

COMMITTEE REPORT

HOUSE

FURTHER:

5/12/81

(11)

Date: 4/3/82

Mr. Speaker:

The Committee on FINANCE has had HB 501

"An Act making a special appropriation to the Department of Education for the university within walls program; and providing for an effective date."

under consideration and reports it back as follows:

do pass do not pass

do pass with attached amendments(s)

replace with CS for HB 501 (FIN) same title new title

and recommends do pass

AND attaches a "Letter of Intent" New Fiscal Note

reports it back without recommendation

referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

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[Signature]
CHAIRMAN

Cook

Original sponsors: Fuller, Duncan
and Miller

<u>Funding Information</u>	
General Fund	\$800,000
Other Funds	-0-
	<u>\$800,000</u>

1 IN THE HOUSE BY THE FINANCE COMMITTEE

2 CS FOR HOUSE BILL NO. 501 (Finance)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Depart-
7 ment of Health and Social Services, division of correc-
8 tions, for educating prisoners; and providing for an
9 effective date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. The sum of \$800,000 is appropriated from the general fund to
12 the Department of Health and Social Services, division of corrections, for
13 educating prisoners.

14 * Sec. 2. The unexpended and unobligated portion of the appropriation
15 made by this Act lapses into the general fund June 30, 1983.

16 * Sec. 3. This Act takes effect July 1, 1982.

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Cook
Version #3
4-2-82 ✓

Original sponsors: Fuller, Duncan
and Miller

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Other Funds	-0-
	<u>\$800,000</u>

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BY THE FINANCE COMMITTEE

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Funding Information
General Fund \$1,330,000
Other Funds -0-
\$1,330,000

Introduced: 4/14/81
Referred: Health, Education &
Social Services and Finance

1 IN THE HOUSE

BY FULLER, DUNCAN AND MILLER

2 HOUSE BILL NO. 501

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Depart-
7 ment of Education for the university within walls
8 program; and providing for an effective date."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 * Section 1. The sum of \$1,330,000 is appropriated from the general fund
11 to the Department of Education, office of adult and continuing education,
12 for the university within walls program.

13 * Sec. 2. The unexpended and unobligated portion of the appropriation
14 made by this Act lapses into the general fund June 30, 1982.

15 * Sec. 3. This Act takes effect July 1, 1981.

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POSITION PAPER

HOUSE BILL NO. 501

"An Act making a special appropriation to the Department of Education for the university within walls program; and providing for an effective date."

The Act would provide the University of Alaska, Juneau, with \$1,330,000 for continuing education within the state prison system on a statewide basis.

Current Practice

The Division of Adult Corrections has a contractual agreement with the University of Alaska, Juneau, to provide continuing education within the system and the program is functioning to various degrees in all correctional facilities.

This association has resulted in the development of Adult Basic Education classes and GED programs in all nine of the state institutions. Additionally, with the assistance from the CETA Division of the Department of Community and Regional Affairs, the beginnings of a "University Within Walls" program was developed and is now providing college level courses at the Eagle River, Juneau, Fairbanks, and Ridgeview facilities. Courses include: English, math, psychology, history, accounting, principals of business law, and small business management. Vocational programs have been developed with the assistance of the Department of Education and CETA. The current programs include: food service, computer operator training, auto repair and alcohol counselor aide training.

The University has been able to develop some programs as a result of various grants. These grants presently provide an "Arts in Prison" program including arts and crafts, theatre production, and a native arts workshop program.

Department Position

The Department of Health and Social Services concurs with the concept of the bill and supports its intent.

Recommended by: Charles F. Campbell
Charles F. Campbell, Director
Division of Corrections

Date: 4-27-81

Approved by: Helen D. Beirne
Helen D. Beirne, Commissioner

Date: 5/1/81

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill No. 501
 Title An act making special appropriation for the University Within Walls Program.
 Requested by Fuller, Duncan and Miller Date 4/14/81

II. FISCAL DETAIL

Agency Affected Department of Health & Social Services
 Program Category Affected Offender Confinement, Reformation & Supervision
 BRU, Program, or Subprogram(s) Affected Adult Confinement
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

FUNDING (Thousands of Dollars)

GENERAL FUND	-0-	-0-	-0-	-0-	-0-	-0-
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME	-0-	-0-	-0-	-0-	-0-	-0-
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

The enactment of this bill would have a programmatic effect on the Division of Adult Corrections. There would be no fiscal impact on the Division of Adult Corrections budget, however, as the funding is designated to be appropriated to the Department of Education.

