited by Los Angeles Harbor College (LAHC). The course was designed to provide entry level skills needed to acquire employment as a beginning draftsman. The class was always co-educational with enrollment of women as high as 33 percent. (2:15).

The drafting course was also to provide the skills necessary for entry into a piping layout school operated by Flour Corporation located in Westminster, California. The piping school would be

attended on a work release status. A decline in Flour Corporation's need for trainees, coupled with the moving of the work release program off the institution premises, resulted in no students entering the Flour School. Continuing education in drafting on campus at LAHC was a more popular alternative to piping design. (2:16).

Related Instruction was designed for students deficient in the basic skills of communication and mathematics. They were to attend LAHC courses in Reading, Mathematics, Blueprint Reading, and Bilingual Education. (2:8).

The proposal, designed to serve 200 inmates, was accepted by the Bureau of Prisons for funding with the exception of the related instruction. The Bureau felt that related instruction could be handled adequately by the existing staff. (4:10).

SUMMARY

Project One Million stands as the single most important contribution to vocational education at FCI-TI. With it came the money and the initiative to improve the vocational education curricula and meet the goal established for each inmate to "acquire or improve a marketable skill through one or more programs of Occupational Education." (6:2).

Chapter 5

VOCATIONAL EDUCATION AFTER PROJECT ONE MILLION

INTRODUCTION

Project One Million, with successful programs in metal technology, prompted renewed interest in vocational education at Federal Correctional Institution Terminal Island (FCI-TI). This chapter will provide a record of vocational education at FCI-TI from the initial effort (Project One Million) to the close of this study.

DRAFTING

The drafting class, after an initial start in January of 1975, was a six-hour per day class. Due to the demand of the class, it was split into two three-hour per day classes. Declining enrollment in the fall of 1976 caused the cancellation of the morning class. Funds for the morning class were directed toward the development of a grocery store checking school. Drafting, taught by a contract teacher and accredited by Los Angeles Harbor College, has continued in this status since, with no plans to discontinue.

WELDING

The welding class, due to some difficulty in equipment

delivery and physical plant modifications, did not start instruction until July of 1975. The class has been very popular with two three-hour per day sessions. The class originally was taught by a contract teacher, but was changed to a civil service position in October, 1976. The course was closed for over a month for the process of selecting a civil service teacher. The class was in operation at the close of the study with no plans to discontinue. Although community college certificated teachers have been employed, college credit certification was never achieved.

IBM KEYPUNCH

Production keypunch training, as in the past, continued to be a stable vocational course providing trained inmate personnel to operate the Federal Prison Industries production keypunch shop.

BUSINESS EDUCATION

Business education continues to provide job entry level skills in the areas of typing, operation of business machines, duplicating machines and secretarial practices. This course frequently is used to meet the typing requirements for entry into the keypunch class. (7:1).

UNDERWATER CONSTRUCTION AND SALVAGE

A course of instruction in underwater construction and salvage was proposed in the fall of 1975. Approval was denied due to the average age of the inmates at FCI-TI being 32. At 32 the

inmate was simply too old to start a career requiring the physical stamina of a person ten years younger.

GROCERY CHECKING

The grocery checking course was designed to meet employment needs as a grocery store checkout clerk. This course was proposed in late 1976 and classes started in July of 1977, only to be phased out in October of 1977, and transferred to the Federal Institution at Pleasanton, California. The Pleasanton Institution was being converted to a women only institution. At the same time, FCI-TI was being converted to a men only institution. The course was taught by a contract teacher from Long Beach City College, Long Beach, California.

ON-THE-JOB-TRAINING

On-the-job training, on a limited scale, had continued in the areas of machine shop and painting. After the start of the proposed formal class in machine shop, on-the-job training will be non-existent except for those skills informally learned in tasks involved with work assignments in maintenance of the institution.

BRICK MASONRY

A masonry skill class was proposed and approved for an anticipated start in November of 1977. The student was to receive formal instruction by a licensed contractor in the fundamental skills

and theory of brick masonry with on-the-job training on institution building projects. (8:1).

REFRIGERATION AND AIRCONDITIONING

This course of study was proposed and approved in October of 1977. Class schedules are incomplete due to material requisitioning and building revisions. College accreditation through Los Angeles Harbor College was planned for this course.

