INCREASING EDUCATIONAL ACCESS FOR INMATES ASSIGNED TO REMOTE CALIFORNIA CORRECTIONAL CENTER CONSERVATION CAMPS; DEVELOPMENT OF A CORRESPONDENCE-BASED GED DELIVERY SYSTEM

A Project
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to the Faculty of
California State University, Chico

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education
Educational Leadership and Administration Option

by
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Summer 2010
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ABSTRACT

INCREASING EDUCATIONAL ACCESS FOR INMATES ASSIGNED TO REMOTE CALIFORNIA CORRECTIONAL CENTER CONSERVATION CAMPS; DEVELOPMENT OF A CORRESPONDENCE-BASED GED DELIVERY SYSTEM

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Earning a General Education Development diploma, high school diploma, or obtaining vocational training while incarcerated reduces the chance of a parolee returning to prison. Education is the key component to reducing recidivism rates. However, the established prison culture in California inhibits education instead of promoting it. Changes in this culture will have to be addressed if increased access to education of the incarcerated is to be realized. Education needs to be valued. Attitudes of the custody staff need to reflect the possibility that the incarcerated can be rehabilitated. A cultural change can be
measured by witnessing increased support for education; one example is that prison programs will be administered as intended. Theories of change indicate that this process will be long and must be continuous.

The goal of this project is to improve our democratic society by offering education opportunities to all inmates at the California Correctional Center. With a General Education Development diploma the incarcerated individual, upon release from prison, will be better equipped to participate in society. He will have a better understanding of his society, how it works, what is expected of him, and how to participate in a productive manner.
CHAPTER I

INTRODUCTION

Cultural Change to Reduce Recidivism Rates

Methods the State of California has used in the past to reduce recidivism rates have not worked. There is clearly a need to make changes in how the California Department of Corrections and Rehabilitation reduces recidivism rates. Changing its name from the California Department of Corrections to include “Rehabilitation” is not enough. True rehabilitation needs to be addressed. A huge cultural shift in rehabilitative efforts needs to be implemented. Prison staff training should include how important education is to the reduction of recidivism rates. Prison staff should be taught to understand that rehabilitation of the incarcerated is possible, and that education is the process by which to realize those efforts.

The mission statements of the California Department of Corrections and Rehabilitation (CDCR) (2010a) and the California Correctional Center (CCC) (2010) reflect the desire to meet the challenges of reducing recidivism rates in California. Assembly Bill 900 (2007) also addresses several areas of change the citizens of California would like to see in rehabilitative efforts of CDCR.

Mission statement of the California Correction Center (2010b):

The primary mission of the California Correctional Center is to receive, house, and train minimum-custody inmates for placement into one of the institution’s 18 northern California conservation camps. Working collaboratively with the
California Department of Forestry and Fire Protection, these camps are strategically located throughout the north state to provide fire suppression hand crews, as well as an organized labor force for public conservation projects and other emergency response needs of the State. Services provided through the conservation camp program historically amount to many millions of dollars in value to the public. Work projects associated with conservation camps support municipal, county, State, and federal government agencies, including schools, parks, cemeteries, and public recreation areas. The secondary mission of the California Correctional Center is to provide meaningful work, training, and education programs for inmates who do not meet the criteria for assignment to a conservation camp. These alternative assignments include academic and vocational trade programs, facility maintenance jobs, food service positions, and other facility support assignments.

Assembly Bill 900

California Assembly Bill 900 (2007) was passed in the state Assembly and Senate on April 26, 2007. This act was passed as an urgency statute for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the State Constitution and went into effect immediately. This bill, known as the Public Safety and Offender Rehabilitation Act of 2007, in part authorized the California Department of Corrections and Rehabilitation to design, construct, or renovate prison housing units, prison support buildings, and programming space. This bill required CDCR to develop and implement a plan to obtain additional rehabilitation and treatment services for prison inmates and parolees. This statute also required CDCR to place inmates in programs that would aid in their re-entry into society and that would most likely reduce the inmates’ chances of reoffending. Specifically, this bill prepared a shift from the old view of prisons as places to remove people from society to places of rehabilitation. From the implementation of inmate assessment at reception centers to increased inmate participation in academic and vocational programs while incarcerated to re-entry services, this bill provides the direction for change. The inmate Treatment and Prison-to-
Employment Plan provide a welcome cultural change in efforts to reduce recidivism rates. The California Department of Corrections and Rehabilitation is now looking at the whole incarceration process and how to minimize the revolving-door syndrome of the past. Providing offenders with educational programs while incarcerated will reduce the revolving-door of recidivism. Based on the current research there is a high correlation to assigning inmates to educational programs, in which they earn a high school or General Education Development (GED) diploma and vocational training, to reducing recidivism. Assembly Bill 900 reflects the needs of the incarcerated and the demands of society.

Purpose of the Project

One purpose of this project is to provide another education option for the incarcerated which AB 900 addresses.

According to AB 900 (2007) “This bill would require the department to develop and implement a plan to obtain additional rehabilitation and treatment services for prison inmates and parolees.”

Taking this into consideration, the specific purpose of this project is to design and implement an additional education option, which is to offer General Education Development education to the inmates at the California Correctional Center fire camps and at the inmate fire training center located in Arnold Unit at CCC. Adult Basic Education and the General Education Development programs are currently not offered at the camps through the CCC education department. As a teacher/leader, I see a need to offer this educational service to all inmates in the state correctional system. This project
is significant because the expansion of educational opportunities for the incarcerated individuals is an effective strategy in the effort to reduce recidivism (Gehring, 2000).

Specifically, this project will offer a General Education Development (GED) correspondence program for the inmates at the fire conservation camps. The GED candidate will be identified through either inmate request or solicitation based on their Test of Adult Basic Education scores. This GED program will be based on distance correspondence education and is voluntary. An Independent Study Teacher (IST) will be assigned to this program. This teacher will develop an independent education plan with each student. Books, materials, and correspondence will be conducted via institutional mail. GED testing will be located at the California Correctional Center, thus transportation and temporary housing will be factors. These organizational aspects are the responsibility of the IST to arrange. Appendix A outlines a detailed implementation pattern.

This project represents both a plan and a proposal. The extensive literature review and plan for implementation provide both rationale and roadmap for change. However, the project has not been fully supported by leaders who hold the needed authority at CCC. Thus, the project remains a proposal and has not been implemented at this writing. It is hoped that approval will come soon and the first group of inmates will be able to take advantage of the learning opportunities proposed in this project.

In addition to expanding the educational opportunities of the incarcerated, it is hoped that the attitudes and behaviors of the people associated with the management of prisons will change. Beginning with changes at the ground level of prison management, working from the bottom up, it is the intent of this project to work toward a cultural
change within the department. Education should be valued at all levels within the
Department of Corrections and Rehabilitation. To succeed in accomplishing this a change
in the current department culture will have to be made. This project is a first step toward
that change.

Statement of the Problem

This project is one attempt to affect rehabilitation through the process of
inmate education. If more inmates whether at camps or inside the prison walls earn a high
school or GED diploma, the revolving-door of recidivism can be reduced. A shift in the
mindset of custody staff will need to be realized. Cooperation with prison staff to
implement increased education opportunities for the inmates is a goal I would like to
achieve. This project is significant because it has the potential of affecting cultural
change within the prison system. If custody staff can come to realize that education is
important in reducing recidivism rates and that offenders can be rehabilitated our society
can benefit monetarily and culturally.

Operational View

The 18 California Correctional Center Conservation Camps house over 2000
inmate fire fighters. Arnold Unit houses over 300 inmates training to be fire fighters.
Arnold Unit is located outside the prison walls of CCC (see Figure 1) Arnold Unit
inmates are housed in a transitional setting, under lockdown during the evening hours but
not so during daylight hours. These inmates spend two weeks in Physical Fitness
Training (PFT) and two weeks in Fire Fighting Training (FFT). During the down time
and off-season at the conservation camps, these inmates are offered limited programs.
Formal educational programs are rarely offered to these individuals. An inmate must have the self-initiative to contact Feather River Community College and request an application to participate in their correspondence courses. Feather River Community College has recently begun offering courses to all the northern California camps. However, no General Education Development or high school programs are formally offered to the CCC camp prisoners. Recidivism rates are reduced when incarcerated individuals earn a General Education Development diploma, high school diploma, or higher education (The Legislative Analyst Office, 2008; Vacca, 2004). This project provides educational opportunities at these camps.
Description of the Project

Working toward cultural change will take perseverance. The barriers to implementing this project are many. The established culture of punishment will be difficult to overcome. However, the camp staff attitude is different than that of level III or IV staff. The California prison system incorporates four prisoner levels in addition to death row. The level system is based on the crimes committed and the behavior of the prisoners while they are in prison. Level III and IV inmates are committed to prison based on violent crime convictions. Level I and II inmates are committed to prison due to property or drug related crime convictions. The more serious the crime, the more points an inmate receives. If an inmate “programs,” that is completes educational programs or other court mandated programs, his points can decrease. This decrease in points allows him to be eligible for a lower institutional level. However, the reverse is also true; if an inmate behaves badly and refuses to program, his points can increase and he is then eligible for a higher level institution. The higher the institutional level, the more restrictive it becomes. Lower level institutions offer more programs and opportunities. Higher level institutions provide a strict environment with little or no inmate movement. The culture of punishment is deeply ingrained at the level III and IV institutions. It has been my experience that a more progressive attitude prevails at the camp level. That does not mean that some resistance to change will not be felt when implementing a new program at the camp level.

This project will provide General Education Development (GED) opportunities to inmates at the fire camps who choose to participate. To earn a GED diploma, a person is required to show competence in reading, writing, mathematics,
social studies, and science. This program will offer individual instruction via an independent study program designed in 2007 by the California Department of Correction and Rehabilitation, Office of Correctional Education (OCE). Model IV: Independent Study Program outlines the responsibilities of the credentialed teacher and the students (see Alternative Education Delivery Model Operational Procedure Number 204, Appendix B).

Potential students will be identified by either their Test of Adult Basic Education (TABE) reading score or their Comprehensive Adult Student Assessment (CASA) reading score. However, many of the students will have already been identified by the GED teacher on the Main Yard at CCC. The students will be tracked to Arnold Unit and on to the assigned camp by the Independent Study Teacher (IST). Ongoing communication between the GED teacher, the IST, and the student will provide continuity for the student in his GED studies.

The GED student will be provided with a comprehensive, complete GED book. An independent education plan will be outlined for each student, keeping in mind the work responsibilities of the student. In collaboration with each student, a time frame will be developed for completion of his studies. With weekly contact, assignments will be collected and teacher feedback will be provided. Weekly instruction will also be planned based on the student’s work schedule and needs. The final deadline for taking the GED test will be based on student readiness.

One of the expected results of this project is that more inmates will earn a GED diploma. Another expected result is that the camp staff will participate in the academic education of the inmates and thus begin a transformation from surveillance and
control of inmates to the rehabilitation of the inmates. If this change does take place, it is hoped that the transformation will extend to inside the prison walls. This kind of change on a small scale can serve as an example of the possibility of change. If the prevailing culture of punishment can be transformed into one of rehabilitation in this setting, then the intent of AB 900 can be realized in other settings.

Significance of the Project

This project is significant because it has the potential to influence educational practices at all of the prisons within the California correctional system. Correctional education has been an area within the field of education that has been neglected by society at large. This project is an attempt to bring light to the possibilities of improved correctional education practices.

One of the expected results of this project is that the qualified, participating inmates will earn a General Education Development diploma while at the fire camps or Arnold Unit. The intent is to improve the life chances of the inmates who participate and to improve society by reducing recidivism. If the recidivism rates do decline, as is expected, and it can be correlated to the increase in GED diplomas earned while incarcerated, the resulting conclusion can be made that education does in fact work to reduce the revolving door of recidivism. With ongoing success, a cultural change should begin to evolve. Prison personnel will have to admit that education does work. This, it is hoped, will lead to real rehabilitation in the prison setting. With the expectation that the inmates who earn a GED gain legal employment after exiting prison life, more education opportunities will be implemented in the prisons.
This project is designed to effect change in the lives of the inmates who participate and earn a GED diploma. One of the goals is to increase their knowledge as well as their self-confidence, thus providing a basis for more opportunities upon their release from prison. The actual project is intended to provide instruction about the GED curriculum: mathematics, reading, writing, social studies, and science. Essay writing and higher level mathematics instruction will be provided. As a GED instructor, I emphasize that earning a GED diploma is the beginning of a responsible life; it is now up to the student to begin anew and pursue a different direction in life. So, although this project is instructional at its base, it is hoped that behavioral changes will follow. Gaining lawful employment is one expectation. Collecting data will be an integral part of the project as well. If the employment practices of the parolees can be traced and then correlated to their education while incarcerated, a new perspective of education while incarcerated will add to our expectations of prisons. This project has high hopes, beginning at the lowest level of the organization’s hierarchy.

Limitations of the Project

Operational Limitations

Correspondence via the institutional mail will extend the length of the communication time between the students and teacher. Travel back to CCC can negatively impact the students’ testing ability. The long bus ride (sometimes a two day ordeal), new housing location, new dorm setting, and a temporary new schedule will all add to the stress of the two day GED testing. Bringing the students to CCC for testing and returning them to their camp of origin will be at least a weeklong process.
Motivational Limitations

One limitation of this project will be the fire season, between May and October. The number one job of the conservation camp inmate is to fight fires. Study time will be limited and sporadic during the fire season. The Arnold Unit student will be very busy with the first two weeks in Physical Fitness Training and the next two weeks in Fire Fighting Training. The Physical Fitness Training can be exhausting. Fire Fighting Training focuses on fire science and includes hours of academic studies. The student’s motivation will be challenged to work on GED studies as well during these trying training exercises.

This project is also limited by the number of learners willing to participate, those inmates who see a need for education.

Another limitation is student preparation for the test. This project could be limited by lack of an on-site tutor contact. This concern should be alleviated over time as the program develops. The lack of student - teacher contact could impede a student’s ability to succeed.

Bureaucratic Limitations

Cooperation and coordination between the education department and the custody staff will be necessary. With many parties involved (custody counselors, custody officers, transportation officers, teachers, and education administration) a concentrated effort must be made toward the common goal of educating the inmates to the best of our abilities. This could be a limiting factor, as there are various opinions regarding rehabilitation.
Definitions

Some of the terms and language used in a prison setting are unique. Sometimes there are no other words to describe the prison vocabulary. For example, “set-up”; this is a term that is used when a person tries to make another person look bad or tries to make the other person do something they might not want to, almost like bribery or a threat. It is a negative term. Prison schools incorporate some of the language used on the yard. Even though the school struggles with the prison culture and sees it as negative, we incorporate parts of the culture. When we say “set-up,” everyone knows what we are talking about without having to go into a long explanation. Sometimes using examples from the yard allows the students to relate and thus learn the academic lesson being taught.

Some prison terms have made their way into our mainstream culture. For example, when I first heard “lockdown” used to describe an elementary school situation I was shocked. This is a prison term. To begin allowing prison terms to be acceptable to main stream society is not a good idea. Are we beginning to desensitize ourselves to criminal behavior? Being on “lockdown” is a negative term and means that an inmate or a group of inmates did something very wrong. Why is mainstream America using the same term for elementary school children? Prison culture is infiltrating our society in more ways than language. So, it is a fine line a prison teacher needs to walk, using prison terms to teach subject matter while not allowing the negative cultural aspects to invade the classroom.
Administrative Segregation (Ad. Seg.)
Inmates separated from other inmates in isolated cells.

Alternative Education Delivery Model (AEDM)
Alternative education delivery models suggested by the California Office of Correctional Education (CDCR, 2008).

Assembly Bill 900 (AB 900)

CASAS
Comprehensive Adult Student Assessment System. A Life skills assessment test given to the inmates (CDCR, 2008).

Collaboration
To work together especially in a joint intellectual effort. To brainstorm for solutions (“Collaboration,” 2010).

Competencies
Equivalent to standards in the public school system (CDCR, 2008).

Cooperation
“To work or act together toward a common end or purpose” (Webster’s, 2005a, p. 254).

Correlation Charts
Charts that show the areas of study in a particular subject (Steck-Vaughn Company, 2002).
**Correspondence Delivery**

A type of distance learning that involves communication between the instructor and the student via institutional mail (Bray, Harris, & Major, 2007).

**Democracy**

“A political or social unit based on democratic rule. The principles of social equality and respect for the individual within a community” (Webster’s Dictionary, 2005b, p. 307).

**Distance Education (DE)**

A form of education that implies a distance: correspondence, Internet (Cassel, 2001).

**Entry-tests**

Tests provided at the beginning of an educational program that directs the education of the student (Steck-Vaughn Company, 2002).

**GED**

General Education Development diploma. Equivalent to a high school diploma (Steck-Vaughn Company, 2002).

**GED Tester**

The title of the teacher who actually administers the official GED test. This person can not be assigned to a regular teaching position (Steck-Vaughn Company, 2002).

**Incarceration**

To be confined, in jail or prison (“Incarceration,” 2010).
Independent Learners

Learners who study on their own time and in their own location (CDCR, 2008).

Independent Study Program (ISP)

One program under the AEDM as developed by OCE (CDCR, 2008).

Independent Study Teacher (IST).

The teacher assigned to the ISP (CDCR, 2008).