IV. DATE April 23, 1981 PREPARED BY Roger C. Lange
 AGENCY Division of Adult Corrections, DH&SS
 PHONE 465-3376
 Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named) W. H. Board M&B Approval W. H. Board Date 4/27/81



Rep. Don Clocksin, Chairman
465-3797

Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

Date: May 11, 1981

To: Chief Clerk's Office

Fr: Rep. Don Clocksin, Chair
House HESS Committee

Re: Letter of intent - HB 501 (University Within Walls)

It is the intent of the legislature that the Department of Education, Division of Vocational and Adult Education, contract with the University of Alaska, Juneau for development and operation of the University Within Walls program.

A handwritten signature in cursive script, appearing to read "Don Clocksin", written over a horizontal line.

Rep. Don Clocksin, Chair
House HESS Committee

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

HB 501

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill 501

Title An Act making a special appropriation to the DOE for the university within walls

Requested by House Hess Date 5/4/81

program; and providing an effective date.

II. FISCAL DETAIL

Agency Affected Department of Education

Program Category Affected Elementary and Secondary Education

BRU, Program, or Subprogram(s) Affected Adult and Continuing Education

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		1,330.0	1,463.0*	1,609.3	1,770.2	1,947.3

TOTAL

FUNDING (Thousands of Dollars)

GENERAL FUND		1,330.0	1,463.0*	1,609.3	1,770.2	1,947.3
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

See attached.

*Assumes 10% annual inflation rate.

IV. DATE May 4, 1981

PREPARED BY Steve Hole

AGENCY Department of Education

PHONE 465-2800

Original: Legislative Finance

cc: Budget and Management

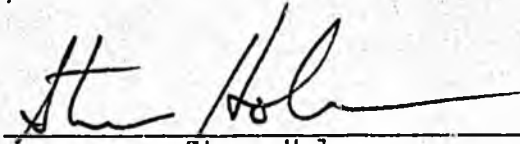
Prime Sponsor (First Legislator Named)

May 4, 1981

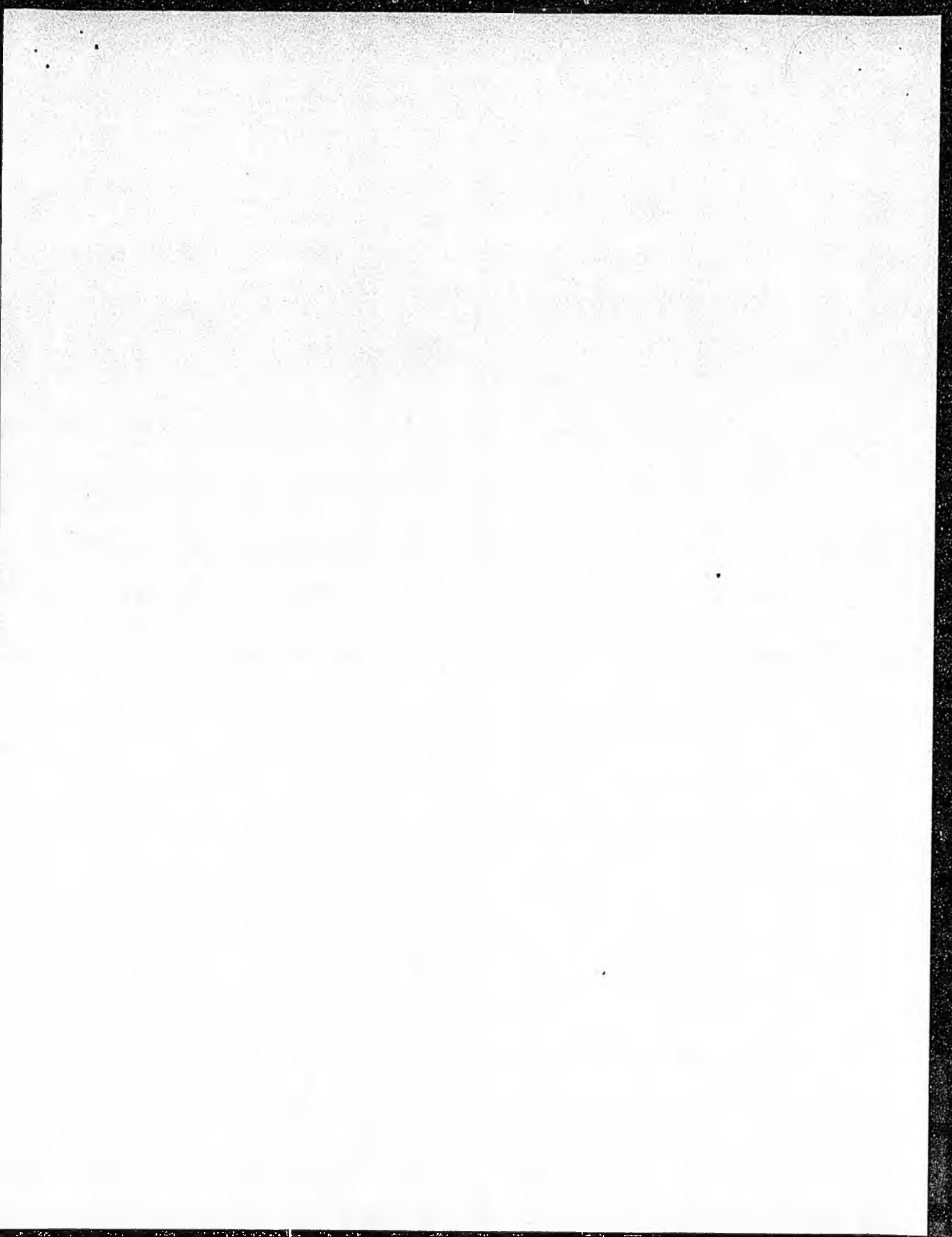
Department of Education Position Paper on HB-501