MACHINE SHOP

A general machine shop course was proposed and approved in October of 1977. The course has not been scheduled to start due to extensive building revisions and equipment acquisition. (7:1).

TECHNICAL MATHEMATICS

Technical mathematics was proposed in October of 1977 as a course to provide the remedial arithmetic skills needed to complement the other vocational courses. This class was proposed by the drafting instructor and would be for college credit certified through Los Angeles Harbor College. Approval of this course had not been received.

SUMMARY

Before Project One Million, FCI-TI had only six vocational education courses to offer its students. Two of these, food service and home economics, were to be discontinued.

At the close of this study, October 31, 1977, the institution had five active and successful classes. These classes were drafting, welding, IBM Keypunch, business education, and On-The-Job-Training. One class, grocery checking, although successful, was transferred to an institution with a greater need for the course. Three new programs have been proposed and approved in machine shop, brick masonry, and refrigeration and airconditioning. A course in related technical mathematics has also been proposed.

Chapter 6

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This study was addressed to the problem of identifying the vocational education events surrounding Project One Million in order to provide a historical record of vocational education at Federal Correctional Institution Terminal Island (FCI-TI). This historical record was used to establish the direction or trend in which vocational education was directed at the close of the study. To accomplish this record and establish the trend, specific questions concerning vocational education offered at other institutions and the curricula at FCI-TI before, during, and after Project One Million had to be answered.

Chapter 2 compared vocational education course offerings of FCI-TI with those offered at institutions located near Lompoc, California, and Englewood, Colorado. Chapters 3 through 5 tracked vocational education at FCI-TI, from a weak beginning before Project One Million of seven courses of instruction, to the close of the study. Those seven courses included three--dental assisting, machine shop, and painting, which were informal, on-the-job training courses outside the education department; and two courses--home economics and waitress and cook training, which were soon to be dropped.

CONCLUSIONS

Vocational education at FCI-TI grew from a weak beginning stimulated by Project One Million, into a progress oriented vocational education department offering an expanded curricula. This curricula would answer the challenge of its Director, Norman A. Carlson, to provide an attractive and stimulating choice of classes enhancing voluntary participation by the inmate student. The recorded history of programs now in effect and those proposed to be started clearly has established a trend toward meeting that challenge. FCI-TI, with a dedicated effort by its educational staff, combined with adequate funding, could and did develop a comprehensive vocational education program designed to meet the goal and need of the inmate to "acquire or improve a marketable skill." (6:2).

RECOMMENDATIONS

The following recommendations are made as a result of this study; they could be of assistance to vocational education administrative decisions in the future:

1. Perpetuate this study with the preparation of an annual historical report for each year.
2. Secure college accreditation for those courses meeting college level requirements.
3. Expand the vocational education counseling services by contracting with a community college, regional occupational center,

or high school career center to provide this service.

4. Establish a placement group working with the vocational education teachers to assist in locating appropriate jobs.

5. Coordinate vocational education course completions with eligibility for work or school release.

6. Incorporate an effective annual evaluating system to assure the courses are meeting the inmate's needs.

7. Enhance the opportunity to apply newly acquired skills with on-the-job training in vocational education.

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5. Roberts, Albert R. Sourcebook on Prison Education--Past, Present, and Future. Springfield, Illinois: Charles C. Thomas, 1971.
6. United States Department of Justice. Education for Tomorrow. Washington, D.C.: Education Services Bureau of Prisons, 1976.

B. INTERVIEWS

7. Butts, Donald M. Interviewed at Federal Correctional Institution, Terminal Island, October 22, 1977.
8. Couch, Melvin. Interviewed at Federal Correctional Institution, Terminal Island, November 3, 1977.
9. Reigle, William. Interviewed at Federal Correctional Institution, Terminal Island, November 3, 1977.