Individual Education Plans (IEP)

Educational plans designed specifically for the individual learner (CDCR, 2008).

Lassen Yard

The Level III prison setting at CCC.

Lockdown

When there is no inmate movement at an institution.

Master Plan

The Education Services Master Plan developed by OCE (CDCR, 2008).

Office of Correctional Education (OCE)

The “district” office of the education system of CDCR (CDCR, 2008).

Operational Procedure (OP)

A document that describes the operations of a project/plan.

Recidivism

A tendency to slip back into a previous behavior pattern, especially, a tendency to return to criminal habits and activities (“Recidivism,” 2010).
**R&R**

Receive and Release is a physical location where inmates are processed into and out of the institution. Inmate packages are also distributed through this area of the institution.

**Rehabilitation**

“To restore to good repute” (“Rehabilitation,” 2010).

**Test of Adult Basic Education (TABE)**

Academic tests given to inmates to determine reading and math levels (CDCR, 2008).

**Western Association of Schools and Colleges (WASC)**

Schools, statewide, are accredited through this organization (CDCR, 2008).

**Working Interpretations**

**Antelope Camp**

One of the eighteen fire conservation camps managed by CCC. This particular camp is located just outside the walls at CCC.

**Arnold Unit**

A housing unit located outside the official penitentiary walls of the California Correctional Center. The housing unit for inmates assigned to physical fitness training and fire fighting training.

**Associate Warden (AW)**

The Associate Warden is an administrative position below the Warden and Chief Deputy Warden positions.
California Department of Corrections and Rehabilitation (CDCR)

A department of the State of California.

Camper

An inmate assigned to one of the fire camps.

CDCR 115

More serious disciplinary documentation form.

CDCR 128-A

Low level disciplinary documentation form.

Chrono

Documentation regarding an inmate’s behavior or other information.

Conservation Camps

California Department of Corrections and Rehabilitation operates 18 conservation camps also known as fire fighting camps.

Correctional Programming

Attendance by an inmate to available programs while incarcerated.

Counselors

Custody officers that review inmate records and have contact with inmates.

Critical Workers

Inmate workers who are deemed to be necessary for the functioning of the prison (kitchen workers, unit workers, yard crew).

Custody Officers or Custody

Men and women who supervise inmates.
Daily Movement Sheet (DMS)

A document that reports the inmate movement for the day.

Ducat

Another word for “pass.” An inmate is required to have a ducat, or pass, to attend various programs at the institution.

Fire Fighting Training

A two week academic training for inmates preparing to fight fires.

Free Staff

Men and women who work at a prison but who are not correctional officers.

Housing

Housing is a term used in corrections to describe the sleeping assignment of an inmate, be it at a camp, institution, hospital, or court.

Institutional Mail

Mail that moves from the camps to CCC, visa versa, and within CCC. This does not involve the U.S. Postal system.

Lassen Yard

The Level III prison setting at CCC.

Offender

An individual who has violated a rule or a law.

Physical Fitness Training

A two week training program to determine whether inmates are physically fit for the rigorous position of fire fighter.
Program Failures

Inmates who fail to complete work assignments.

Programming

A term used to identify those inmates who are attending educational and rehabilitative programs while in prison.

Reception Centers

Prison settings where convicted felons are initially sent to for assessment prior to reassignment to a particular prison.

Set-up

When an inmate or person tries to influence a staff member to perform some unethical or illegal activity, or to make the other person look bad.

Yard

Interchangeable term used for prison facility, unit, or area.
CHAPTER II

LITERATURE REVIEW

What Works in Reducing Recidivism

Criminologists and politicians have debated the effectiveness of correctional rehabilitation programs for decades. A culture based on punishment and surveillance has developed in California. Working in such a culture, prison staff may develop a belief that once a criminal, always a criminal, that rehabilitation is not possible. However, there is abundant research that suggests there are successful programs available to reduce recidivism (Shrum, 2004). According to Vacca (2004), since 1990 research literature has shown that prisoners who attend education programs while incarcerated are less likely to return to prison following their release. However, prisons have developed a culture that resists change. So, to change the current prison culture to one of encouragement and support for education means changing the established belief systems of the employees and prisoners alike. This action will take time and commitment by everyone involved.

“What works” in correctional education depends on a number of factors. Different treatment is necessary for people at different stages of life (Day, Bryan, Davey, & Casey, 2006, p. 479). One size does not fit all. What works depends on the offender’s prior arrests, prior convictions, age at first offense, age at current offense, employment history, probation/parole/escape history, drug history/dependency, and history of community control violations (Lowencamp, Latessa, & Holinger, 2006, p. 80). What
works also depends on treatment readiness. Does the offender have a need or desire to make a change? To be ready for treatment means that the person is motivated, able to respond, and finds the treatment relevant and meaningful (Day et al., 2006, p. 475). Robinson (2000) believes that inmates must make a voluntary commitment and take responsibility for the crimes they committed. In essence, offenders need to have a sincere desire and the drive to change before any internalizing of treatment occurs.

What works in reducing recidivism is learning a vocational trade and improving academic skills (Dennehy, 2006). To provide offenders these opportunities, prisons must first adequately assess the offenders. When initially assessed at the reception center, the offenders should be counseled about the importance of this information. Assessments such as type of crimes committed, family and peer associations, antisocial attitudes, anger, education level, employment history, and even goals help correctional professionals understand inmate needs and are all important factors in placing offenders in appropriate rehabilitation programs. The assessments and various test results will impact their placement in an institution and, once at the institution, what programs will be available to them. It would behoove the offenders to take the assessments seriously. The goal is to identify the most promising offenders, those who will become contributing members of society, and to make resources available to them in their efforts to become successful citizens (Robinson, 2000).

Programs that work adhere to the principles of effective intervention (Lowencamp et al., 2006). Effective strategies include teaching problem solving, social skills, and life skills while increasing literacy. Volunteer programs available to the inmates include Alcoholics Anonymous, Narcotics Anonymous, Alternative to Violence
programs, and religious activities. Educational programs are an integral part of correctional programming. However, due to the current economic climate in California, correctional programs are being eliminated: Arts in Corrections, Mill and Cabinet, and Bridging programs to name a few.

In addition to the goals outlined above, giving inmates the opportunities to find purpose and direction in life, and helping them to acquire the knowledge needed to pursue a new direction during and after their prison experiences should be two fundamental purposes of prison rehabilitation.

Society expects various benefits from rehabilitation programs, such as providing educational skills that will improve the offenders’ prospects for a productive life in the community (Cecil, Drapkin, Mackenzie, & Hickman, 2000). In 1990, Schumacker, Anderson, and Anderson (as cited by Cecil et al., 2000) sought to examine what type of educational programs affected recidivism the most. They found that programs incorporating elements of vocational and academic training led to a more substantial reduction in recidivism than academic course work alone. While the completion of a General Education Development diploma increased an offender’s post-release success, those inmates who also received vocational training had the highest employment rate and lowest criminal activity rate over the twelve month tracking period following release. Vocational job training is just as necessary as life skills training and academic education. Life skills that should be incorporated into the education of inmates include social skills, interpersonal relationships, and strategies to deal with emotions, moral education, critical thinking and problem solving (Vacca, 2004).
Effective correctional programs depend on consistent implementation, program selection, and appropriate supervision. Successful program delivery is also critical. This involves a number of participants in the correctional setting: qualified teachers, custody staff, and students. Program scheduling, duration, and consistency are important. But how can prisoners model societal expectations of getting up on time to report for work and to properly schedule their time when the prison culture does not support these ideals? In my experience of over four years on a level III yard, rarely do the level III students report to school on time. There are constant conflicts with medical appointments, dental appointments, church activities, bed moves, and many other activities that custody officials deem more important than education. Modeling society’s common expectations is nearly impossible in a prison setting. Making a cultural shift to better mirror life in the community while incarcerated will require huge efforts on the part of prison staff.

Another area to consider in “what works” to reduce recidivism rates after incarceration is that of correctional staff practices. According to Dowden and Andrews (2004, p. 204) there are five dimensions of effective correctional practice. These five dimensions are: effective use of authority, anti-criminal modeling and reinforcement, problem solving, use of community resources, and quality of interpersonal relationships between staff and client. Effective correctional employees serve as good role models. However, staff practices vary depending on the level of incarceration. Prison levels III and IV are high custody levels and thus demand more security. At these levels, the current prison culture is one of surveillance and control. The camps, where the custody
level is lower, provide a much more humane atmosphere and the five dimensions of
effective correctional practices mentioned above are more likely to occur.

Collaboration between staff members is critical, and often missing in the
prison culture. Custody staff, education staff, medical and psychiatric staff, and spiritual
staff should communicate on a regular basis (Shrum, 2004). However, it appears that
each prison employee has a different role with no overlap. The medical staff is expected
to take care of the medical concerns of the inmates. The dental staff is expected to work
with dental issues. The teachers are expected to educate. Possibly the psychiatric and
spiritual staff are working with the whole person. But in general, each staff member
observed at the level III location operates in a silo-like environment and has a separate
mission. Another cultural shift that needs to be addressed is that of commitment to a
common goal, instituting true rehabilitation. When we embrace rehabilitation as a goal,
we embrace hope. Hope is lacking in the prison setting; frustration is the norm.

True rehabilitation, in my opinion, involves many areas of the inmates’ and
their families’ lives, both in and outside of prison. True rehabilitation is more than just an
attempt to reduce recidivism rates. Factors associated with true rehabilitation include, but
are not limited to human development in the areas of personal responsibility; moral,
physical, artistic and spiritual development, and life skills. Life skills can include social
skills, interpersonal relationships, and strategies to deal with emotions, moral education,
critical thinking, and problem solving (Vacca, 2004). In addition, academic and
vocational training are necessary for a holistic approach to rehabilitation. Inmates should
be kept busy by participating in a combination of programs. It is not rehabilitative to be
allowed to sit around all day listening to boom boxes with your friends or to watch
television at all hours of the day or night. In my opinion, the incarcerated should be required to participate in a job and self improvement. The job would provide income that the prisoner would then have to budget in order to pay for their housing, food, medical, and other necessities. These are skills that would be learned for a lifetime, thus laying a foundation for acceptable behavior upon parole. Upon entering prison, each inmate should be assigned a mentor and a counselor/psychologist, along with a study group. The inmate will then have a support team. Improvement in social skills can make it easier for parolees to find and keep a job once they are released from prison (Bazos & Hausman, 2004). Personal responsibility is an important aspect of maturity. Inmates should be expected to set goals and to reach those goals. A combination of correctional education services should be provided. Helping the inmate to set and reach dietary, physical health, spiritual, and artistic goals should be areas of correctional education along with the traditional academic and vocational education offerings.

According to Wade (2007, p. 27),

First, as inmates gain knowledge and skills, they should be qualified for employment upon their release into the community; second, education in prison should serve as a mechanism that enables inmates to learn to think more responsibly; and last, this combination should make it less likely they will return to prison.

True rehabilitation involves not only academic and vocational training, among other things, while incarcerated, but follows through to outside the walls with treatment centers that involve the entire family. Parenting skills, social skills, and job skills are ongoing learning requirements for true rehabilitation. California Assembly Bill 900 (2007) addresses the need for treatment services for prison inmates and parolees. A Prison-to-Employment Plan is outlined in AB 900 (2007). Providing housing and
employment, instead of sending a parolee off with $200, nowhere to go, and no follow-up care, is necessary for continued rehabilitation.

According to The Legislative Analysis Office (2009),

A variety of in-prison and follow-up community based programs have been found to be effective at reducing the likelihood that offenders will commit new offenses when back in the community. These include substance abuse and mental health treatment, education, and employment training programs. (CJ-19)

Post-release follow-up and aftercare services are essential for re-integration into society. This involves multi-agency collaboration. Family involvement and support are necessary for a successful transition. Re-entry programs, such as the Second Chance Act (Portman & Spector, 2006), integrate housing needs, job training/placement, mental health, substance abuse treatment, parole tracking, and mentoring into a total community supervision venture.

With a cultural shift, prisons can provide appropriately designed and delivered offender rehabilitation programs. Through standardized and authentic assessment prisons can match the offender to an appropriate program. Through consistency of program integrity, successful program delivery, and proper program duration prisons can provide more than just adequate training. Prisoner re-entry programs that work include collaboration between various agencies. Vocational training, work release programs, halfway house programs, pre-release programs, and sex and violent offender programs all attempt to stop the cycle of re-offending and returning to prison. Although these programs are expensive to implement, they address the issue of reducing recidivism rates, thus reducing the costs to society in the future.
Education is “what works” in corrections to reduce recidivism rates. Haulard (2001) reports there are many intervention variables in the rehabilitation process that will determine whether or not an inmate will recidivate. However, education is an intervention variable that makes an independent impact on recidivism.

Continuing Education: Why It Is Important

Inmate education provides many social benefits. It has a measurable effect on reducing recidivism.

Shrum (2004, p. 226) states,

Programs that lower recidivism rates result in less crime, lower costs for incarceration, fewer broken families, less welfare and social services, less prison overcrowding, less new prison construction, more funds for schools and alternatives to incarceration, and ultimately safer communities.

Education while incarcerated also provides improved employment opportunities for ex-offenders. The Three State Recidivism Study shows that education should be emphasized as both a rehabilitative as well as a crime reduction tool (Steurer, Smith, & Tracy, 2001, p. 49).

The price of incarceration alone is not cost effective. One million dollars spent on correctional education prevents about 600 crimes, while that same amount of money invested in incarceration prevents 350. Correctional education is almost twice as cost-effective as a crime control policy (Bazos & Hausman, 2004, p. 2). And costs are only increasing. According to Taylor (2009), from 1987 to 2008, corrections spending increased from $1.7 billion to $10.1 billion. That is an average annual increase of 9 percent. For the 2009-10 budget year, the California Governor’s budget proposes General Fund expenditures of about $12.3 billion for judicial and criminal justice programs:
$159.2 million for the full-year cost of new or expanded CDCR programs, $93.2 million to adjust CDCR’s operating budget for inflation, $71.4 million for the full-year cost of 50 new judgeships, $35.7 million to increase CDCR’s base budget for overtime pay of custody security staff, and $25.9 million for compliance with federal court orders and settlements. As of February 2010, California is out of money. Prison education has been the first to see cuts.

According to The Legislative Analysis Office (2008), education programs can result in fiscal benefits to state and local governments. The direct fiscal benefits include reduced state court and incarceration costs, as well as a reduction in local costs for criminal investigations and jail operations. The indirect fiscal benefits can include reduced costs for assistance to crime victims, less reliance on public assistance by families of inmates, and greater income and sales tax revenues paid by former inmates who successfully gain employment in their communities. Education programs result in more fiscal savings to society, in the long run, than they cost to provide.

The three year Three State Recidivism Study submitted to the Office of Correctional Education (OCE), United States Department of Education, by Steurer et al. (2001, p. 5) was designed to see if education, independent of other programs, could have significant impact on the behavior of inmates after release. There were eight hypotheses tested:

1. Correctional education participants would have lower recidivism rates for re-arrest.
2. Correctional education participants would have lower recidivism rates for re-convictions.
3. Correctional education participants would have lower recidivism rates for re-incarceration.
4. Re-arrest offenses for education participants would be less serious.
5. Correctional education participants would have higher rates of parole condition compliance.
6. Correctional education participants would have greater participation in post-release pro-social behaviors.
7. Correctional education participants would have higher rates of employment.
8. Correctional education participants would have higher wages. (Steurer et al., p. 5)

The first three hypotheses were supported by the study’s findings. Hypothesis #4 was not confirmed. Participants were slightly more likely to do better on pro-social behaviors such as education/training, and substance abuse treatment and counseling; more participants were involved in pro-social behaviors after release. Both groups, the correctional education participants and non-participants, experienced high rates of legal employment, defined as having wages reported to the states’ labor departments. The 8th hypothesis, that participants would have higher wages, was confirmed for all three years of the study; however, the difference was modest with only the first year being statistically significant. The OCE/CEA Three State Recidivism Study confirms that correctional education significantly reduced long-term recidivism for inmates released in late 1997 and early 1998. Bazos and Hausman (2004, p. 4) concur by reporting that correctional education programs increase employment rates and wages of parolees, and that both factors are correlated with reduced recidivism. Continuing education is effective in reducing recidivism.

As inmates gain knowledge and skills while incarcerated, they become better qualified for employment upon their release back into the community. Prison education serves as a means that enables inmates to learn to think more responsibly. The expectation of this process of “normalizing” the offender is that the offender will become a contributing member of society and not recidivate.
Another benefit of continuing education while incarcerated is that inmates are less likely to engage in disruptive and violent incidents when they are actively engaged in a program instead of being idle. This results in improved safety for state employees as well as inmates, and results in lower prison security, medical, and workers’ compensation costs. Level II inmates are more likely to cause problems due to the lack of programs versus the fire camp inmates who are very busy with work assignments.

The crimes perpetrated by criminals are costly to the victims and to society. When offenders are incarcerated they cannot be contributing members of society. They cannot support their families, even if employed in prison. The toll incarceration takes on the families of inmates includes lack of financial support and lack of emotional support. The financial and social costs to the individuals, to the families, to the neighborhoods, to the cities, to the counties, to the states, and to the nation are taking their toll. Demand for a change from the traditional view of incarceration to a more democratic view has been looming. When offenders are released into society with an education, and a job to look forward to, a whole new attitude of hope begins to emerge. Self-respect and self-esteem merge into self-efficacy. Rehabilitation is the goal. Education is the plan.