The department supports the bill.

The entire appropriation would be contracted to the University of Alaska for the operation of the program on a developmental basis. The contract arrangement would permit a close interface between the University and the programs operated by the department.



Steve Hole



BUDGET PRIORITIES FOR UNIVERSITY WITHIN WALLS, CENTER FOR EDUCATIONAL
REHABILITATION STUDIES, UNIVERSITY OF ALASKA, JUNEAU

PERSONNEL:

1. Upgrade existing faculty, promotions	\$20,000
2. Increase part-time instructor to 100% as Counselor/Support Services Coord.	20,000
3. Increase part-time secretary to 100%	15,000
4. Assoc Prof-Voc Ed Coord. (Palmer)	47,000
5. Instructor (Tutor/Counselor)(Fbx)	29,000
6. Asst Prof-Ak Native Studies (Anch)	37,000
7. Secretary/Support Svcs (Anch)	25,000
8. Asst Prof-Learning Ctrs (Jno)	37,000
9. Asst Prof-Native Arts (Fbx)	37,000
10. Instr-Voc Ed (Eagle River)	29,000
11. Instr-Voc Ed (Fbx)	29,000
12. Instr-Community Programs (Anch)	29,000
13. Instr-(Tutor/Counselor) (Eagle River)	29,000
14. Instr-(Tutor/Counselor) (Downtown Anch)	29,000
15. Instr-Voc Ed (Jno)	29,000
16. Media Specialist	29,000
17. Assoc Prof-Hist (Anch)	45,000
18. Assoc Prof-Lit (Jno)	45,000
** Interns (ex-offenders)(2) (special program)	40,000
Fringe @ 25%	150,000

NON-PERSONNEL:

Staff & Program Development	35,000
Media Development	15,000
Supplies	70,000
Tuition Assistance	35,000
Services	30,000
Travel	25,000
Space	30,000
Special Projects/Evaluation	15,000
Incentives	25,000

OVERHEAD UAJ @10% 100,000

EQUIPMENT:

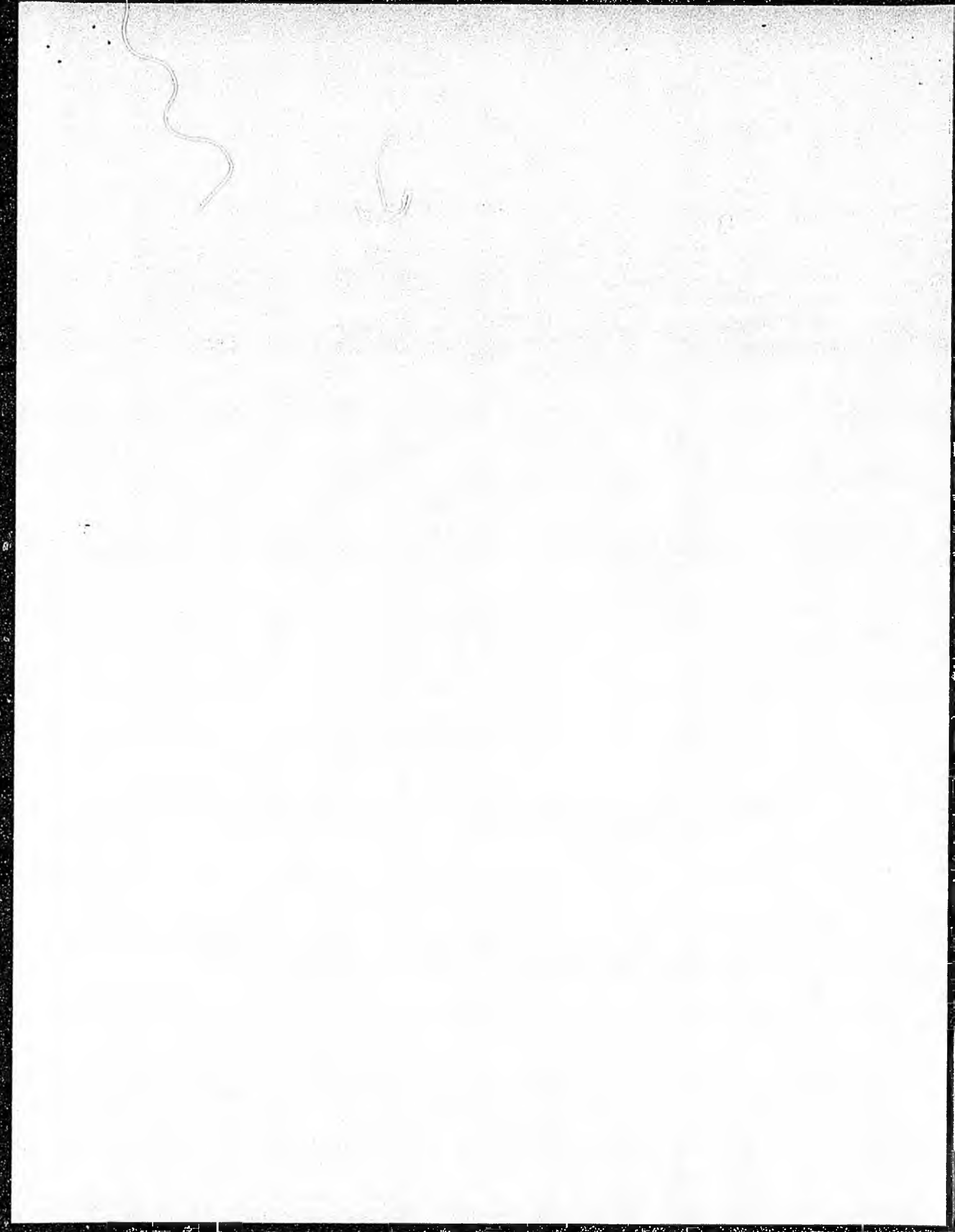
for start-up for Learning Centers and
Voc Ed programs 200,000

200,000
\$ 1,230.0

INFO - Jerry Hill DOE

JUSTIFICATION FOR DOE/UAJ COOPERATING ARRANGEMENT FOR "UWW" PROGRAMS

1. The "UWW" program has grown out of several grants from DOE including a model program grant from the Governor's Grant DOE/CETA. "Up 'N' Out with the Arts" 1979-80.
2. The "UWW" program has also had grants to initiate vocational training in the system, Food Service Training 1981.
3. The "UWW" program should also be working closely with ABE/DOE for adequate ABE programs in the system.
4. By working with DOE in the developmental stages of "UWW", the grants in ABE, Voc Ed, Adult Ed, Community Ed, can be coordinated to provide maximum cost-effectiveness and use of both state and federal funding.
5. DOE will not require or request any additional staff or funding to monitor a major "UWW" contract. They have adequate staff to do so. Actual evaluation is part of the program cost and evaluators would be contracted with, either through DOE or through a third party.
6. DOE has been designated as the state liaison agency to the new Correctional Education Office at the U.S. Department of Education. This gives them a responsibility for linking of agencies working in this area in the state with the federal programs.
7. This arrangement is regarded as a temporary one during the period of development. There is a flexibility offered by the program being funded under a contract that is not available if it were to be directly funded through the University. It would, however, over the next three years be picked up as a regular program of the University for purposes of staff.
8. It must be clear, however, that the line item would be a continuing item and that legislative intent were clear that this would be a program managed by UAJ as part of the partnership UAJ/Division of Adult Corrections "UWW" developing school and that it would not be an RFP single year item.
9. It should be clear then that this arrangement allows for development and subsequent cost savings by not getting locked into a permanent faculty at this time; it also allows for coordination with DOE ABE, Voc Ed, Adult Ed programs; it provides a mode of professional monitoring by a third party during the development phases; it will require no additional funding and will allow for maximum use of available funding because of cooperation with present developmental grant areas.