APPENDIXES

APPENDIX A
RESEARCH PROPOSAL

7 January 1977
Revised 1 February 1977

RESEARCH PROPOSAL

1. Researcher: Gerald J. Zeller
10299 Westminster Avenue
Garden Grove, CA 92643

Vita: Contract vocational instructor at Federal Correctional Institute--Terminal Island for the past two years preparing and teaching courses in drafting accredited through Los Angeles Harbor College. Also, full time graduate student at California State University, Long Beach, in the Master of Arts in Vocational Education (MAVE) degree program.
2. Title of Project: "Current Trends in Vocational Education at Federal Correctional Institution Terminal Island." A thesis for the MAVE degree stated above.
3. Academic Supervisor: Dr. Paul Bott
Assistant Professor Vocational Education
California State University, Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840
4. Project Summary: Research will be conducted exploring vocational education trends at Federal Correctional Institute--Terminal Island over the past several years. Particular emphasis will be given the impact of "Project One Million" on the vocational education program. Past proposals and proposed changes to programs will be included.

The purpose of this research will be to provide sufficient data to prepare a thesis fulfilling requirements at CSULB for a Master of Arts in Vocational Education degree. It will also provide data useful to the institution in future decision making and will provide a library document at CSULB providing vocational educators information about an area of vocational education seldom considered.

The research will constitute a review of current and past programs, their successes or failures, and the reasons for continuing or terminating; this will have the result of a comprehensive review of vocational education at FCI-TI. The success or failure reasons will be determined by the inmate participation rates including completion, waiting lists, etc., and FCI-TI administrative decisions.

5. Project Duration: 1 February 1977 through 1 January 1978
6. Introduction: See Section 4 Summary
7. Methodology: Research will be conducted by myself and supervised as required by Dr. Paul Bott. Limited access to vocational education program files located in the North and South compounds which contain vocational attendance sheets, course outlines, quarterly and annual reports, and implementation and operational costs will be necessary to provide the required data as to program content, cost, duration, and participation. Regional and central offices may be asked to supply information which may have been discarded at FCI-TI. Cooperation by research and education departments at FCI-TI will be required but with minimal disturbance to work schedules. My current status as a teacher at FCI-TI makes me quite familiar with the personnel involved.
8. Subjects: As researcher, my staff training at FCI-TI will remove all security risks. The research department consent form will be used where applicable. Inmates will not be named at any time to assure complete confidentiality. Incentives for inmates will be in the form of approved commissary refreshments (coffee, soft drinks, candy bars, etc.). At no time will inmates be paid for participation. Credits for any staff quotes will be given in the thesis.
9. Resources: All research costs will be borne by the researcher. A tape recorder for interviews and a portable typewriter will be the only personal equipment used. My present classroom and occasional use of the staff library are the only spaces frequently

to be used. Interviews with staff and inmates will be conducted to cause little or no interruption to their work schedules.

10. Results: Besides completing personal objectives (Master's Degree), the thesis will be useful to FCI-TI to select data to substantiate future proposals and justify existing programs. Educators at CSULB will have information to enhance an awareness of an area of vocational education seldom considered.
11. Project Continuation: None considered
12. Project Endorsement: Letters attached

Gerald J. Zeller

APPENDIX B
LETTER TO CHAIRMAN OF RESEARCH COMMITTEE

CALIFORNIA STATE UNIVERSITY
LONG BEACH

January 7, 1977

Chairman of Research Committee
Federal Corrections Institute
Terminal Island, California

Dear Chairman,

Mr. Gerald J. Zeller, a graduate student in our Master of Arts in Vocational Education (MAVE) program has been asked by his thesis committee to choose a subject area related to vocational education in correctional institutions. He will require a permit to conduct the necessary research for his thesis. I have read his research request written per your policy CAL 6110.1 Ch. 4, dated 1/8/76 and wish to endorse same per section 5.B(12).

Your consideration of Mr. Zeller's request will be appreciated.

Sincerely,

Paul A. Bott, Assistant Professor
Vocational Education Department
Academic Supervisor

Norman R. Stanger, Director
Center for Career Studies

LONG BEACH CALIFORNIA 90840
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

APPENDIX C
MEMORANDUM TO WARDEN JETT, FCI
TERMINAL ISLAND, CALIFORNIA

Optional Form No. 10
July 1973 Edition
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

MEMORANDUM

DATE: April 27, 1977

TO: Warden Jett, FCI
Terminal Island, California

FROM: Howard Kitchener
Director of Research

SUBJECT: Research Proposal of Gerald Zeller

This is to confirm the earlier Central Office approval
of the research proposal of Gerald Zeller.

When the study is completed, a copy of the research should
be sent to the Director of Research, Central Office.

END