Correspondence Education: Logistics and Barriers to Success

There are many terms used to describe various correspondence delivery models: self-study, self-directed, independent study, distance education (DE), and distance learning, to name a few. Researchers have distinguished between some models, and some models overlap in definition. Distance learning, or electronic learning, usually involves satellites, computers, televisions, and/or other “smart technology.” Distance
learning has become a routine alternative for most schools. This method of education appears to be a cost effective substitute as our economic situation declines. As important as this new technology is, it is not a feasible option to the GED camp project I am proposing. The conservation camp firefighters and staff do not have access to computers or telephones. One television is available in a common area for use by all camp inmates and staff. One telephone and one computer are available in the camp office for staff access only. The lack of available resources and services limits the options available to provide education opportunities to these inmates.

For purposes of this project, the correspondence delivery model that is proposed is student-directed in collaboration with the Independent Study Program (ISP) teacher. Emphasis will be placed on the student as an independent learner with the ISP teacher acting as the facilitator. According to Stella and Gnanam (2004, p. 143), some think that quality assurance practices for distance education are essentially the same as those used for traditional education. However, Cassel (2001) contends that often such programs fail to provide effective learning experiences and there is some evidence that the people earning credit are not the same ones who completed the course requirements. In this independent study program, it is expected that the student volunteer will make the learning effective for himself. The evaluative component of the program is a tightly controlled GED test, strictly monitored by an “official GED tester.” The test is a one-time offer, with high stakes, so there is pressure to perform.

The planning of distance education needs to be carefully thought out. Having a complete picture of a proposal is important. Distance education requires a formulation of an organized plan for delivery and assessment (Bray et al., 2007, p. 892). Program
delivery and implementation are concerns that have been investigated. This project addresses these potential barriers to success. Collaboration and cooperation between camp staff, students, and the Independent Study Teacher (IST) will be vital to the success of this program.

The cost of a correspondence program needs to be considered. Those costs include: staff, curriculum, frequency of updating and replacing materials, and in the case of this project – the cost of transporting the students to and from the camps and housing them at CCC during the testing. According to Bray et al. (2007, p. 893), DE can potentially offer real and politically-sensible solutions to administrators struggling with new student markets and financial constraints. This project could not be timelier given California’s current economic condition and the pressure on CDCR to rehabilitate offenders.

As educators, we need to know and plan for the type of student being targeted by a DE course. Distance education appears to draw more mature and experienced students (Brooks, 1976). The camp student must be self-motivated and self-directed. Motivation is a factor. Having the motivation and self-discipline to begin and succeed in an educational endeavor should bring a real sense of empowerment and accomplishment to the individual, thereby attaining some of the goals of correctional education.

Another logistical concern is that of timely feedback to the student. The student will need to sense the availability of the teacher. Instructors can decrease the student’s sense of isolation by providing well-timed feedback (Bray et al., 2007, p. 902). The type of correspondence delivery model that is proposed will involve the physical mailing, via institutional mail, of books. Essays and tests could be faxed with the help of
the camp correctional officers for a speedier response time. The independent camp learner will have opportunities to seek out peer review for quick feedback.

We need to remember these volunteer students have day jobs; they are firefighters or firefighters in training. The summer fire season takes precedence over everything else. Not only will the students have the pressure of hard work fighting fires throughout the state, they must earn their GED prior to parole. So, estimated parole dates will be a factor in their eligibility for the GED/camp program.

This project will introduce a comprehensive distance education GED program to each of the eighteen conservation fire camps and Arnold Unit. A cultural change is expected to evolve with the implementation of this project; more inmates will have the opportunity to participate in the GED program. If the custody staff shares responsibility in rehabilitative efforts and collaborates with the IST, a new sense of direction could emerge. As success at the camps increase, it is anticipated that education will become more valued and inspiration will surge.

Collaboration: The Key to Success

Various terms have been used to describe collaboration. Labels that have been used include: peer tutoring, cooperative learning, and peer collaboration. “The commonality among these approaches is that the process of peer collaboration requires students to be actively engaged with learning materials” (Yetter et al., 2006, p. 138).

The conservation camp inmates work in unison while fighting fires; it is expected that they can also work cooperatively in academic educational endeavors. Specifically, the five General Education Development (GED) subject areas include:
mathematics, social studies, science, reading, and writing. The mathematics and essay writing requirements present complex learning opportunities. It is anticipated that the students will require help to become proficient in these areas. As fire fighters, these inmates have experience working very closely together. Trust develops as people work together toward a common goal. It is the expectation of this project that the cooperation the fire fighters have experienced will transfer to the academic success of the inmate students. As this is a distance learning project, it will be difficult for the Independent Study teacher to explicitly teach cooperation. It is expected that each volunteer student will take the initiative to seek help from his peers as necessary.

Successful collaboration involves many factors: trust, a willingness to listen, mutual respect, commitment, cooperation, frequent communication, flexibility, common goals, coordinated effort, and outcomes for which the collaborators share responsibility and credit (Russell & Flynn, 2000, p. 196; Wang, Dannenhoffer, Davidson, & Spector, 2005, p. 408). Not only will the students need to seek help from peers, they will need the help of the camp custody staff. If collaborative efforts can be achieved, life skill lessons will have also been introduced to the inmate student.

A coordinated effort at each of the camps will be instrumental in the success of this project. In addition to the synchronized camp efforts, coordinated efforts at CCC will have to be realized. All of the stakeholders: education supervisors, GED testers, the IST, the Associate Warden of the camps, and the camp counselors, are expected to work together in planning and organizing a smoothly managed education program. “Collaboration appears to be democracy in action,” (Glickman, Gordon, & Ross-Gordon,
2007, p. 172). This is an admirable goal and an attempt to incorporate democracy into the prison culture that has so far resisted.

Barriers to the success of this project include a lack of cooperation, lack of consistent direction, and a question of compatibility with the current organizational structure. From my observations and experiences at a level III prison, there is a need for the staff to cooperate with each others’ work objectives. However, my experiences with the camp staff have been exceedingly cooperative and collaborative. The attitudes of the camp staff are much different than those at level III. The level III inmates have usually been convicted of violent crimes and are therefore ineligible for a camp placement. Inmate movement is strictly controlled at a level III prison. The inmates assigned to a camp have a lower custody level and are therefore allowed more freedom. The relationship between staff and inmate is different at each level. The higher the custody level, the more dominated the setting becomes. In my experience, the more the environment is controlled, the more negative it becomes. A specific barrier to success may be the transportation of the camp students to and from the testing site. It may prove to be too costly. In the future, we may want to investigate testing sites closer to the camps.

This project proposes the implementation of cooperative and collaborative learning at each of the 18 fire conservation camps. Each fire conservation camp is located in a remote area and is diverse in its population. Collaboration between the Associate Warden for camps, Independent Study Teacher, GED tester, camp counselors, camp custody officers, and the inmate fire fighters/students will be necessary for a successful program. The logistics of transportation, scheduling of the GED tests, and housing of the
students will involve partnerships with the camp staff and the education department. One of the goals of this project is that a partnership will develop over time at each of the camps participating in this educational endeavor.

According to Payne (2005), the focus of schools should be on learning. And this is true of the Earl Warren Adult School, located at CCC; student learning is our primary goal. The Earl Warren Adult School is responsible for the education of the inmates at CCC and, I would submit, at the 18 northern California conservation camps. The problem is how to reach those inmates, at the conservation camps, who would like to participate in an academic education program. According to Yetter et al. (2006, p. 138), collaborative learning has been demonstrated to be an effective instructional approach across subject areas. One way to address the educational needs to the conservation camp inmates is to offer distance learning opportunities with the expectation that collaboration is a means to an end (Olson, 2003).

This project will offer educational opportunities to the remote camp locations in northern California. We will be targeting the camp inmates who would like to earn a GED diploma. As a volunteer, the student will need to collaborate with the Independent Study Teacher, camp staff, and peers in an effort to learn the information required for passing all subject areas of the GED test. Collaboration will be required between the Independent Study Teacher, the GED tester, the camp custody staff, and the custody staff located at CCC to transport the students to and from the remote camps for GED testing. Collaboration among the many participants is crucial to the success of this project. It is hoped that a culture of cooperation and collaboration will begin to emerge and ultimately influence the staff behind the walls of the institution.
Prison – School Culture

The school workplace can be viewed and studied via a variety of perspectives. Two such viewpoints are climate and culture. Both are attempts to describe the basic atmosphere of schools. They are viewed as separate and competing concepts that occur simultaneously and continuously (Hoy, 1990). Also according to Hoy (1990), “school climate is a broad term that refers to teachers’ perceptions of their general work environment,” whereas, “culture refers to belief systems, values, and cognitive structure” (p. 151).

Culture is the product of similar experiences and is a result of a common set of social needs. Culture is manifest in norms, basic assumptions, beliefs, shared values, traditions, and rituals (Hoy, 1990). According to Peterson and Deal (1998, p. 28) “culture influences everything that goes on in our schools: how employees dress, what they talk about, their willingness to change.” Kent (2006) discusses a model of school culture that incorporates five distinct areas: external culture, internal culture, internal subcultures, leadership and culture, and cultural change. Based on Kent’s model of school culture, I will attempt to investigate and discover these areas as they apply to prison education at the Earl Warren Adult School.

External culture, or the society outside the school, typically influences the growth of the school and shapes the culture within the school. The inmates’ families and communities have influenced the inmates in the past, and the inmates import those criminal values into prison. Although the broader external culture of the incarcerated remains influential, California prisons attempt to minimize those influences. Correspondence is difficult between the prisoners and their families. Mail is scrutinized
both into and out of the prison. Telephones calls are limited solely to out-going, and are monitored by prison staff. Since prisons are located in rural areas, visitations are infrequent. An intentional culture of isolation has developed over the years. Although the offenders have been removed from society, they still bring past experiences into prisons.

Prisons themselves could be considered subcultures of the larger society “outside” the walls. Yet, Kent (2006) argues, subcultures do not combine to make up a culture. I would argue that subcultures in the form of gangs do influence the overall culture of each prison as well as our society at large. Prison gangs influence how an institution is going to function on any given day. Prison gangs have shaped the culture of the prison system. If rival gangs decide to fight, all movement at the institution stops. Depending on the nature and severity of the conflict, the individual gangs or the entire facility could be on “lockdown” for days or months. As recently as July 11, 2009, a Contra Costa Times news article (Walsh, 2009) reported a federal appeals court has ruled that an institution’s inmates may be confined to cells for months at a time, even though only some of them are to blame for the heightened violence. Each subculture or gang, in this example, has its own by-laws and code of behavior. The gang behaviors and attitudes of the members carry over into the internal culture of the education system within the prison. According to Bedore (1994), “inmate cultures have the potential to undermine inmate training” (p. 19). Not only is the societal organization of the prison culture working against rehabilitation, the inmate population can work against the same effort.

“There are many prison related cultural barriers that hinder rehabilitative efforts,” (Bedore, 1994, “Abstract”). Do we see prisoners or do we see people who have made mistakes? (Warner, 2007). I believe the custody staff is trained to view offenders as
criminals who cannot be rehabilitated and must be permanently ostracized from society. Free staff, on the other hand, are trained to view offenders as people who can be rehabilitated and returned to society as productive members. Educators, in particular, are more altruistic than the custody staff. Corrections has been designed for custody and control. Education’s purpose is freedom and growth.

According to Wright (2005),

. . . the ideological distinctions between education and corrections lead to divergent worldviews and practices that are often contradictory and for many, mutually incompatible. As a result of these differences, deeply held assumptions, there are teachers who want to/do not want to be a part of the system, who are welcomed/not welcomed by its members. (p. 32)

Some teachers, including myself, fluctuate between these conflicting situations on a daily basis. There is inherent conflict between the established primary activity of the institution (“corrections”) and the secondary concern of rehabilitation (via education). One goal of this project is to address our differences and come to be more understanding of how we can meet the rehabilitative efforts mandated by AB900.

Other internal cultural barriers of prison life that can negatively impact rehabilitation efforts include: the physical layout of the prison, the negative attitudes and behaviors of staff, alienation from family and society, loss of control over daily life, length of sentence, loss of self-respect, and the omnipresent surveillance. “The cultural attributes of vigilance and control are valued and substantiated in the anxious choreography of prisoner and staff movement” (Wright, 2005). According to Wright and Gehring (2008, p. 329), prison cultures are ones of domination and expectations of obedience. All employees are trained to expect inmates to follow directions immediately and without comment. But domination is another attitude altogether. The dehumanizing
of prisoners and staff is an everyday occurrence. For example, inmates are strip searched when they leave the vocational education area. They are also required to walk through a metal detector in their underwear. Whether or not a staff member is under investigation, all staff personal belongings are searched upon entering and exiting the institution.

Learning the ropes is an essential aspect of prison survival. Inmates and staff must negotiate their physical space, daily schedule, social structures, prison rules and regulations, and the inconsistencies throughout “the system.” Inmates have limited physical space, a continual lack of privacy, and virtually no control over the visual and verbal noise in the environment (Bedore, 1994). The prison staff also have limited control over their daily lives while inside the walls. The prison environment is a culture of limits. Instead of limiting the potential of the inmates, it would be virtuous to perceive their future in terms of success. How can we help them become contributing members of society? This project proposes one example.

The physical building of a prison school is typically not conducive to learning. Arnold Unit and the camps do not even include an area for study. At CCC, the level III prison school is incredibly noisy; the constantly busy hallway is a distraction. Inmates who are not students come and go from the library every thirty minutes, passing the classrooms. The correctional officers do not expect those inmates to be respectful of the classroom students and they are therefore very noisy. Custody is perpetually locking and unlocking the extremely thick and heavy front door, chapel door, and office door. The rattle of keys is constant. Respect for the education of our students is lacking from those who are wandering the hallway. Locating a quiet study area at Arnold Unit and at the camps will be a challenge, but support for education is more likely.
The prison school is an internal culture within the prison setting. The school culture is often at odds with the dominant prison culture. The beliefs and values of the teaching staff are not necessarily the same as those of the custody staff. Although each individual correctional officer that I work with regularly on Lassen Yard is exceedingly friendly, the prison culture dictates his views of education.

The school culture is influenced by prison functions. The dominant prison operations dictate when the students will report to class, when they will take a break, when lunch is scheduled, and when class/school will end. For example, school is scheduled to begin at 0800 hours, Monday through Friday. Our education officer does not even arrive to the school location until well after 0800 hours; he is redirected daily to another location at the prison. Obviously, school is not valued otherwise school would begin on time. Another example is that of the timely release of the students from their buildings. On Lassen Yard, each building runs independently of the other, thus each building releases inmates at different times. It is not unusual to have students straggling into class for 40 minutes. What other public school would allow this to occur? This project will not be affected by these types of problems, as it is an independent study program.

Students are at the mercy of the medical and dental department schedules. Often the students are escorted out of class for an appointment, bed moves, or yard recall. From the perspective of this teacher, it appears that the priority of institutional scheduling works almost purposefully against education. One might come to believe that every excuse to close class or divert students is used. Recently class was closed by custody 1½ hours early so the Automated Information Services Analysts could remove five computer
towers from my classroom. This took approximately five minutes, yet we had to close
class for this. Indifference toward education is rampant. Even an education supervisor
commented this was for the “safety and security” of the prison. Removing the computer
towers couldn’t have been done during the half hour lunch? They couldn’t have been
removed prior to or after school? The lack of organization and cooperation is staggering.
On the other hand, the good news is that from my experience with the camp custody staff,
Antelope Camp in particular, education is far more valued in camps than behind the
prison walls.

Another common mishap that could be avoided if changes in the prison
culture were to be realized is the students having to choose between having breakfast or
standing in line to receive a package from home. Custody staff sees nothing wrong with
this. If you are an inmate without a job assignment, you are allowed to go to R & R
whenever it is opened. However, if you are a student, you must choose to miss breakfast
in order to pick up a package before school, and then, often R & R is not open when it is
scheduled to be. Custody disputes my assertion, but I have witnessed it. Due to
conflicting building and school schedules, students often miss their shower times. Again,
the custody staff disagrees that this happens. Why, then, have these complaints been
ongoing for years? Serious changes are needed. Custody staff, free staff, and inmates
have to come together. The constant complaints are the same, year after year. A culture of
mutual respect and support needs to be developed. The project I am proposing is one
attempt at developing such a culture.

Obviously, the school culture is not a separate entity unto itself. And, although
the previously accepted views of incarceration as punishment and not rehabilitation have
been allowed to continue, the classroom teachers can strive for “normalization.” We can endeavor to strengthen inmates’ sense of responsibility, self-respect, and self-reliance by treating them with dignity and maintaining high expectations.

School is often perceived by the students as “neutral territory.” Fighting and prison politics are not welcome in this internal culture. Occasionally fights do erupt at school or in the library. But once the value of education is emphasized and school rules are enforced, miraculous things begin to happen. Rival gang members become peer tutors. Opposing ethnicities ask each other for help. Prison schools can allow for the personal transformation of the students. When ethical conversations occur, the potential for critical thought and democratic participation is likely to follow. However, the student has to allow himself to participate. The school culture should be such as to allow the fear of failure to be alleviated. Wright and Gehring (2008, p. 335) discuss the concept of social capital as a goal of school culture. They assert that, “social capital refers to the spirit of mutual trust and norms of reciprocity which enable members of a social group to cooperate spontaneously to achieve shared outcomes” (Wright & Gehring, 2008, p. 335).