University of Alaska, Juneau

11120 Glacier Highway

Juneau, Alaska

99803

(907) 789-2101

CENTER FOR EDUCATIONAL REHABILITATION STUDIES/"UNIVERSITY WITHIN WALLS-ALASKA"

April 3, 1981

TO: Jerry Hiley, Adult Education, DOE

FM: Randall Ackley, Dir-CEDRS/UWW-UAJ

RE: Possible cooperating agreements of UAJ/DOE

I would urge that we discuss possible ramifications of any cooperating agreements between UAJ and DOE as soon as possible, and I would hope that Commissioner Lind and Chancellor Paradise can meet to look the situation over.

I am including some draft documents on our proposed program. These include:

1. CEDRS-UAJ Goals & Objectives 1982-87.
2. Position Paper, March 1981.
3. Draft paper to be published in LEARN/ALASKA, "University Within Walls."
4. Draft proposal for the "University Within Walls-Alaska" project.

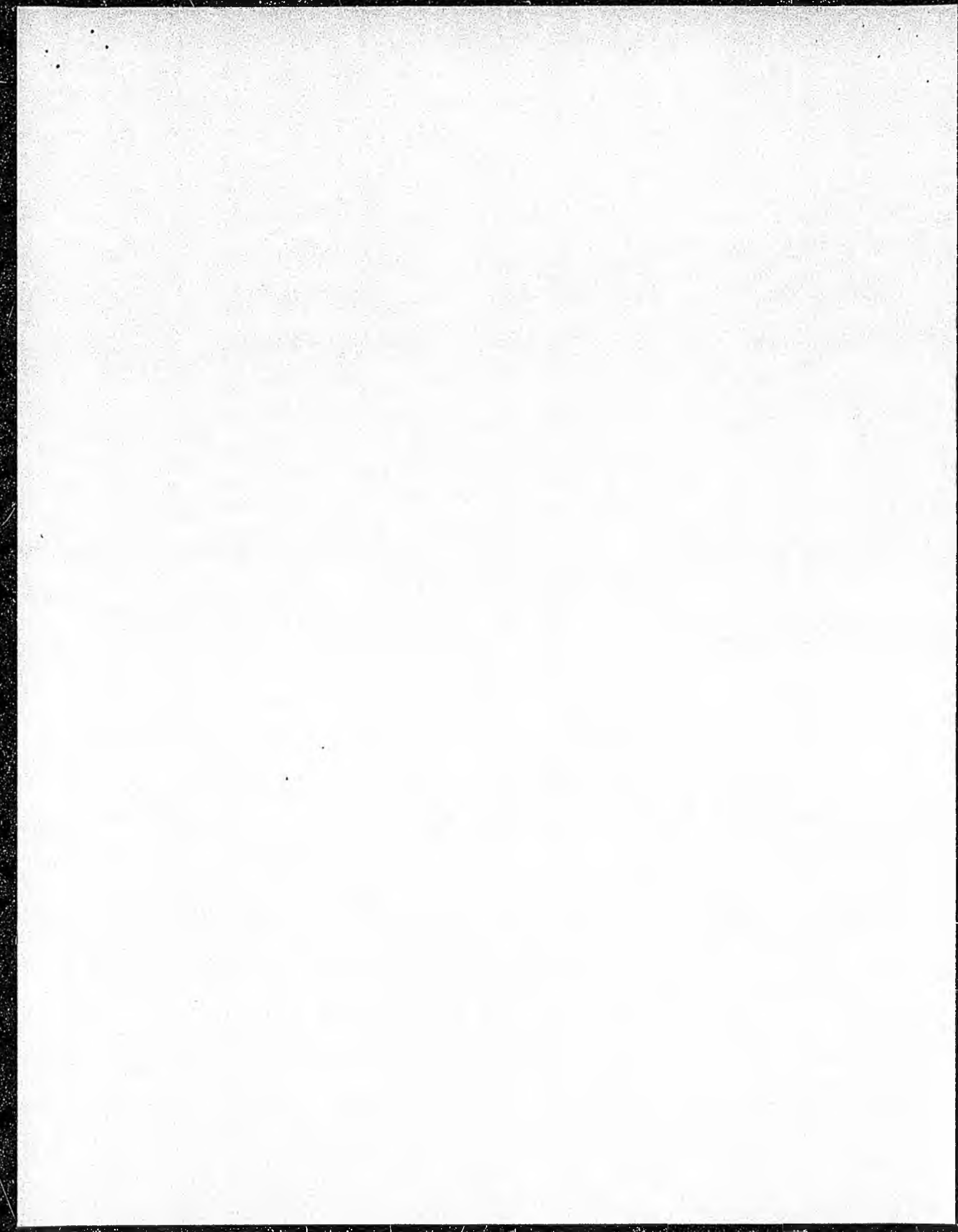
The mode I would recommend is that a contract be drawn up between DOE and UAJ for services in accordance with the attached documents, that DOE appoint a liason person to work with Division of Adult Corrections and UAJ on these programs, and that we would obtain a "Letter of Support" from the Director of Corrections stating that the Division would support the proposed program.

Your liason officer would monitor the program as well as provide a direct communications link between your office and UAJ. I would serve as the liason person from our program myself.

As you know, we have been working together the past few years. I have been working very closely with your office and staff with the "Up 'N' Out" program as a model program in 1979-80 and have been working with Ms Ryals for the "Food Service" program this year. We sincerely appreciate the cooperation and support your office has provided and our conversations have been extremely useful for planning and development purposes.

I will be meeting with you on Monday, April 6, in your office. Thank you.

cc: Dr Paradise
Mr Caulkins
Mr Campbell
Dr Cassel



C. Applied Research and Alternative Funding:

1. The Center will conduct applied research as is necessary for the development of an effective, cost-efficient state-wide program of holistic habilitation/rehabilitation through education, training, and recreation.
2. The Center will seek alternative funding as required for program development and applied research and evaluation.

III. OBJECTIVES (1982-83)

A. Planning, Networking, and Evaluation:

1. The Center will coordinate the UWW-Ak planning council and ensure the development of detailed "Goals & Objectives" for the entire program and for each of the participating institutions.
2. The Center will ensure that support networks are developed and/or continued with DOE, school districts, Native corporations, BIA, Job Service, participating schools and colleges, and such other organizations, institutions and agencies as are required.
3. The Center will work closely with DAC and will develop and implement evaluation programs for staff, program, ex-offenders, and such other areas as may be required.

B. Program Delivery:

- 1a. The Center will provide a dean/director for the UWW-Ak School and such other staff as are required and requested by the contracting agency.
- 1b. The University Within Walls-Alaska School for Social Education & the World of Work will provide an holistic program of habilitation/rehabilitation through components for social education, preparation for the world of work, recreation, and support services and special projects as required.
 - (1) Social Education: UWW-Ak will provide a Core Program and Alaska Arts in Prison program for all state, adult institutions:

(a) Core Program for Moral Education: A program of university literature and history, and supportive courses, delivered by a cadre of Master Teachers and a staff of tutors to all institutions (4 Master Teachers, 10 Tutors - 200 students, 1200 SCH's).

(b) Alaska Arts in Prisons: (2 Coordinators, 6 AIR, 100 participants, ca. 1000 SCH's). AAIP will strive for professional quality arts education with an emphasis upon community participation.

LITERATURE: (9 groups, 50 participants)

At each institution, writing groups will be formed to contribute to the production of a twice yearly magazine of prison literature and art.

THEATRE: (3 groups, 30 participants)

Theatre groups will be formed in most institutions with special focus upon community projects.

VISUAL ARTS: (6 groups, 50 participants, 3 shows)

We will continue to develop visual arts with annual state-wide arts shows in major museums and in rural communities across the state.

NATIVE ARTS: (4 groups, 50 participants, 1 show)

Native Arts will be a major component in the project, with special focus upon Fairbanks, Juneau and Nome. A fulltime Coordinator/Artist-in-Residence will reside in Fairbanks.

COMMUNITY ARTS: (3 communities, 20 "outside" participants)

Special community-prison projects will be developed as feasible, including projects for writers in the community and in prison, and community theatre projects in Eagle River and Palmer.

(a) Core Program for Moral Education: A program of university literature and history, and supportive courses, delivered by a cadre of Master Teachers and a staff of tutors to all institutions (4 Master Teachers, 10 Tutors - 200 students, 1200 SCH's).

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Special community-prison projects will be developed as feasible, including projects for writers in the community and in prison, and community theatre projects in Eagle River and Palmer.

VISITING ARTISTS: (6 "outside" & 10 "state" Visiting Artists, 100 Participants)

Bringing both local and visiting distinguished artists into the prisons will enrich the program. Currently, the program has a grant from the National Endowment for the Arts to bring writers into the state and into the prisons.

(2) World of Work Preparation: The UWW-AK School will provide preparation for the World of Work in cooperation with DAC and in complete coordination with existing and potential job market requirements.