The classroom setting is ideal as cooperation develops and trust is nurtured between rival gang members and opposing ethnicities. Although prison employees are continually reminded to guard against a “set-up,” the internal culture of the education system is almost the only place within the prison culture that trust has the possibility to be nurtured. Prison schools have the potential to counteract the negativity of daily prison life.

Of course, students can “opt out” by refusing to participate in education. This applies to all students, as one does not need to be a gang member to opt out. This could be considered another subculture within the internal culture of the school. According to
Kent (2006, p. 26), “the academic culture of the school produces sub-groups who either rebel against or who endorse it more strongly than the majority of students.” Those who rebel are considered “program failures” and should receive sanctions for this. Failure to conform to the school’s values has potential negative consequences, but only if the teacher follows the department’s guidelines. Following the Title 15 guidelines can create problems for the teacher or staff if they are not supported by the custody staff. For example, for a student to be labeled a “program failure” and receive negative consequences, the student must be issued at least one 128-A as well as two “serious” 115’s. A 128-A is a written disciplinary report. It alerts the inmate and his counselor that a disciplinary problem has occurred. A CDCR 115 is the next level in documenting rule violations. The teacher reports the infractions, but custody staff determines if the violations are “serious.” The majority of the time, custody deems the violations as “administrative” and thus not “serious.” The student is returned to the classroom to continue his disruptive behavior. It has been my experience that the custody culture is not supportive of teachers. If there is a physical incident, custody is very reliable. But a culture of apathy is the norm with regards to “programming.” Again, this has been my experience at a level III prison. My experience with the camps is entirely different. Since this project is based on voluntary participation, it is reasonable to expect the student to fulfill his obligations.

Another area that Kent (2006) discusses is that of leadership and culture. Leaders influence the culture of the institution and of the school within the institution. Although some of the belief systems of the educational leaders and the custody leaders differ, both have an obligation to their staffs to work together. Shared leadership builds
strong and cohesive cultures (Deal & Peterson, 1999, p.115). Cooperation between custody staff and the educational staff is necessary for a program to run smoothly. This is why prison schools rarely run smoothly; there is a lack of cooperation, not to mention collaboration. Mutual support and respect are also necessary. If the free staff does not feel supported, morale suffers. Although Kent (2006) challenges the assumption that leaders have the ability to transform cultures, I maintain that leaders do have significant influence in either maintaining the culture or implementing change.

According to Sergiovanni (2009),

. . . leadership is a cultural practice. They lead with ideas. Success requires changing a weak instructional core and a weak encompassing culture into a strong and explicit body of knowledge about effective teaching and learning. They are convinced that cultures can be changed, new norms can be created, and new patterns of practice can be achieved. (p. 356)

However, the reality of prison education leadership is less proactive. Often the education leaders become discouraged. I have heard apathetic education supervisors lay blame based on “the safety and security of the prison.”

Currently California is in conflict with regard to rehabilitation versus punishment of inmates, cultural change versus the status quo. Cultures take a long time to establish themselves and for this reason it is unlikely that they can be quickly changed; once a prevailing internal culture is established, it acts as a further inhibitor of cultural change (Kent, 2006). Once again, prison reform collides with the established culture. “The way we’ve always done things” is a pressure against change. Society can exert pressure on the legislature to implement change, but prison reform will be a long and difficult struggle at best. California’s current economic crisis has intensified the issues.
Cultural change within the prison system may well occur from the inside out. According to Glickman et al. (2007, p. 109), “better understanding of cultures, especially when achieved through interaction with those cultures, can overcome personal bias, change educational beliefs, and ultimately inform a different and more diverse education practice.”

Although Glickman et al. (2007) were discussing actual cultural diversity, I believe we can extend this thinking to the cultural life of prisons as well. “When we grasp the underlying values of our particular school as a work environment, we can consciously act to reshape the organization” (Glickman et al., p. 20).

Clark (1972, as cited in Deal & Peterson, 1999) argues that new cultural forms emerge via one of three conditions:

- when a new organization is launched.
- when an existing organization is open to cultural evolution.
- when a crisis forces an organization to examine its traditional ways. (p.101)

In 2007, the California Department of Corrections attempted to launch a “new” organization by changing its name to the California Department of Corrections and Rehabilitation. This did little, if anything, to actually improve rehabilitative efforts within the prison system. The existing prison culture is not open to cultural evolution. “Cultural change requires ongoing efforts to shift values and behaviors over time, and must be understood as a continual practice rather than any single event or program” (Wright & Gehring, 2008, p. 329). Thus, in 2010, the department is in a crisis. Due to deep budget cuts, the department is now forced to examine its traditional ways of operating. The system remains a “top-down” chain of command, but true cultural change will have to originate within the department at its lowest levels.
Cultural change within the Earl Warren Adult School can be affected by strong leadership. We need cooperation from and collaboration with the custody staff and other prison staff. There needs to be a shift in the custody belief system to acknowledge the possibility of rehabilitation and that education is not the “evil necessity” of prison culture. Specifics that could easily be changed include:

- The Daily Movement Sheet (DMS) should be accurate, readable, and timely.
- Make education a priority; when critical workers are released for work, allow students to report as well.
- Allow the students to arrive on time for school.
- provide a substitute if a teacher is absent.
- Change the R &R, canteen, dayroom, showers, and exercise schedules to allow priority access for students.
- Schedule medical and dental appointments after school (a reflection of real world values).
- Arrange for bed moves or other custody issues to occur after school hours or on weekends.
- Support education staff in disciplinary matters and classroom management by enforcing the established disciplinary matrix and helping us remove or promote students as deemed necessary by the education staff.
- Do not antagonize students prior to or during school hours; discontinue personal complaints against students during school hours.
Not only are weekends available to address some custody concerns, the teachers are currently mandated to take furlough days on Fridays. Deal and Peterson (1999) discuss various pathways to a successful school culture. They outline antidotes to overcome cultural negativism. There is much cultural negativism in the prison environment. Although cultures can and do change, it is going to take a lot of time, sincere effort, and perseverance from all rehabilitation participants.

Theories of Change

There are many thoughts and ideas to consider when discussing change. To be a change leader means to have an understanding of the change process. Change is difficult for many people, so an effective change leader will be aware of change theories. Change theories involve assumptions about change. Change is not a linear process. It involves stages of concern and readiness for change. It is necessary to have an understanding of what resistance to change is, and how emotional change can be. There are characteristics of change. Change must be meaningful (Connel & Klem, 2000). Other characteristics of successful change include a need for change, clear goals, clear expectations for implementation, and a time frame. Simply stated, good theories of change have at least three attributes: they are plausible, they are doable, and they are testable (Shapiro, 2005). “Changing something that is not well understood is a surefire recipe for stress and ultimate failure” (Deal & Peterson, 1999, p. 86).

Glickman et al. (2007, p. 430) report that Michael Fullan (1991) proposed ten assumptions about change. Glickman et al. agree with Fullan’s ten assumptions, which are:
1. Do not assume that your vision of what the change should be is the best one that should be implemented. Collaboration between all involved parties will most likely result in a better solution.
2. Change requires the participants to work out their own meaning to how they fit into the change. Steady communication and clarification will be required.
3. Assume that conflict and disagreement are fundamental to successful change.
4. Some people need pressure to change, and it will be more effective if they are allowed to react, to form their own position, and to spend time pooling resources with others.
5. Assume that effective change takes time. Implementing a specific innovation can take two to three years; institutional reforms can take five or more years. Also remember change occurs developmentally so keep timelines realistic. Persistence is a critical attribute of successful change.
6. Assume that failure to realize success is rooted in a number of possible explanations.
7. Do not expect people to change. The complexity of change is such that it is impossible to bring about widespread reform in any large social system. Progress occurs when we take steps that increase the number of people affected.
8. Assume that you will need a plan that is based on the above assumptions. Have a detailed plan outlined.
9. Assume that no one has all the answers and some decisions will be difficult to make.
10. Assume that changing the culture of institutions is the real agenda, not implementing single innovations. Reflection is an important part in determining if the plan is developing as it should. (p. 430)

Implementing change is difficult. What makes change efforts so complex is that individuals have different needs during each stage of the change process. Stages of concern can be based on the level of experience (Glickman et al., 2007, p.65). Teachers at the self-adequacy stage are focused on survival. They are concerned with doing well in a new job, receiving favorable evaluations, and being accepted and respected. When teachers are assured about security and think less of their own survival needs, they begin to focus on teaching tasks. At this stage, teachers become more concerned with issues related to instruction and discipline. Concerns are focused on the teaching environment and teaching responsibilities. According to Glickman et al. (2007) the highest stage of concern is referred to as the teaching impact stage. Teachers at this level are most
concerned with the impact on student learning and well-being. The stages shift from “I” concerns, to concerns for “my group,” to concerns for “all students.” To effectively implement change, a change leader should be aware of the stage level of each staff member and how high to set expectations for each. This project proposes different teaching duties for one of the GED teachers. Currently, the GED teachers at CCC are the most experienced. All are seeking innovative ways to offer GED education to more students. So, this theory appears to be relevant to the GED teaching situation at CCC.

Trying something new moves everyone out of their comfort zone. Issues about control and turf must be dealt with openly. Resistance is part of change. It often shows up in self-concerns. According to Sergiovanni (2009) “resistance to change occurs when one’s basic work needs are threatened” (p. 353). Sergiovanni (2009) identifies four universal needs:

1. Most of us have a need for clear expectations. We need to know what is expected of us, how we fit into the scheme of things, what our responsibilities are, how we will be evaluated, and what our relationship with others will be. Change upsets the equilibrium of role definition and expectations.
2. We need to have some reliability and certainty built into our work lives. Change introduces ambiguity and uncertainty, which threaten our need for a relatively stable, balanced, and predictable work environment.
3. Most of us value and need social interaction. This interaction helps us to define and build our own self-concepts and to reduce work place anxiety. We seek support and acceptance from co-workers. Change is often perceived as threatening to these social interaction patterns. Prospects of establishing new patterns can present us with security problems.
4. Most of us want and seek a reasonable degree of control over our work environment. We do not want to be at the mercy of the system. When control is threatened or reduced, the net effect for teachers is not only less job satisfaction but also a loss of meaning in work that can result in job indifference and even alienation. (p. 353)
These same needs apply to the custody staff as well as to the teachers. Correctional officers perceive the prison as “their turf.” They are trained to be in control. A power shift from total custody control to a shared work environment will be threatening to them.

Keeping the above mentioned needs in mind, good leaders find practical ways to overcome barriers to change. Hargreaves (2001, as cited in Munger, 2009) states that a change leader has three fundamental tasks:

- to support teachers, and where necessary push them to be able to implement appropriate changes that matter.
- to ensure that the changes teachers make can be sustained over time.
- to ensure that changes can be generalized beyond a few enthusiastic teachers – to affect whole systems.

Again, these tasks are not solely applicable to education; they apply to other situations as well. “Custody staff” could easily replace “teachers” in the above mentioned tasks. If only a shift in the custody belief system could be implemented.

Trust in any organization is important, but especially important during periods of change. To effect organizational change, Covey (2006, p. 243) asks the questions: “Do our structures and systems reflect a basic paradigm of respect and trust? Do we have a culture of honesty? Do we listen to one another’s ideas?” No wonder California’s prison system is in a state of chaos; we cannot answer ‘yes’ to any of these questions.

According to Sergiovanni (2009), one reason for failure, beyond lack of management and leadership effort by the principal, is a limited view of what the process of change involves. A one-best-way approach to problem solving is a path to failure. Glickman et al. (2007) state that schools are nonlinear systems which means that change
cannot be controlled from above. It can only be nurtured by promoting a culture for change.

To ease the difficulties with change, principals can provide teachers with as much relevant information as possible about the change and how it affects the work of teaching. Teachers need to know what will be expected of them. Welcoming teacher participation in planning the proposed change will help satisfy the needs of the teachers and will very likely result in ideas about how to improve the proposal (Sergiovanni, 2009). Keeping the proposed change simple and implementing stages gradually will increase participant confidence. Mealiea (1978 as cited in Sergiovanni, 2009) suggests that change be accompanied by a non-evaluation period during which the teacher’s performance cannot have a negative effect on career or income. Learning is an important part of the change process. If teachers feel supported with the help they need, direction with learning, and the information they need to succeed, they will be more likely to support the change.

Fullan (2008) identifies six secrets of change. Secret number one is to love your employees; that is, create the conditions for them to succeed. Secret number two is to connect peers with purpose; create a climate that will encourage purposeful peer interaction. Secret number three is to build capacity; problems get solved when people believe they will not get punished for taking risks. Help people develop individually and collectively. Secret number four is to understand that learning is the work. The goal is to define the best practices for those few elements that are necessary for success. You can achieve consistency and innovation through deep and consistent learning in context. Secret number five states: transparency rules. We need to develop cultures in which it is
normal to experience problems and solve them as they occur. Secret number six focuses on developing many leaders working in concert.

Systems learn when they are led by people who are confident that they have considered all possibilities and have made the right choice under the circumstances.

Summary

Education is key to reducing recidivism rates. There is a high correlation between earning a GED diploma, or learning a vocational trade and to reduced recidivism rates. Educating offenders while they are incarcerated is cost effective. Crimes perpetrated by criminals are costly to the victims and to society. California Assembly Bill 900 addresses the need to increase educational services to incarcerated individuals. Changes in the ingrained belief systems of the established prison culture will have to be recognized if California is to realize true rehabilitation. Changes in staff practices will be required. What we have done in the past is no longer acceptable practice. Education must take a front seat in the rehabilitative process. In doing so, educators will need to re-examine their own practices. How can we better serve all of the inmates? How can we change a culture of isolationism and distrust to one of cooperation and collaboration?

This project is one endeavor to begin such change. Current camp staff attitudes and practices make it amenable to incorporating academic education into its program. Change takes time. An embedded culture of punishment will take a very long time to change, but success is achievable.
CHAPTER III

METHODOLOGY

History of the Project

In mid September of 2004, my current supervisor and I discussed the possibility of a camp GED program. We began implementing a pilot program by announcing to the camps via fax that if a camper was interested in earning a GED diploma to contact me. We had an immediate and huge response. Through the institutional mail I sent out entry tests for the inmate campers to complete and return to me for processing. Upon receipt of the entry tests I corrected them and completed correlation charts that help direct student learning. I then mailed the correlation charts and a complete GED study book along with a memo to the student campers. Each student was instructed to study the various subject areas and to contact me when he felt ready for a practice test. At this point, the 2004 pilot study fell apart, as I had a change in my job assignment and apparently no one followed up with these students.

In the spring of 2006, the OCE presented an Education Services Master Plan, dated 7-1-2005, to most of the education staff of CDCR. This Master Plan is the implementation tool for CDCR’s Strategic Plan, specifically goals 5 and 6, to expand and improve evidence-based educational, vocational, and life skills training programs consistent with needs assessments (CDCR, 2005). As reported in the Office of Correctional Education Master Plan (CDCR, 2005, p. 12) “The CDCR has been the
recipient of several reports commissioned by the Governor and the Legislature. The Little Hoover Commission, as well as the most recent Governor’s Performance Review Panel, has made recommendations for improving educational services. The Little Hoover Commission reports of 1994, 1995, 1997, and 2003 contained many recommendations that were adopted by the CDCR; but some that were identified are still in need of implementation. In addition, the Governor’s Performance Review Panel and the Corrections Independent Review Panel Report, titled Reforming California’s Youth and Adult Correctional System, are the most recent driving forces for reforming California state operations."

Objectives Sections 8 and 9 of the Master Plan are particularly related to my project proposal. The objective of Section 8 is to provide students with educational services appropriate to unique learning, health, personal, and housing needs. According to the Context of Section 8 (CDCR, 2005, p. 58) “all incarcerated individuals, regardless of job assignment, housing requirements, health status, or length of sentence, should have access to educational programs.” Various strategies are listed to accomplish the objective of Section 8. Directly related to my proposal are the following strategies:

- Assist the institution in developing alternative education models:
- Develop a variety of delivery methods for implementation.
- Provide education within areas of the institution where historically no education has existed or in non-traditional spaces.
- Expand volunteer and peer tutoring assistance.
- Design programs that allow half-time assignments with work, recreation, cell study, college, and other applicable assignments.
• Develop the process for delivery of independent study materials via institutional mail, drop boxes, or scheduled pick-ups.

• Develop procedures with custody to establish educational delivery methods to be used in special housing units and non-traditional settings.

A few of the expected outcomes of Objectives, Section 8 include increased participation in educational programs, increased number of GED diplomas, improved working relationships between custody and education staff, improved assessment test scores, and increased educational program offerings.

The objective of Section 9 is to increase the delivery of educational services to individuals incarcerated within the CDCR using existing resources. According to the Context of Section 9 (CDCR, 2005, p. 61) “differing facilities and conditions exist at each institution. In order to provide individuals with quality educational opportunities in varied settings, a variety of creative delivery models must be developed and implemented.” The strategies listed for Section 9 that relate to my proposal include:

• Provide alternative education delivery models as a means to enhance existing educational programming within the institutions.