(a) College Training & Education: (6 adjunct, 25 part-time faculty)

ER: 1 Univ Stds AA, 15 part, 5 grad/1 Cert, 15 part, 12 grads

F: 1 Univ Stds AA, 10 part, 3 grads/1 Cert, 10 part, 7 grads

J: 1 Univ Stds AA, 20 part, 5 grads/1 Cert, 20 part, 15 grads

P: 1 Univ Stds AA, 5 part, 0 grads/1 Cert, 5 part, 3 grads

Other: 1 Univ Stds AA, 15 part, 0 grads/1 Cert, 15 part, 4 grads

(b) Career Training & Education: (1Coord, 10 adjunct)

ER: 2 Cert, 20 part, 15 grads (CIS, FS)

F: 2 Cert, 20 part, 15 grads (FS, VRE)

J: 3 Cert, 20 part, 15 grads (FS, HORT, AUTO)

P: 4 Cert, 40 part, 35 grads (HORT, AUTO,....)

Other: none

(c) OJT/Coop Ed: (10 supervisors)

ER: 20 OTHER: 10

F: 10

J: 10

P: 50

(d) GED/ABE (1 Coord, 6 part-time, 100 participants, 40 cert.)

(3) Recreation, Quality of Life, and Holistic Health:

The UWW-Ak School will develop, in cooperation with DAC, support

for an habilitative quality of life in all institutions including recreation, nutrition, physical education, and required support.

- (4) Support Services and Special Projects: The UWW-Ak School will provide support services and special projects as are necessary to meet the needs of the incarcerated offender population:

(a) Student Services:

Advising & Counseling, Job Development & Placement, Testing & Placement, Library Services, Assessment & Re-entry, Records, Financial Aid, & such other services as needed, in cooperation with Student Services, UAJ.

(b) Special Projects:

Village Re-entry. F: 10, J: 10, other: 10.

Alcohol I&E: 200

Other: 100

1c. Learning Center: 9 centers, 400 headcount.

- (a) Learning Center will supply the following services:

Library services, classroom space, study areas, computers and terminals, teleconferencing facilities, instructional television facilities, videocassette and audiocassette facilities, typewriters, carrels, and tutors and counselors for program support & delivery.

- (b) Full services will be available at ER, P, J, F, and limited services at Anchorage, Anx, P, K, with tutors at all centers.

1d. Ex-offenders and Community-based programs:

- (a) Provide support for selected ex-offenders who have been successful participants in the program and need assistance to continue/complete programs, 10 financial assistance, 30 advising.

for an habilitative quality of life in all institutions including recreation, nutrition, physical education, and required support.

- (4) Support Services and Special Projects: The UWW-Ak School will provide support services and special projects as are necessary to meet the needs of the incarcerated offender population:

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- (b) Full services will be available at ER, P, J, F, and limited services at Anchorage, Anx, P, K, with tutors at all centers.

- 1d. Ex-offenders and Community-based programs:

- (a) Provide support for selected ex-offenders who have been successful participants in the program and need assistance to continue/complete programs, 10 financial assistance, 30 advising.

(b) Provide for student-release programs, 15 students.

(c) Develop a UWW-Ak House for furlough, parole and probation students, 10 students.

2. Consortium for Delivery: The Center will develop a consortium with UAJ, UÁJ, TVCC, MatsuCC, KCC, ACC, UAA, and local school districts as adjunct instructional services providers for 300 students.

3. Program & Staff Development: Staff development, 30 permanent staff for 20 hours, 600+ student hours. Program development, continued development of "working model" as required to increase success ratio, cost-effectiveness, participation, quality.

C. Applied Research & Alternative Funding:

1. Applied Research: 6 faculty part in Corr. Ed. applied research and publication.

2. Alternative Funding: Alternative funding to equal 10% of total budget and not less than \$90,000 exclusive of financial aid.

University of Alaska, Juneau

CENTER FOR EDUCATIONAL REHABILITATION STUDIES/"UNIVERSITY WITHIN WALLS-ALASKA"

POSITION PAPER, March 1981

The CENTER FOR EDUCATIONAL REHABILITATION STUDIES was created in July 1980 at the University of Alaska, Juneau. This was in response to a statement of legislative intent, by request of the Division of Corrections, and was approved by the University of Alaska Board of Regents. This gave the Center the primary responsibility for correctional education in Alaska.

In August 1980, the Division of Corrections contracted with the University of Alaska, Juneau to provide a program of educational, vocational, and recreational rehabilitation, "University Within Walls".

There have been four meeting/workshops to discuss and plan for the correctional education program. The first was a preliminary meeting in Anchorage at a superintendents meeting, the second in Anchorage in Spring of 1980, then the first formal workshop in Juneau in August 1980 and finally a planning/staff development workshop in Anchorage in November 1980. Through these meetings the staff have been oriented to the evolving program and to the pilot model program at SCC/Juneau, there have been opportunities for staff development, and there have been planning sessions.

The CENTER has four responsibilities:

1. Plan, monitor, evaluate correctional education in Alaska.
2. Coordinate and manage correctional education in Alaska.
3. Seek out and secure alternative funding for program development.
4. Practical research as required for quality and cost effective program development.