• Implement alternative programs of study that meet the mandates of the WASC.

• Utilize technology that will enhance the delivery of educational services.

• Pre- and post-test all participants.

Two of the expected outcomes for Section 9 that directly relate to my project proposal include: provide supplemental education to the incarcerated individuals assigned to education classes and to those who have work assignments, and increase the number of
incarcerated individuals participating in GED preparation. The Independent Study Model is listed under this section of the Master Plan.

Location

The California Correctional Center is located approximately 210 miles north of Sacramento, and 298 miles northeast of San Francisco. It is situated next to High Desert State Prison. Both prisons are located in Lassen County. Lassen County is a rural area located in northeast California. Both prisons are located approximately 10 miles outside the city limits of Susanville, the county seat.

There are four separate components to the California Correctional Center: the Main Facility combines Sierra Unit – a level I dorm-setting yard and Cascade Unit – a level II dorm-setting yard; separated from the Main Facility is Lassen Unit – a level III, individual cell facility; the third component is Arnold Unit – a level I dorm setting facility that houses inmates for outside maintenance crews, Physical Fitness Training (PFT), and Fire Fighting Training (FFT); the fourth component is the 18 conservation/fire camps located throughout northern California (see Figure 2).

Population

The California Correctional Center (CCC) houses inmates rated Level I, II, and III. The inmates are rated based on their custody level. Their custody level is based on the crimes they were found guilty of and their behavior while incarcerated. Level III inmates, housed at Lassen Unit, are ineligible for camp unless they are reclassified and their behavior points are low enough to qualify for a lower yard. Being convicted of certain crimes will automatically place an inmate on the ineligible list for camp.
Figure 2. Map of California’s correctional and rehabilitation conservation camps.

Each day a Daily Movement Sheet (DMS) is available to the staff at the California Correctional Center. This document provides the staff with information regarding the movement of all the inmates at CCC: bed moves, medical or dental ducats, transfers, job assignment changes, etc. (see Appendix D).

After reviewing the DMS for months, it was obvious to me that many inmate students were leaving Main Education for Arnold Unit without obtaining a GED diploma. The student turnover at Main Education is extensive. There is a need to track the GED qualified students from Main Education to Arnold Unit and on to the camps to continue offering them a chance to succeed in earning a GED diploma.

The goal of this project is to offer a GED program to interested inmates at each of the camps and Arnold Unit. As of April 19, 2009, there were 2312 inmates at the camps and Arnold Unit. One of the assumptions of this project is that many of these inmates do not have a GED diploma and would like the opportunity to obtain one.

Organization

As of August 8, 2008, the OCE began implementing an Alternative Education Delivery Model plan (CDCR, 2010a). The CCC initiated the implementation of the plan through Operation Procedure Number 204 (State of California, California Correctional Center Operational Procedure Plan No. 204, 2006) (see Appendix B). This Operational Procedure is intended as the foundation of the institution’s Alternative Education Delivery Models Operational Procedures. The foundation of the institution’s Operational Procedure is not to be changed or altered without the written permission of the Office of Correctional Education. However, the institution’s Operational Procedures are to include...
the specifics of the written and approved Alternative Education Delivery Model plan inclusive of all necessary logistical and geographical information required to ensure effective implementation of the plans and in accordance with the meet and confer process with the affected Bargaining Units (CDCR, 2008, p. 1). Four alternative delivery models have been outlined by the Office of Correctional Education Master Plan (CDCR, 2008):

- Education and Independent Study Model.
- Education and Work Program Model.
- Distance Learning Study Model.
- Independent Study Model.

This project is based on the Independent Study Model (see Appendix B). This is a voluntary enrollment and not an assigned position. This is a variation from previous thinking. Prior to this model, all students were assigned to education and thus could not hold other jobs. Having to choose between a paid job assignment and a nonpaid education assignment worked as a strong disincentive for inmates to undertake educational activities. While obvious to an outsider, it reflects cultural bias towards operating an institution in ways that continue policies that run counter to the stated goals of reform. The change to allow inmates to hold jobs while in prison and to pursue affects inmate life within the institution in important ways (R. Rich, personal communication, May 2, 2010). Inmates with a paid job assignment are afforded more privileges; they can purchase canteen items, they are allowed “worker” showers, and they are given priority to perform their jobs.

Another difference in implementing this plan is the possibility of a flex schedule for the IST, thus providing increased student access to education. This is an
independent study option for qualified inmates, whether they are located on either Lassen or Main Yards or at Arnold Unit or the 18 conservation camps. The IST will be responsible for the implementation and management of the plan. Lockdown status could affect the Lassen Yard and possibly the Main Yard, however it is highly unlikely that the camps or Arnold Unit would be affected. Homework will be required and consequently even lockdowns should have little effect on the program. Students will meet with the IST on a regular basis and individualized education plans will be developed. A timeframe and expectations will be adhered to. Student progress will be monitored by the IST. Collaboration with custody staff and the GED tester will provide continuity and success for the student. A date for the official GED test will be scheduled. Success will be tracked and data will be collected.

Laying the Groundwork/My Story

During the winter break in December of 2008, I met with a colleague for lunch. I presented my camp GED idea to her. We discussed the pros and cons of the project. Upon returning from winter break on January 5, 2009, I discussed my idea with my supervisor/mentor, the Lassen Vice Principal. He was 100% in favor of the proposal. From that point on he guided me through some of the bureaucratic steps. He made suggestions and recommendations. I had found an advocate in the education administration for increased educational access for the inmates at CCC.

I kept a watch on the Daily Movement Sheets (DMS) that showed the many reassignments from Main Education to Arnold Unit and on to the 18 camps. I reviewed the Test of Adult Basic Education (TABE) scores of some of these students; the scores
provided proof that these students were indeed GED level inmates and they were missing out on the opportunity to earn a GED diploma.

One of the suggestions my mentor made was to contact the Associate Warden (AW) in charge of the camps. Because the GED testing site must be very secure, GED testing can only take place in the Main Education area. So, campers will be required to be housed at Antelope Camp during testing. I made a phone call to the Camp AW and asked him for help in securing “beds” at Antelope Camp. This meant we needed a place for the inmates from the various camps to stay while they prepared for the GED test. The AW was immediately in support of the project and offered to secure 10 beds for the students. I reported my progress to my mentor who was so astonished by this immediate and full support that he called the AW to confirm that 10 beds had been offered. Obtaining custody support was as simple as making a telephone call.

Other contacts I made were to:

1. The college coordinator to discuss how his Independent Study Program worked. After this discussion I contacted another colleague to request that he develop a similar computerized tracking system for my project (see #4 below)

2. The two coaches at Arnold Unit to discuss their program and schedule. I wanted to know when their students would be available for continuing their GED studies. I toured the area, which was inadequate for educational purposes. The dining hall was the only available area and it was incredibly noisy.

3. The librarian for a copy of an Operational Procedure (OP) from which to model the format to fit my proposal. At this meeting I learned that we needed information
from the inmates: parole date, date of birth, TABE scores, and a commitment form for the inmates to agree to and sign.

4. Co-worker K. Medders. He had developed a computerized program (Camp/GED Computerized Tracking Program) to track the students enrolled in the college program at CCC. I was interested in a similar program for my proposal. Mr. Medders and I met several times to develop the program. In anticipation of providing reports, I expressed interest in having data available such as how many students we had enrolled at each camp, ethnicity, etc.

5. Antelope Camp custody officers. I discussed my proposal with the sergeant. I asked him for help in developing the program; I asked him for any suggestions or recommendations. On January 29, 2009, the sergeant provided me with a list of GED candidates at Antelope Camp.

By January 8, 2009, my mentor was already having difficulty obtaining support from the principal and the other vice principal for my proposal. These two supervisors were adamant that the education department at CCC could not address the educational needs of the campers. This continues to be an uphill battle.

Through ongoing discussions with my mentor, I obtained copies of the Office of Correctional Education’s Alternate Education Delivery Model and California Correctional Center’s Operational Procedure #204. I had been completely unaware of either document. My proposal fits perfectly with both documents. Through discussions with the camp secretary, I obtained a copy of the bus schedule (see Appendix C) and the e-mail addresses of each of the camps.
On February 6, 2009, I began a pilot program at Antelope Camp. There were
four inmates interested in earning a GED diploma. I met with the sergeant and explained
the entry-test requirement. I provided the sergeant with the entry-tests to forward to the
potential students. Since Antelope Camp is located just outside the prison walls of CCC, I
was able to drive or walk to the camp. On February 9, 2009, the sergeant called me; the
tests were completed. I collected the tests, corrected them, and completed correlation
charts based on the results of the tests. That same week a meeting between the students
and me was arranged by the sergeant. I presented each student with a GED book and
correlation charts for each subject test area. I reviewed with each student the particular
areas of study he needed specifically. We also discussed exactly what was expected for
the essay component. I discussed individually with each student the strengths and
weaknesses of his essay. The students studied independently. One student took the GED
test on February 26, 2009, as he was paroling a week later. The other three waited until
April 22, 2009, to take the test. All of these students earned a GED diploma on their first
attempt.

On March 13, 2009, I obtained the complete list of inmates at CCC with a
TABE Reading score of 9.0 or higher. The list was over 100 pages. With the help of three
other teachers and two teacher aides, I reorganized the list into each of the 18 camps and
Lassen Unit. As we made separate lists for each camp and Lassen Unit, we reviewed each
list to eliminate those inmates who were enrolled in college; we compared the college
enrollment list with our TABE list. We also eliminated those inmates who we knew had
already earned a GED or high school diploma.
Along with a cover letter explaining the project, I faxed the new TABE list to each camp. Each camp complied and returned the list once they had eliminated those inmates who were not interested in working toward a GED diploma. I was shocked at how small the lists had become; only half a dozen names remained on each camp list. Apparently the original TABE list I had been given was seriously outdated. The majority of the inmates enumerated on the original list had paroled. On a positive note, camps 7 and 8 requested GED books for their inmates.

A general overview of my proposal was organized. An informational flyer was sent to the camps and to the General Population (GP) on Lassen Yard. An application form was also developed. An instruction sheet was developed to mail to each successful GED candidate along with the entry tests. Copies of all of these forms are located in Appendix A.

Limitations and Assumptions

The distance between the camps and the official testing site, located at CCC, creates logistical problems for the distribution of educational materials, student-teacher interaction, and the actual taking of the GED test. Some of the camps are hundreds of miles from CCC. There is a weekly bus schedule that provides inmates travel to and from CCC, and allows for the distribution of institutional mail (see Appendix C). A limitation of this sort of correspondence by mail is the length of time it will take for teacher response to the students’ work. Not meeting with the students until they are housed at Antelope Camp places limitations on the student-teacher relationship, and thus on learning options. The students will be required to be motivated and effective independent
learners. An assumption of this project is that the student will work in collaboration with other students at the same camp; the students will teach and encourage each other. The student is expected to ask for help as needed.

It is expected that traveling back to CCC to take the official GED test will be difficult for some students. Students will arrive at Antelope Camp, just outside the walls of CCC, on a Tuesday. They will be assigned temporary housing for two weeks at this camp. Although the GED candidate will be housed temporarily in a new setting, having approximately one week before taking the GED test will allow the student to acclimate to the new surroundings. Arriving on a Tuesday allows the IST to make individual contact with the students on Wednesday, Thursday, Friday, and the following Monday and Tuesday. The official two-day GED test would be scheduled for Wednesday and Thursday, a week after the students’ arrival. Allowing for extra days to test, Friday and the following Monday, will provide flexibility to the program. The assumption of the scheduling is that it will be supported and enforced by those involved. The staff involved will include: camp custody, custody bus drivers, Antelope Camp custody officers, educational testing, the teacher, and the students. Coordination among the staff will be critical in achieving success.

According to the Alternative Education Delivery Model proposed by the Office of Correctional Education, the Independent Study Teacher is responsible for proctoring exams. The exams necessary are the GED entry tests and the official GED practice tests. Given the widespread locations of the 18 fire conservation camps, proctoring the exams is not feasible for the camp IST. The camp IST will need to coordinate with a camp provider, be it an inmate clerk, a college student, or a custody
officer. A camp liaison will be needed to help run a smooth and successful camp GED program. It is assumed that the camp staff members are interested in helping to facilitate this project. With regard to Lassen Yard, Arnold Unit, and Antelope Camp, proctoring exams is possible for the IST. The official GED test can only be administered by an official GED tester. A testing schedule will be coordinated with the progress and readiness of the students.

Another limitation of this proposal is that the student must qualify for the Independent Study Program (ISP). The prospective student must already have a minimum of 9.0 reading score on the Test of Adult Basic Education (TABE). If the prospective student does not have a score, or if the reading score is below a 9.0, he will not qualify for the ISP. This excludes potential students who may have scores close to 9.0 or have been studying independently and might be able to score higher. This limitation could be addressed as the program develops. It is our obligation as educators and rehabilitators to provide educational opportunities to all inmates. I am hopeful that once a GED program has been established at the camps, we can broaden our educational sphere to include all the inmates who desire educational opportunities. It is assumed that the camp inmates will want the educational opportunities in order to improve their skills and knowledge so that they can become contributing members of society.

The Alternate Education Delivery Model also requires the use of the ducat system. This has been a limitation in the past, and has proven to be ineffective. Ducats are slips of paper given to the inmates requiring the inmates to report to various scheduled appointments such a doctor or dental appointments, testing, or any other activity out of their normal schedule. The ducats are printed by Inmate Assignments,
listed on the Daily Movement Sheet, handed out to the inmates by the building custody officers, and are to be turned into the supervisor who requested the inmate. The problems associated with this system are many. Sometimes times the ducats are not printed. It has been my experience that if a Daily Movement Sheet is available, frequently the ducats are not listed. If the ducats are mailed to the buildings, they are regularly not distributed. If an inmate does receive a ducat, he is at the mercy of the building officers to let him out of his cell and out of the building in time to meet the scheduled appointment time; it is all too often that an inmate misses his appointments.

Institutional operations have always been based on the safety and security of the institution. The safety of all people within the prison is paramount. Custody officers control the movement of everyone inside the prison walls. The established culture is one of control. The thought of relinquishing any control has been unimaginable in the past. The ducat system is a procedure to maintain control. However, if the education department provides a list of inmate students to the officers, and the students report to education, the ducat procedure can be avoided. The officers would still be in control of inmate movement and they would know where the inmates are at all times.

Using the ducat process is inappropriate for the camps, Arnold Unit, and Antelope Camp. Often if an inmate even receives a ducat, it is too late to honor it. With this requirement, the OCE has placed a limitation on the ISP that actually inhibits the success of the program. I suggest eliminating the ducat process for this project, except for the official GED test itself. The assumption is that the education department delivering the program can modify or eliminate processes we deem inappropriate or ineffective.
This is a shift from custody supervision of inmates to education initiated supervision. The custody staff will still maintain control over student movement, but it will look different. We will not be dependent upon a broken system that actually hinders rehabilitative efforts. What I perceive as a minor and limited change in operations could, in fact, be a substantial change. Attending school without a ducat will work fine for Arnold Unit and Antelope Camp. There will be custody obstacles on Lassen and Main Yards. A list of the enrolled students on both Lassen and Main might suffice, and the plan to increase education access could continue.

The ADEM expectation of a 120:1 student-to-teacher ratio is high. Although this is an independent study program, the teacher is expected to: develop individual lesson plans; monitor student progress and satisfactory participation; ensure that students maintain enrollment criteria; and collect, track, and grade course materials and assignments. Streamlining these expectations is a necessity. The IST will be required to be very organized. Keeping up with each student will be a challenge. The OCE requires that time keeping be kept on the Permanent Class Record (PCR). This form is appropriate for in-class instruction, but not for my project proposal. A new computerized tracking system has been developed by a co-worker specifically for the Independent Study GED Camp project. It is assumed that this updated tracking system will be acceptable to the OCE. The Student Activity Log, as developed by OCE, is specific to each independent study student. A teacher’s aide will be necessary to complete and keep current this form for the 120 students. I view this additional form as a limitation to providing an efficient program. If this form is indeed necessary, I suggest it be reviewed and modified as needed as the project develops. A more efficient idea would be to use the already
established 74 GED competencies originated by OCE years ago. The competency form could be substituted for the new student activity log with ease. Since the competency form is already in use within the classroom setting, continuing with its use will eliminate an additional form and provide continuity in maintaining the educational files on each student. For example, as a student moves from the GED program on Lassen Yard to the GED program on Main, to Arnold Unit, and on to a camp assignment, the same form can follow this student. A continuity of instruction and record keeping can be maintained. It is assumed that tracking a student’s progress from a classroom setting to completing an independent study program is important, and updating educational files is assumed to be required by OCE.

Different learning modalities will not necessarily be addressed in the ISP. Instructional methods will be limited mainly to independent study. It is assumed that the student will be sufficiently self-motivated toward earning a GED diploma. Developing the use of the Correctional Learning Network (CLN), recently renamed Transforming Lives Network (TLN), will improve student learning options. The individual DVD’s provide lessons on each of the GED subject areas. Each camp could be provided with its own copy of the set. Each camp is equipped with a dayroom television and DVD player. The limitation of using the TLN DVD’s would be scheduling the use of the dayroom television.

Lockdown and modified program status will affect each location differently. Arnold Unit and the camps are rarely affected by lockdowns. The ISP as I am proposing is not expected to be affected by changes in camp or Arnold Unit program status. The student will be able to carry on as usual, and education will continue. The Lassen Unit is
often affected by lockdowns and modified programs. The Lassen Unit GED students, whether on lockdown or modified program, will continue the ISP as long as they are not moved to Administrative Segregation (Ad. Seg.). Once a student is placed in Ad. Seg. he is no longer in the General Population (GP). This means the inmate loses most of his privileges. The Ad. Seg. student is unassigned from any program, including education.

A final, and ongoing, limitation of this project proposal is that the education administration at CCC has not allowed this project to move forward. A true pilot program has not been allowed to be implemented. A few samplings from Lassen Unit and Antelope Camp were initiated in 2009. It is unfortunate that the educational opportunities of the incarcerated have been limited by the very department that should be proactive in educational endeavors. As of 2010, one GED teacher has been assigned flex hours on Tuesdays and Thursdays to meet with students on Main in the evening hours. However slow, there has been progress in the education department’s attempt to address the educational needs of the inmates on their way to PFT and FFT. However, this teacher has had problems with the evening custody staff. Evening school is something new and not necessarily supported by custody. Progress is still being made.

This project is based on the assumption that the camp inmates sincerely desire an opportunity to earn a GED diploma. This project is based on the assumption that these men do not want to return to prison and are willing, even eager, to make the necessary changes in their lives that allow them to obtain honest employment and a better way of life. This project is based on the assumption that these men now see a need for education; they want to be contributing members of our democratic society.
This project is a first step attempt at changing a prison culture from one of retribution to one of rehabilitation. With the conservation camp attitudes and proactive stance on rehabilitation, this is an appropriate place to begin a transformation. As this project develops and becomes ingrained in the camps, it is hoped that the mind-set of the custody staff behind the walls will change. As custody staff is reassigned from the camps to behind the walls, it is hoped that the embedded proactive attitudes of the camp staff will transfer to other staff members and permeate the current culture.
CHAPTER IV

SUMMARY

Assembly Bill 900, the Public Safety and Offender Rehabilitation Act of 2007, was authorized by both the California Assembly and Senate. Among other requirements, this bill stipulated that the CDCR was to develop and implement a plan to obtain additional rehabilitation and treatment services for prison inmates and parolees. In response, the CDCR created a mission statement that states, “We enhance public safety through safe and secure incarceration of offenders, effective parole supervision, and rehabilitative strategies to successfully reintegrate offenders into our communities” (CDCR, n.d.b.).

This bill also required CDCR to place inmates in programs that would aid in their re-entry into society and that would most likely reduce the inmates’ chances of reoffending. There is a high correlation between inmates who earn a high school or a GED diploma, and receive vocational training, and to reduced recidivism rates.

Education programs can result in direct and indirect fiscal benefits to society. Direct cost reductions can be seen in reduced court and incarceration costs, and in reduced criminal investigations. Indirect cost reductions can be realized by less needed assistance to victims and less reliance on public assistance by inmate families. Meanwhile, former inmates who successfully remain in society can achieve higher incomes.
Although there are conflicting definitions of recidivism, there is an overwhelming body of research that reports earning a GED or high school diploma and obtaining vocational training while incarcerated reduces the chance of a parolee returning to prison. Providing the incarcerated with the opportunity to build literacy, to increase cognitive and daily living skills, to increase academic skills, to learn a vocational trade, and to improve interpersonal relationships will reduce their chances of reoffending (Dennehy, 2006). There are numerous interpretations as to how to accomplish these educational goals. Correctional education should include: teaching life skills; helping the offenders find direction and purpose in life; and the incorporation of both vocational and academic training. Successful program implementation is important. Qualified teachers are essential to successful delivery of education programs.

Student learning is the primary goal of the Earl Warren Adult School (EWAS) located at CCC. The EWAS is responsible for the education of the inmates at CCC and the 18 northern fire conservation camps. The operational problem is how to reach those inmates at the camps who would like to participate in an academic program. A bigger problem is how to change a culture of ignorance to one of enlightenment: How to be proactive in true rehabilitative efforts. True rehabilitative efforts include more than just changing the name of the department. The established system of isolating offenders will have to change to a system of inclusion. We need a system that includes activities in prison that provide training and education. We need a system that involves the families. We need a system that provides follow-up care and support. How can we expect reduced recidivism rates when we do not provide adequate education or training for the incarcerated and send them back into society with $200?
With a bureaucracy as large as CDCR, how can we realize change? Forcing change from the top down, especially in a distrustful organization, is difficult if not impossible. This project proposes implementing change from the bottom up. If the employees at the bottom of CDCR’s chain of command can work together to implement change, the bureaucracy will ultimately be affected.

The environment behind the walls of CCC is different from the environment of a conservation camp. The environment behind the walls is one of exclusion; families are excluded. Isolating the offenders from society has been the plan. Peer pressure within a prison setting can be so great as to hinder rehabilitation efforts. In contrast, it has been my experience that many of the conservation camp inmates and staff appear eager to participate in academic education. Again, in my experience, the camp staff is more proactive toward rehabilitative efforts than those staff members inside the walls. In fairness, the two currently have different missions. One of the goals of this project is to revisit the differences. Why couldn’t they both have the same goal to rehabilitate the offenders under their control?

Another purpose of this project is to realize the rehabilitative vision of AB 900 by addressing the need to increase educational opportunities of the incarcerated, specifically to design and implement an education option to offer GED education to the inmates at the 18 northern California conservation fire camps and at the training camp. Through a volunteer independent study correspondence program, a qualified camp inmate can earn a GED diploma.

This multi-faceted project will effect change at CCC and at the camps. I have experienced resistance to this change proposal within the confines of the prison, but I
have also experienced encouragement from the camp inmate students. This project will be beneficial and meaningful to the camp inmates who desire an education. There is a need for this change. The goal is clear. The implementation of the project may be tricky, but it is doable. The outcome will be observable.

This project is ambitious in its attempt to improve society by improving educational access to those individuals at the fire conservation camps. Improving educational access is the responsibility of an educational department, no matter how complicated an opportunity is. Education is key to reducing recidivism. Society is improved, in my opinion, by citizens who are educated and participate in their community in a socially acceptable manner. If the CDCR is truly intent on rehabilitation, then educating the incarcerated should be a priority. This project proposes an opportunity for more incarcerated individuals to access education. The known limitations can be ameliorated, changed, and even eliminated as the project progresses. Given the opportunity, this project can benefit many people: the individual, his family, his neighborhood, and society in general.

Conclusion

A democratic society should be concerned with all of its citizens. Every citizen should be allowed to participate in their society in some manner. The more educated its citizenry, the more advanced a society can become.

Although some people choose to violate our societal laws and are then isolated from mainstream society, they still remain a part of humanity. Is it society’s responsibility to rehabilitate these offenders? California law says it is, and I agree.
Rehabilitative efforts include life skills training and vocational and academic education. There is a connection between education and reducing the offenders’ chances of returning to prison.

This project responds to the need to educate and rehabilitate the incarcerated. Many of these offenders have previously been given an opportunity for academic or vocational training while incarcerated. For a variety of reasons, they have failed to earn a GED or high school diploma. Some of the inmates did not see a need for education until they were assigned to a conservation camp.

Recommendations

The foremost recommendations are that the administration at CCC accepts, adopts, implements, and evaluates this proposed project.

Operational Recommendations

Working from the complete TABE list was too time consuming and ineffective in obtaining potential GED candidates at the camps. I recommend soliciting potential students directly from the yards and camps. Once a list of potential students is compiled, verify acceptance by checking their TABE scores.

The sergeant at Antelope Camp offered a recommendation. He reported to me that the ducat system used within the prison does not work at the camps. The mail is too slow to allow for the timely receipt of ducats at the camps. What worked best was a phone call to schedule teaching and testing dates and times.

During the development of this project, an idea emerged that has the potential to mitigate some of the foreseeable transportation problems. The possibility of assigning
the in-training inmates at Arnold Unit to Antelope Camp was discussed. Once a GED candidate is identified, tracking the student from Lassen to Main and on to Arnold Unit is a relatively easy procedure. Assigning the student to Antelope Camp after his firefighting training is complete is a possibility. Communication with the Camp AW and Inmate Assignments can place the GED student at an accessible camp (Antelope Camp) until he has earned his GED diploma, after which time he can be transferred to another camp.

Be prepared to send books at the ABE levels. The Earl Warren Adult School has an “old” curriculum that is still very applicable to the ABE levels. If an inmate does not qualify for the GED Independent Study Program, it does not mean he won’t qualify at a later date. Send books and encouragement.

I suggest using the already established GED Competencies to track the student’s progress. The form is kept in the student’s education file and can easily be accessed by any teacher or education staff.

Providing each camp with a copy of its own Transforming Lives Network (TLN) DVD’s and accompanying worksheets will increase student learning. The auditory and visual lessons will add another educational opportunity for the GED and ABE level students.

When feasible in the future, the IST should visit each camp. In the current economic climate the cost would be too great, but in the future it may be feasible. It is encouraging to the students to meet the teacher and match a face to the correspondence.

General recommendations include: communicate early on with all the participants to gain support and enthusiasm for the project, and communicate on a regular basis with each of the camps. Effective implementation is a process of clarification. At
least once a week make contact with each camp to clarify any questions or concerns. Keeping track of each student is important. Acknowledge the student’s work by responding in a timely manner. Read the essays and provide feedback promptly. The use of the camp fax machine could expedite the response time and be a valuable tool.

**Systemic Change**

This project is an attempt to change the way education has been used in corrections in the past. It is also a proposal to change the thinking about education in the rehabilitation process. In keeping with the spirit of AB 900 and its mandate to offer educational opportunities to more incarcerated offenders, this project offers that opportunity to volunteers.

It is expected that effective change will take time. Allowing people to ask questions and become involved will foster more cooperation. Being flexible and allowing for changes in the plan will encourage participation. Evaluation will be an effective tool in increasing the success of the project. Anything can happen when change involves many people. When a problem arises, it is important to remember the goal: to increase student learning.

**Cultural Change**

Last but not least, this project is an attempt to change the culture of the institution, not to implement a single improvement. Although implementing another educational opportunity is the particular innovation of this project, it is also an attempt to be informative about rehabilitation.

It is anticipated that this project will bring about a collaborative effort between custody staff and education staff that has not been realized in the past. For this project to
be successful, cooperation and collaboration are a must. A cultural shift from one of custody control alone to one of cooperation and support for rehabilitation programs is a goal of this project. Lack of communication is a barrier to success. So, improved communication is another goal of this project.

This endeavor has high expectations for a more cohesive department, a department unified in its efforts to improve society through the rehabilitation of its population.
REFERENCES
REFERENCES


PROJECT: IMPLEMENTATION PATTERN

*Note: All correspondence is via institutional mail. Approximate times are in parentheses.

1. Identify potential GED candidates either through solicitation or request from the inmate. See Exhibit 1 – Application form
2. Verify acceptability through TABE scores. Send out congratulatory letter via institutional mail. See Exhibit 2 – Congratulations letter.
3. Follow the outline as described in Exhibit 3: mail a Job Description and the GED Entry tests to the student. (Week 1)
4. The Job Description and the Entry tests should be returned to CCC a week later at the earliest. However, if these have not been returned within 4 weeks, follow up by contacting the camp. (Week 2)
5. Independent Study Teacher (IST) mails a complete GED study book and correlation charts to the student. (Week 4)
6. Completed work and an essay are returned to IST.
7. IST comments on the student’s work and essay, and both are returned to the student. *6 & 7 are repeated until the student feels prepared to take a practice test. (Weeks 5 – 10)
8. A practice test is mailed to the proctor at the camp. The proctor can be a custody officer or any free staff. (Week 10)
9. The practice test is returned to the IST at CCC and then corrected. (Week 11) IST begins making arrangements to transport the student for testing: contact Antelope Camp, the camp where the student is coming from, transportation, and the GED Testing Coordinator.
10. The results of the test are returned to the student. The student is scheduled for the next GED test or is directed to continue studying. (Week 12)
11. The student is transported to Antelope Camp. (Week 13)
12. The IST provides direct instruction to the student during his stay at Antelope Camp. IST secures a mutually acceptable schedule with Antelope Camp. (Weeks 14 – 15)
13. The GED test is given on a Wednesday and Thursday, thus allowing for alternate testing days (Friday and the following Monday and Tuesday) should a need arise. (Week 15)
14. The student is transported back to his camp. (Week 16)
What to Consider

Eleven camps have one transportation schedule while 7 camps have a different schedule. My proposal is flexible enough to accommodate this potential problem. Some students may not receive the one-on-one instruction for as long as others do. Review of this area will be necessary after the program has been implemented for some period.

It will be very important to coordinate the transportation and housing needs of the students with the camps, transportation, and the GED test schedule. However, once these are organized a standardized routine should develop.

It will be very important for the IST to follow-up with the student. Is one month of study sufficient? Consistent contact with the student will be important.

It is important to remember the fire season and the winter weather conditions. These two areas of concern will play important parts in the consistency of this project.
The Education Department of the California Correctional Center is now offering a specifically designed General Education Development (GED) program for inmates assigned to fire camps, Arnold Unit, and Lassen Unit. This is an independent study program leading to a GED diploma. This is a fixed curriculum of the basic GED subjects: Mathematics, Writing, Reading, Social Studies, and Science. All participants must complete a placement test that will enable inmates assigned to camps and general populations at CCC to participate in a GED program that has not been previously available.

Eligibility:
1. Sufficient time remaining to complete the GED diploma.
2. General population only.
3. Test of Adult Basic Education (TABE) Reading and Mathematics scores on the D or A levels of 9.0 or higher.

Application process:
1. Submit the complete application, one page. Do not add other information.
2. Verification of TABE scores will determine eligibility.
3. If eligible, a Job Description and the GED Entry tests will be provided. If ineligible, a response will also be provided.

Being potential GED students, it is reasonable to expect applicants to read and follow directions. Incomplete or illegible and out of date applications will be returned without processing. If the Camp name/number, housing, and CDCR number are not included, the application will be discarded. If a question does not apply, write N/A.

GET STARTED

Complete and submit:
APPLICATION FOR ENROLLEMENT
The current form, one page, is available from your Camp Commander or CCII. The completed form will be returned to the California Correctional Center, M Partch, Education, by institution mail. Do not send it by US Mail. Don’t use a copy of an application that someone gave out on the yard; get the current forms as described above.
APPLICATION FOR ENROLLMENT
Alternative Education Delivery Model –
Independent Study Program
GENERAL EDUCATION DEVELOPMENT

I would like to apply for enrollment in the Independent GED Program. I understand I must have completed the D or A Level TABE Reading and Mathematics with a 9.0 or higher score on file before I will be enrolled. I have read the GED Information sheet and feel I am qualified for this program. I further understand this is a volunteer, leisure time program and available to inmates in General Population only. I understand enrollment in this program does not preclude a job assignment. I also understand I will be required to sign a trust withdrawal in the event the loaner books are lost or damaged.

NOTE
Selections to this program of limited enrollment are made by the CCC Education Department and approved by the Earl Warren Adult School Principal. If you are accepted in this program and receive materials and then withdraw you will not be considered again in the future and will be recorded on a CDCR 128B chrono.

__________________________________  ________________________
Name-Print CDCR#

__________________________________   ________________________
Signature      Date

_______________________  __________________ ____________________
Housing     Job Assignment EPRD (parole date) Complete

RETURN TO:
M. Partch
CCC
Education Department

Page 2 of 2
1/30/09

State of California — Department of Corrections and Rehabilitation    Arnold Schwarzenegger, Governor
CONGRATULATIONS Date ____________
You have been accepted into the GED Independent Study Program. Here are the next steps:

1. Complete the enclosed CDCR Inmate Job Description form.
2. Complete the GED Entry tests, being mindful of the time limitations for each test.
3. Return the completed Job Description form, the GED Entry tests, and the GED Answer sheets.
4. If all of the requested materials are not returned within a reasonable period of time, you will be terminated from the GED Independent Study Program.

Upon review of your GED Entry tests:

- Correlation charts for each subject area will be mailed to you. The correlation charts outline areas of study for your review.
- A Complete GED Preparation book will be mailed to you. The book is your responsibility. Please take care of it.
- Read the introductory pages of the book. The Table of Contents and pages 1 – 12 provide valuable information regarding the book and the GED program.
- Fully complete each assignment. It is to your benefit to understand each subject area of the GED.
- Each week, if feasible, return your corrected work and an essay to the CCC Education Department. Performance on your assignments will be evaluated continually.
- Remedial assignments may be given if you are experiencing difficulty in any subject areas. Please request additional work if you feel it is necessary for your understanding/learning.
- Seek help from your peers and staff members. Ask for help as needed.

Again: Congratulations and good luck.
CDCR INMATE JOB DESCRIPTION  

LOCATION CODE: EDUCATION JOB TITLE: INDEPENDENT STUDY STUDENT POSITION  

# _______

WIP CODE: A  MAXIMUM CUSTODY: CLOA  SKILL LEVEL: UNSKILLED  

DOT#: 000-000-0700 REQUIREMENTS/RESTRICTIONS: NONE:

SPECIFIC DUTIES:
Your responsibilities are listed below, but are not limited to only those duties. You are expected to perform additional duties requested or ordered by your supervisor or other staff. When you have completed your duties for the day, report to your supervisor. If you have questions regarding your job duties or expectations, ask your supervisor. [Additional pages may be added if needed]

The following is a list of class standards to help every student perform their assigned duties in a courteous and respectful manner:

1. Follow all instructions and orders of employees of the California Correctional Center, even if the staff is not your immediate supervisor.
2. The dress code will be enforced in Education; state issue clothing only, i.e. blue pants, shirt (buttoned and tucked in). No head coverings.
3. You are required to have in your possession the proper identification (Green card) at all times; Title 15, 3019.
4. Be alert and working on class assignments at all times to the best of your ability. No copying.
5. Ask for help when you need it.
6. Be courteous, respectful, and cooperative with all staff and peers.
7. Leave personal items in your housing unit.
8. Do not put your head down on your desk or appear to be sleeping in the classroom.
9. Do not speak or in any way imply racial, sexual, or personal slurs to anyone or about anyone.
10. Do not wear dark glasses unless prescribed by a doctor; you must have the prescription with you.
11. Do not use profane or obscene language.
12. Complete homework and return it as assigned.

YOU ARE IN A POSITION OF TRUST. THEFT OF STATE MATERIALS VIOLATES THAT TRUST. IF YOU ARE CAUGHT STEALING, YOU WILL BE ISSUED A SERIOUS RULE VIOLATION REPORT. UPON A FINDING OF GUILT, YOU WILL BE REFERRED TO CLASSIFICATION AND REMOVED FROM YOUR ASSIGNMENT.

ACCEPTABLE STANDARDS: Working is a privilege not a right. You need to perform your assigned duties and responsibilities to the best of your ability at all times. You must maintain a good working relationship with staff and peers. You need to report to work on time and may not leave without permission from your supervisor. You need to maintain and display an acceptable attitude. Your personal appearance and hygiene must be neat and clean. You must be dressed in state clothing and wear all applicable safety items. You are to perform assigned tasks diligently and conscientiously, and not pretend illness or otherwise evade attendance. You may be required to complete more than your assigned daily work hours when institutional needs occur. Performance on your assignment is evaluated continually.

FAILURE OR REFUSAL TO MEET EXPECTED STANDARDS: If you fail to comply with requirements of your assignment or regulations in the CCR, you will be terminated from the GED Independent Study Program and you will not be considered again in the future. This will be documented on a CDCR 128-B form.
EDUCATION GRIEVANCE PROCEDURE: The institution follows uniform compliant procedures, General Assurances, and Certification as found in the grant application (20 USC 11138; 34CFR 300.510-11, 00.513, 5 CCR 4600-4671).

I have read this job description and fully understand my duties and responsibilities. I understand that I will receive a copy of this completed form from my work/training supervisor.

__________________________________________________ Age __________ Date __________
Inmate’s Signature

__________________________________________________ ______________
Inmate’s Printed NameCDC Number

M. Partch, Academic Instructor _______________________ ______________
Work/Training Supervisor’s Signature and Title Date __________
APPENDIX B
ALTERNATIVE EDUCATION

DELIVERY MODEL

(Source: California Department of Corrections and Rehabilitation. (2008). Operational procedure No. 204-Alternative education delivery models (AEDM) [In-house document]. Susanville, CA: California Correctional Center)

California Department of Corrections and Rehabilitation New
California Correctional Center – Northern/Coast Camps August 26, 2008
Operational Procedure No. 204/Alternative Education Delivery Model Page 1 of 18

I. PLAN TITLE AND NUMBER:
Operational Procedure No. 204-Alternative Education Delivery Models (AEDM)

II. PURPOSE AND OBJECTIVE
This Operational Procedure is intended as the foundation of the institution’s Alternative Education Delivery Models Operational Procedures. The foundation of the institution’s Operational Procedure is not to be changed or altered without the express written permission of the Office of Correctional Education. However, the institution’s Operational Procedures are to include the specifics of the written and approved Alternative Education Delivery Model plan inclusive of all necessary logistical and geographical information required to ensure effective implementation of the plans and in accordance with the meet and confer process with the affected Bargaining Units.

The purpose of the Alternative Education Delivery Models (AEDM) is to expand inmate access to quality educational services, assessment and accountability for learning, and to comply with State law and California Department of Corrections and Rehabilitation policy by increasing the number of students served through the following alternative delivery models:

A. Education and Independent Study Model
B. Education and Work Program Model
C. Distance Learning Study Model
D. Independent Study Model

III. REFERENCES
California Code of Regulations, Title 15
Penal Code 2933
Penal Code 2053.1
California Education Code
IV. APPROVAL AND REVIEW
This procedure will be reviewed annually and submitted to the Warden and the Superintendent of Correctional Education during the month of April for final approval. Date of last revision: May 2006.

V. RESPONSIBILITY
The Warden and the Superintendent of Correctional Education have the overall managerial responsibility for the operation of this procedure.
The Associate Warden of Lassen Division and Assistant Superintendent of Correctional Education (ASCE) Office of Correctional Education will provide the oversight to ensure the application of this procedure.
The Principal has the functional overall responsibility for the application of this procedure.

VI. METHODS
Education and Independent Study Model:
MODEL I: ACADEMIC EDUCATION AND INDEPENDENT STUDY PROGRAM

Responsibilities of the Academic Education and Independent Study Program (AEISP) Teacher

The AEISP teacher will canvass for potential students of the AEISP Adult Basic Education III (ABE III), General Education Development (GED), and High School Diploma Completion (HSDCP) programs at classification and through reviewing assessment scores for Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), or Pre-GED, teacher recommendations, reviewing high school transcripts, and inmate requests. If the classification process does not provide enough volunteers to fill the AEDM programs, then students will be assigned from the existing education waiting lists. These students will be formally assigned as 6.5 hours of classroom instruction and 6.5 hours of independent study on alternating days. The independent study will consist of assignments that are a continuum of classroom instruction. Students will sign a duty statement that clearly delineates program expectations. The teacher will prepare daily the required homework learning packets and assignments. The teacher will monitor, collect, evaluate, and provide feedback to support students with the completed independent study assignments.

It is the responsibility of the AEISP teacher to maintain a 54:1 student to teacher ratio. The AEISP teacher will be responsible for planning and developing the individual course of instruction to target the areas of instruction to pass the GED or the competencies of the ABE III curriculum. An OCE approved curriculum will be utilized for both programs. The AEISP teacher will administer pre-GED testing and schedule GED testing with the Testing Coordinator.
AEISP Teacher Work Schedule

The AEISP teacher will have a normal academic program work schedule. The academic teachers work a straight eight-hour day per their job description and preparation time will be dependent upon the facility on which one teaches. Teachers are assured a schedule that includes a total of one hour of preparation time daily.

Class Schedule and Student to Teacher Ratio

The student/teacher ratio will be 27:1 in each of two classes for a 54:1 combined ratio. The classes will be scheduled in a track format on alternating days. Track One will meet on odd-numbered days and Track Two will meet on even-numbered days.

Inmates assigned to Track One will be scheduled for 6.5 hours of class time on odd-numbered days and have appropriate homework assignments for the non-class days. Track Two inmates will be scheduled for 6.5 hours of class time on even-numbered days and have appropriate homework assignments for the non-class days.

Specific schedules are dependent upon the facility location and are set forth in the following tables:

<table>
<thead>
<tr>
<th>Program</th>
<th>Room</th>
<th>Student/Teacher Ratio</th>
<th>Track</th>
<th>Assigned Class Weekdays</th>
<th>Student Hours</th>
<th>Teacher Work Hours</th>
<th>Teacher Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE III</td>
<td>202</td>
<td>21:1</td>
<td>1</td>
<td>odd</td>
<td>0830-1130 1200-1530 0730-1530</td>
<td>0730-0830 1130-1200</td>
<td></td>
</tr>
<tr>
<td>ABE III</td>
<td>202</td>
<td>21:1</td>
<td>2</td>
<td>even</td>
<td>0830-1130 1200-1530 0730-1530</td>
<td>0730-0830 1130-1200</td>
<td></td>
</tr>
<tr>
<td>ED</td>
<td>205</td>
<td>21:1</td>
<td>1</td>
<td>odd</td>
<td>0830-1130 1200-1530 0730-1530</td>
<td>0730-0830 1130-1200</td>
<td></td>
</tr>
<tr>
<td>GED</td>
<td>205</td>
<td>21:1</td>
<td>2</td>
<td>even</td>
<td>0830-1130 1200-1530 0730-1530</td>
<td>0730-0830 1130-1200</td>
<td></td>
</tr>
</tbody>
</table>
1. This model will consist of two classes with 21 students per class, not to exceed 42 assigned students per individual faculty member. Main Facility has smaller class sizes due to physical classroom size and capacity restrictions.

2. The assigned credentialed Education faculty member will have the flexibility to organize the students according to reading level or other factors as the needs of the students and the institution allow.

3. Inmate participants must be able to work effectively, independent of the classroom environment. The Principal is to determine program parameters on a case-by-case basis with the approval of the ASCE.

4. The assigned credentialed Education faculty member is responsible for teaching students in a full-time work assignment wherein students attend school for half of the work assignment hours and perform independent study assignments to fulfill the remaining requirements of the work assignment. The entire assignment is based upon the standard work incentive education workday of 6.5 hours per day. Student classroom attendance in the track format will alternate each week between maximums of 13 hours and 19.5 hours of attendance for each assigned class. The designated faculty member will conduct two track-based assigned classes.

5. Students will produce 32.5 hours of work per week through a combination of teacher-directed instruction and independent work assignments.

6. The credentialed Education faculty member will maintain accurate timekeeping completed on the CDCR 151 Permanent Class Record (PCR) card.

7. Timekeeping for students of the Education and Independent Study Program will be based on class attendance hours and upon the completion and assessment of the students’ independent study lessons.

8. The credentialed Education faculty member will document the completion and assessment of each student’s independent study lessons on the Student Activity Log and maintain it daily.

9. Student X-time as designated on the PCR will be generated based upon student performance and the work completed during independent study. The combined class attendance and independent study should constitute 6.5 hours of work per day based upon a five-day workweek.

10. Full-time education assignments will be based on the standard work incentive educational workday per Penal Code 2933, “Performance in Work
Assignments and Performance in Elementary, High School, or Vocational Education Program.”

11. All credentialed Education faculty members are responsible for administering standardized testing and assessing their assigned students.

12. Standardized testing is to be conducted in a manner as determined and established by OCE.

13. Student testing will be completed in large groups, small groups, or individually in a manner approved by the Principal as arranged with the institution.

14. Student gains will be measured by OCE approved, standardized pre-tests and post-tests, completion of the GED certification, and completion of the graduation requirements for the High School Diploma. These tests include, but are not limited to, the TABE, CASAS, Pre-GED, and Official GED.

15. The credentialed Education faculty member will develop a student-learning plan for each student based upon standardized assessment, teacher observation, and individual student needs.

16. The credentialed Education faculty member will utilize a variety of instructional materials and teaching methods to ensure a multi-modality approach to student learning.

17. The credentialed Education faculty member will assign work that is curriculum and grade-level appropriate for each student.

18. The credentialed Education faculty member will prepare independent homework and study material assignments that are meaningful, relevant, and consistent with the individual student’s performance level, study plan, and course curriculum.

19. The credentialed Education faculty member will complete all student progress reports and other required program documentation such as monthly and quarterly reporting.

20. Inmates who are inappropriately placed in an Education and Independent Study Model, based upon their inability to work effectively independent of the classroom environment, will be given priority consideration for placement into the next available traditional classroom vacancy, appropriate for their individual educational level.
21. The credentialed Education faculty member will issue a CDCR 128B General Information Chrono to the student and pertinent custody personnel, detailing and authorizing the in-house/in-cell supplies for students, as determined by the Principal or designee.

22. The credentialed Education faculty member may hire up to two inmates as full-time teacher’s aides, budget and institutional needs permitting.

23. Critical worker status will be established for inmate clerks and teacher’s aides. Critical worker status will not be established for tutors or volunteer assistants.

24. To the extent possible, education students will be consolidated into designated housing facilities/units, based on institutional security needs.

B. Education and Work Program Model:

MODEL II: EDUCATION AND WORK PROGRAM
Currently this model cannot be accomplished at the California Correctional Center (CCC) because of institutional requirements and the lack of certificated faculty. OCE and the Warden at CCC will review this model for possible implementation within six months of approval of this proposal.

1. This model will consist of two classes of 27 students per class, not to exceed 54 assigned students per individual faculty member.

2. The credentialed Education faculty member is responsible for teaching students in a half-time assignment based on the standard work incentive education workday. Students will be assigned half-time to education with mandatory classroom attendance not to exceed a maximum of 16.25 hours per week. The Education faculty member will conduct two half-time class assignments in a traditional classroom setting.

3. The credentialed Education faculty member will maintain accurate timekeeping that will be completed on the CDCR 151 PCR. Timekeeping will be based on hours of class attendance only.

4. All credentialed Education faculty members are responsible for administering OCE-approved and mandated standardized testing and assessing their assigned students.

5. Standardized testing is to be conducted in a manner as determined and established by OCE.
6. Student testing will be completed in large groups, small groups, or individually in a manner approved by the Principal as arranged with the institution.

7. Student gains will be measured by OCE approved, standardized pre-tests and post-tests, completion of the GED certification, and completion of the graduation requirements for the High School Diploma. These tests include, but are not limited to, the TABE, CASAS, Pre-GED, and Official GED.

8. The credentialed Education faculty member will develop a student-learning plan for each student based upon standardized assessment, teacher observation, and individual student needs.

9. The credentialed Education faculty member will utilize a variety of instructional materials and teaching methods to ensure a multi-modality approach to student learning.

10. The credentialed Education faculty member will complete all required student progress reports and other program documentation such as monthly and quarterly reporting.

11. The credentialed Education faculty member may hire up to two inmates as full-time teacher’s aides, budget and institutional needs permitting.

12. Critical worker status will be established for inmate clerks and teacher’s aides. Critical worker status will not be established for tutors or volunteer assistants.

13. To the extent possible, education students will be consolidated into designated housing facilities/units, based on institutional security needs.

C. Distance Learning Model:

MODEL III: DISTANCE LEARNING ACADEMIC PROGRAM

Responsibilities of the Distance Learning Program Teacher (DLT)

The Distance Learning Program (DLP) is available to all inmates not attending traditional education programs. It is based on volunteer participation and students will be enrolled rather than formally assigned. The goal will be to provide educational services to GED candidates as well as specific courses made available through the Correctional Learning Network (CLN) or other resources, such as accredited colleges and universities.
The DLT will canvass for potential participants in the DLP through the use of flyers, posters, the Men’s Advisory Committee (MAC), and the classification process. The DLT will be responsible for developing lesson plans; ordering educational video tapes or DVD’s and study materials; receiving required materials for courses offered by other agencies; providing and distributing the study materials to the students; monitoring individual student’s progress; and proctoring any necessary examinations relating to the various study options available through this program. The DLT will work with the TV Media Specialist to provide scheduling for educational television programming. The DLT will supervise the peer-tutors.

During the enrollment process, the inmate will sign an Independent Study/Distance Learning Contract that clearly delineates program expectations. With the concurrence and approval from OCE, enrollments may be on a closed-entry/closed-exit format based upon the course and/or the providing agency’s requirements.

The DLT will utilize the ducat process for the operation of the DLP.

It is the responsibility of the DLT to maintain a 120:1 student to teacher ratio.

**Distance Learning Teacher Work Schedule**

The DLT will have a normal academic program work schedule. The academic teachers work a straight eight-hour day from 0730 to 1530 hours. Teachers are assured a schedule that includes a total of one hour of preparation time daily.

The DLT may have the work hours schedule flexed with direction from the Principal to meet institutional needs.

**Class Schedule and Student to Teacher Ratio**

The DLT will meet with each individual who requests to participate in the DLP in order to assess abilities and provide enrollment into an appropriate course of study. During subsequent meetings, the student’s work will be reviewed, deficient areas will be addressed, assignments will be given, and a schedule for educational media viewing and testing will be provided. All meetings will be arranged through the ducat process for access to the areas in the table below.
The student/teacher ratio will be 120:1.

1. The assigned credentialed Education faculty member will have the flexibility to organize and ducat students according to their learning goals and needs. The teacher will also have the flexibility to determine if the student’s needs were met during the ducated session and to release the student at that time.

2. Courses in the Distance Learning Program may have a closed-entry/closed-exit format. Enrollment will be established at the beginning of each session. The session will be defined and established by OCE and/or the school or agency offering the course.

3. In the event the DLT’s work schedule requires an alteration based on educational services need and availability, prior authorization from the immediate supervisor must be obtained.

4. The credentialed Education faculty member will recruit students, publicize courses, and assist in maintaining the established quota of 120 students.

5. The credentialed Education faculty member will enroll or assist with enrolling students in the distance-learning course and facilitate the coordination with outside agencies or providers as needed.

6. The credentialed Education faculty member will ensure students meet and maintain enrollment criteria.

7. Inmates voluntarily enroll in the program; therefore, should they fail to meet the mandates of the program they will be appropriately counseled by the credentialed

8. Education faculty staff member. If counseling fails to initiate appropriate performance or behavior, the staff member is to issue a CDCR-128-B

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Student/Teacher Ratio</th>
<th>Location</th>
<th>Average Daily Ducats</th>
<th>Available Student Hours</th>
<th>Teacher Work Hours</th>
<th>Teacher Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED CLN Other College</td>
<td>120:1</td>
<td>Library</td>
<td>24</td>
<td>0830-1130 1200-1500</td>
<td>0730-1530</td>
<td>0730-0830 1130-1200 1500-1530</td>
</tr>
</tbody>
</table>
General Information

Chrono, removing the inmate from the program. All documentation authorizing the inmate to participate in the program will be rescinded.

9. Inmate participants must be able to work effectively, independent of the classroom environment. The Principal is to determine program parameters on a case-by-case basis with the approval of the ASCE.

10. The credentialed Education faculty member will facilitate the distribution, collection, tracking, and grading of course materials and assignments.

11. As needed for participation in the DLP, students will have access to view educational videos and regularly scheduled educational programming on the institutional television network.

12. The credentialed Education faculty member will maintain accurate timekeeping completed on the CDCR 151 Permanent Class Record (PCR).

13. Timekeeping for students of the DLP will be based on current course enrollment or active participation in a program of study.

14. The credentialed Education faculty member will track and monitor all institutional student assignments/lessons and record them on the Student Activity Log as required by course enrollment. Arrangements with outside agencies offering courses will be made to ensure satisfactory student participation is occurring.

15. The credentialed Education faculty member is responsible for administering standardized testing and assessing the DLP students.

16. The credentialed Education faculty member will administer standardized pre-assessments and post-assessments as determined by OCE.

17. Standardized testing is to be conducted in a manner as determined and established by OCE.

18. Student testing will be completed in large or small groups, or individually in a manner approved by the Principal as arranged with the institution.

19. Student gains will be measured by using OCE approved, standardized pre-tests and post-tests, completion of the GED certification, and completion of the graduation
20. requirements for the High School Diploma. These tests include, but are not limited to, the TABE, CASAS, Pre-GED, Official GED, associated college placement testing, and provided college examinations.

21. The credentialed Education faculty member will proctor or arrange proctoring for all examinations for distance learning students participating in outside agency courses.

22. The credentialed Education faculty member will develop a student-learning plan for each student based upon standardized assessment, teacher observation, and individual student’s goals and needs.

23. The credentialed Education faculty member will meet with the students and provide educational services individually or in groups as determined by student and institutional needs. The ducat process will be utilized when these services occur outside of the housing units.

24. The credentialed Education faculty member will prepare independent homework and study material assignments that are meaningful, relevant, and consistent with the individual student’s performance level, study plan, and course curriculum.

25. The credentialed Education faculty member will utilize a variety of instructional materials and teaching methods to ensure a multi-modality approach to student learning.

24. The credentialed Education faculty member will complete all student progress reports and other required program documentation such as monthly and quarterly reporting.

25. The credentialed Education faculty member will issue a CDCR 128B General Information Chrono to the student and pertinent custody personnel, detailing and authorizing the in-house/in-cell supplies for students, as determined by the Principal or designee.

26. The credentialed Education faculty member may hire up to two inmates as full-time teacher’s aides, budget and institutional need permitting.

27. Critical worker status will be established for inmate clerks and teacher’s aides. Critical worker status will not be established for tutors or volunteer assistants.

28. To the extent possible, education students will be consolidated into designated housing facilities/units, based on institutional security needs.
D. Independent Study Model:

MODEL IV: INDEPENDENT STUDY PROGRAM

Responsibilities of the Independent Study Program Teacher (IST)

The Independent Study Program (ISP) is available to all inmates not attending traditional education programs. It is based on volunteer participation and students will be enrolled rather than formally assigned. The goal will be to provide educational services to inmates at CCC and to inmates at the northern conservation camps when possible for GED candidates as well as specific courses made available through the Correctional Learning Network (CLN) or other resources, such as accredited colleges and universities.

The IST will canvass for potential participants in the ISP through the use of flyers, posters, the Men’s Advisory Committee (MAC), the classification process, and letters of interest to new arrivals at the institution. The IST will maintain contact with the Physical Fitness Training (PFT) coaches to review PFT enrollments for possible candidates for the ISP. The IST will be responsible for developing lesson plans; ordering educational and study materials; receiving required materials for courses offered by other agencies; providing and distributing the study materials to the students; monitoring individual student’s progress; and proctoring any necessary examinations relating to the various study options available through this program.

During the enrollment process, the inmate will sign an Independent Study/Distance Learning Contract that clearly delineates program expectations. With the concurrence and approval from OCE, enrollments may be on a closed-entry/closed-exit format based upon the course and/or the providing agency’s requirements.

The IST will utilize the ducat process for the operation of the ISP.

It is the responsibility of the IST to maintain a 120:1 student to teacher ratio.
IST’s Work Schedule

The IST will have a normal academic program work schedule. The academic teachers work a straight eight-hour day from 0730 to 1530 hours. Teachers are assured a schedule that includes a total of one hour of preparation time daily.

The IST may have the work hours schedule flexed with direction from the Principal to meet institutional needs.

Class Schedule and Student to Teacher Ratio

The IST will meet with each individual who requests to participate in the ISP in order to assess abilities and provide enrollment into an appropriate course of study. During subsequent meetings, the student’s work will be reviewed, deficient areas will be addressed, assignments will be given, and a schedule for further educational services and testing will be provided. Educational services will be provided individually or in a group setting. All meetings will be arranged through the ducat process for access to the areas in the table below.

<table>
<thead>
<tr>
<th>INDEPENDENT STUDY PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course of Study</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>GED</td>
</tr>
<tr>
<td>CLN</td>
</tr>
<tr>
<td>Other College</td>
</tr>
</tbody>
</table>

The student/teacher ratio will be 120:1.

1. The assigned credentialed Education faculty member will have the flexibility to organize and ducat students according to their learning goals and needs. The teacher will also have the flexibility to determine if the student’s needs have been met during the ducated session and to release the student at that time.
2. Courses in the Independent Study Program may have a closed-entry/closed-exit format. Enrollment will be established at the beginning of each session. The session will be defined and established by OCE and/or the school or agency offering the course.

3. In the event the IST’s work schedule requires an alteration based on educational services need and availability, prior authorization from the immediate supervisor must be obtained.

4. The credentialed Education faculty member will recruit students, publicize courses, and assist in maintaining the established quota of 120 students.

5. The credentialed Education faculty member will enroll or assist with enrolling students in the independent study course and facilitate the coordination with outside agencies or providers as needed.

6. The credentialed faculty member will ensure students meet and maintain enrollment criteria.

7. Inmates voluntarily enroll in the program; therefore, should they fail to meet the mandates of the program they will be appropriately counseled by the credentialed Education faculty staff member. If counseling fails to initiate appropriate performance or behavior, the staff member is to issue a CDCR-128-B General Information Chrono, removing the inmate from the program. All documentation authorizing the inmate to participate in the program will be rescinded.

8. Inmate participants must be able to work effectively, independent of the classroom environment. The Principal is to determine program parameters on a case-by-case basis with the approval of the ASCE.

9. The credentialed Education faculty member will facilitate the distribution, collection, tracking, and grading of course materials and assignments.

10. The credentialed Education faculty member will maintain accurate timekeeping completed on the CDCR 151 Permanent Class Record (PCR).

11. Timekeeping for students of the ISP will be based on current course enrollment or active participation in a program of study.
12. The credentialed Education faculty member will track and monitor all institutional student assignments/lessons and record them on the Student Activity Log as required by course enrollment. Arrangements with outside agencies offering courses will be made to ensure satisfactory student participation is occurring.

13. The credentialed Education faculty member is responsible for administering standardized testing and assessing the ISP students.

14. The credentialed Education faculty member will administer standardized pre-assessments and post-assessments as determined by OCE.

15. Standardized testing is to be conducted in manner as determined and established by OCE.

16. Student testing will be completed in large or small groups, or individually in a manner approved by the Principal as arranged with the institution.

17. Student gains will be measured by using OCE approved, standardized pre-tests and post-tests, completion of the GED certification, and completion of the graduation requirements for the High School Diploma. These tests include, but are not limited to, the TABE, CASAS, Pre-GED, Official GED, associated college placement testing, and provided college examinations.

18. The credentialed Education faculty member will proctor or arrange proctoring for all examinations for independent study students participating in outside agency courses.

19. The credentialed Education faculty member will develop a student-learning plan for each student based upon standardized assessment, teacher observation, and individual student’s goals and needs.

20. The credentialed Education faculty member will meet with the students and provide educational services individually or in groups as determined by student and institutional needs. The ducat process will be utilized when these services occur outside of the housing units.

21. The credentialed Education faculty member will prepare independent homework and study material assignments that are meaningful, relevant, and consistent with the individual student’s performance level, study plan, and course curriculum.
22. The credentialed Education faculty member will utilize a variety of instructional materials and teaching methods to ensure a multi-modality approach to student learning.

23. The credentialed Education faculty member will complete all student progress reports and other required program documentation such as monthly and quarterly reporting.

24. The credentialed Education faculty member will issue a CDCR 128B General Information Chrono to the student and pertinent custody personnel, detailing and authorizing the in-house/in-cell supplies for students, as determined by the Principal or designee.

25. The credentialed Education faculty member may hire up to two inmates as full-time teacher’s aides, budget and institutional needs permitting.

26. Critical worker status will be established for inmate clerks and teacher’s aides. Critical worker status will not be established for tutors or volunteer assistants.

27. To the extent possible, education students will be consolidated into designated housing facilities/units, based on institutional security needs.

LOCKDOWNS AND MODIFIED PROGRAM PROCEDURE

A. During lockdowns and modified programs, the credentialed Education faculty members responsible for providing instruction through the Traditional Education Models, Bridging Education Program Models, and the Alternative Education Delivery Models will adhere to the following procedures:

1. A lockdown or modified program will be determined by institution administration and articulated and updated in the Program Status Report.

2. When determined appropriate by institution administration and articulated on the Program Status Report, the credentialed Education faculty member will be authorized to begin distribution of homework and study materials to locked-down students. Details pertaining to the place and manner the Education faculty provide services will be articulated in the Program Status Report in the “Comments” section.

3. Correctional staff will coordinate with teachers to facilitate inmate testing and the disbursing of educational materials when safety and security issues will not be breached by teachers having direct access to students either in the housing units or in other areas through the ducat
process. The facility captain will be furnished, within a reasonable amount of time, the inmates’ names for a risk assessment evaluation.

4. During extended lockdowns, where possible, instruction for inmates may be televised over institutional television either through educational video programs or approved live feed. The credentialed Education faculty member will be responsible for facilitating the distribution, collection, tracking, and grading of the course specific materials.

5. During lockdowns and modified programs, the credentialed Education faculty member is responsible for ensuring that students receive and return assigned study materials. The distribution and collection of student study materials during lockdowns and modified programs may include a variety of methods. These methods will be determined based upon the nature of the lockdown or modified program itself and reflect the least restrictive means of safely providing educational services; these methods are to be articulated in the Program Status Report.

6. In anticipation of an extended lockdown or modified program, the credentialed Education faculty member will prepare study materials and homework assignments during the first three working days of a lockdown. After the initial three working days, when determined appropriate by institution administration and articulated on the Program Status Report, the credentialed Education faculty member will be authorized to begin distribution of study materials and homework assignments to locked-down students.

7. In the event that during a lockdown the Warden utilizes Education faculty in other capacities, the teachers will be authorized three working days to prepare homework assignments and study materials for distribution to students.

8. The credentialed Education faculty member will prepare study materials and homework assignments that can be completed independently and are consistent with the individual student’s performance level and course curriculum.

9. When a modified program not in conjunction with a lockdown is in place, the time required for a teacher to prepare homework assignments and study materials for the affected students will be based upon the professional judgment of the Principal and will be commensurate with the number of students in each class.

10. Students unaffected by a modified program will maintain normal programming in the regular assigned classrooms. Students affected by the modified program will receive educational services as directed in
the Lockdown and Modified Program procedures. The normal class schedule shall be altered, based upon the professional judgment of the Principal, commensurate with the number of students unaffected and affected by a modified program. Affected students will receive individualized educational services as set forth in item 5 above.

11. The credentialed Education faculty member will be available to meet with students daily during regular student contact times. It is possible that this teacher may not be able to provide services to all inmates each day; however, the teacher will provide effective educational services to as many students as possible daily.

12. In addition to providing educational services, a faculty member is obligated to participate in activities focused on school improvement. Upon completion of delivering educational services to students, the faculty member may participate in staff training, professional development, professional collaboration, and school improvement processes.

13. Upon extended lockdowns and modified programs it may become necessary to access and measure student learning. When necessary to administer standardized assessments, testing procedures and security established by OCE must be followed. The institution is to help facilitate a place and manner in which to conduct these tests, where feasible, to every extent possible. Assessments that must be administered outside of a cell environment are: TABE, CASAS, Pre-GED, Official GED, and tests requiring a proctored environment, such as college examinations.

14. Timekeeping for students who are on lockdown or modified program status will be assessed only after the individual student’s lessons have been completed, collected, and graded by a credentialed Education faculty member. The credentialed Education faculty member will also be responsible for providing appropriate review and feedback to the students.

15. The credentialed Education faculty member will be responsible for wearing a Personal Alarm Device in the housing units.

B. The Principal will have input into the lockdown/modified program status pertaining to Education Department programming considerations.

C. The Principal will apprise the Education faculty members of the initial lockdown/modified status, changes to the lockdown/modified status upon occurrence, and weekly updates of lockdown status through the distribution of
the non-confidential section of the Program Status Report or other means as determined by the institution.

RESOURCE SUPPLEMENT

Attachment A: Student Activity Log
Attachment B: Student Contract

__________________________________________  ____________________________
Warden                                        Date
APPENDIX C
BUS SCHEDULE

(State: California Correctional Center. (2010). Bus schedule [In-house document]. Susanville, CA: California Correctional Center)

State of California
Department of Corrections and Rehabilitation, California Correctional Center
Memorandum

Date: August 31, 2005
To: ALL CONCERNED
Subject CAMP TRANSPORTATION BUS SCHEDULE CHANGE

The Northern camps transportation trial bus schedule will now be as follows:

MONDAY: NO REGULAR RUNS

TUESDAY: CC#18, CC#07, CC#34, CC#08 & CC#45
RETURN WEDNESDAY
CC#27, CC#06, CC#17, CC#31, CC#32 & CC#20
RETURN WEDNESDAY

WEDNESDAY: TUESDAY RETURNS

THURSDAY: CC#23, CC#03 & CC#09
RETURN SAME DAY
CC#22, CC#40 & CC#25
RETURN SAME DAY

FRIDAY: CC#44
RETURN SAME DAY

Transportation Sergeant
Camp Division

C: Warden/CDW
Records
Trust
Canteen
Medical/Dental
Personnel
R & R

Food Services
Central Control
Arnold Unit
Accounting
Parole Desk/Accounting
Inmate Assignment
DAILY MOVEMENT SHEET

(Source: California Correctional Center. (2010). Daily movement sheet [In-house document]. Susanville, CA: California Correctional Center)

As of April 19, 2009, the daily recap is as follows:

Starting Camp Count: 1951

Arrivals: 0

Departures: 3

<table>
<thead>
<tr>
<th>Conservation Camp</th>
<th>Number of Inmates</th>
<th>Conservation Camp</th>
<th>Number of Inmates</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC #03 (Trinity River)</td>
<td>121</td>
<td>CC #06 (Parlin Fork)</td>
<td>96</td>
</tr>
<tr>
<td>CC #07 (Salt Creek)</td>
<td>119</td>
<td>CC #08 (Delta)</td>
<td>122</td>
</tr>
<tr>
<td>CC #09 (Sugar Pine)</td>
<td>123</td>
<td>CC #17 (Chamberlain Creek)</td>
<td>103</td>
</tr>
<tr>
<td>CC #18 (Ishi)</td>
<td>108</td>
<td>CC #20 (Alder)</td>
<td>98</td>
</tr>
<tr>
<td>CC #22 (Intermountain)</td>
<td>90</td>
<td>CC #23 (Deadwood)</td>
<td>85</td>
</tr>
<tr>
<td>CC #25 (Antelope)</td>
<td>139</td>
<td>CC #27 (Konocti)</td>
<td>110</td>
</tr>
<tr>
<td>CC #31 (Eel River)</td>
<td>112</td>
<td>CC #32 (High Rock)</td>
<td>98</td>
</tr>
<tr>
<td>CC #34 (Valley View)</td>
<td>114</td>
<td>CC #40 (Devil’s Garden)</td>
<td>111</td>
</tr>
<tr>
<td>CC #44 (Washington Ridge)</td>
<td>98</td>
<td>CC #45 (Ben Lomond)</td>
<td>101</td>
</tr>
</tbody>
</table>

Ending Camp Count: 1948

*Note: These numbers will increase to 125 inmates per camp during the fire season months.
Starting CCC Count: 3492

Arrivals: 1

Departures: 4

Cascade Unit: 1086
Sierra Unit: 1056
Firehouse: 17
Infirmary: 16
ISO/Seg: 1
Arnold Unit: 364
Main Gym: 0
Main Family Visiting: 1
Outside Hospitals: 4

Ending CCC Count: 3489