The UNIVERSITY WITHIN WALLS has only been able to maintain a pilot model program at SCC/Juneau with basic funding; however, it has also been able to begin the establishment of a state-wide network and to initiate programs through alternate funding. The UWW Program will have, when fully developed, four components:

1. Learning Centers at all state correctional centers with capability for offering a full-range of educational, vocational, and recreational opportunities through electronic instructional means. This will include teleconferencing, videotaped courses, computer assisted instruction, computer classes, audiotaped courses, and individualized multi-media packages. The centers will be staffed by tutor/counselors working closely with DAC educational staff.
2. Core Program of Social Education available at selected institutions at first and state-wide when funds are available, a program of basic studies designed for rehabilitation, including Arts in Prison, Reading-Writing-Arithmetic, and support workshops.
3. Vocational Education at all major centers with programs based upon the job market, availability of space and equipment, compatibility with Prison Industries, and capabilities of offenders.
4. Special Programs including support programs as needed for the total program and special programs for village people, Natives, students with alcohol and drug problems, and entry assessment and job development and placement for program graduates.

There will be a pilot "Learning Center" at SCC/Juneau this Spring, hopefully. Vocational Programs are being initiated at Juneau, Fairbanks, Ridgeview, Eagle River through grant funds this year; some pilot program will be initiated at Palmer also in cooperation with Matsu Community College. Funding for 1981-82 remains uncertain in this area.

University of Alaska, Juneau

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POSITION PAPER, March 1981

The CENTER FOR EDUCATIONAL REHABILITATION STUDIES was created in July 1980 at the University of Alaska, Juneau. This was in response to a statement of legislative intent, by request of the Division of Corrections, and was approved by the University of Alaska Board of Regents. This gave the Center the primary responsibility for correctional education in Alaska.

In August 1980, the Division of Corrections contracted with the University of Alaska, Juneau to provide a program of educational, vocational, and recreational rehabilitation, "University Within Walls".

There have been four meeting/workshops to discuss and plan for the correctional education program. The first was a preliminary meeting in Anchorage at a superintendents meeting, the second in Anchorage in Spring of 1980, then the first formal workshop in Juneau in August 1980 and finally a planning/staff development workshop in Anchorage in November 1980. Through these meetings the staff have been oriented to the evolving program and to the pilot model program at SCC/Juneau, there have been opportunities for staff development, and there have been planning sessions.

The CENTER has four responsibilities:

1. Plan, monitor, evaluate correctional education in Alaska.
2. Coordinate and manage correctional education in Alaska.
3. Seek out and secure alternative funding for program development.
4. Practical research as required for quality and cost effective program development.

The UNIVERSITY WITHIN WALLS has only been able to maintain a pilot model program at SCC/Juneau with basic funding; however, it has also been able to begin the establishment of a state-wide network and to initiate programs through alternate funding. The UWW Program will have, when fully developed, four components:

1. Learning Centers at all state correctional centers with capability for offering a full-range of educational, vocational, and recreational opportunities through electronic instructional means. This will include teleconferencing, videotaped courses, computer assisted instruction, computer classes, audiotaped courses, and individualized multi-media packages. The centers will be staffed by tutor/counselors working closely with DAC educational staff.
2. Core Program of Social Education available at selected institutions at first and state-wide when funds are available, a program of basic studies designed for rehabilitation, including Arts in Prison, Reading-Writing-Arithmetic, and support workshops.
3. Vocational Education at all major centers with programs based upon the job market, availability of space and equipment, compatibility with Prison Industries, and capabilities of offenders.
4. Special Programs including support programs as needed for the total program and special programs for village people, Natives, students with alcohol and drug problems, and entry assessment and job development and placement for program graduates.

There will be a pilot "Learning Center" at SCC/Juneau this Spring, hopefully. Vocational Programs are being initiated at Juneau, Fairbanks, Ridgeview, Eagle River through grant funds this year; some pilot program will be initiated at Palmer also in cooperation with Matsu Community College. Funding for 1981-82 remains uncertain in this area.

Special programs in ALCOHOLISM IN ALASKA: AN INSIDE VIEW are being prepared in Juneau as a series of videotapes with instructor's manual, assessment and re-entry are also priority packages for 1980.

The ARTS IN PRISONS program has been in place in one form or another for several years both in Anchorage and Juneau. Major projects for 1980 are the community theatre projects at Eagle River and Palmer, the state-wide Arts Show to be displayed at the Alaska State Museum in Juneau, and the literary magazine, LEMON CREEK GOLD. There is a major effort being made to establish an Alaska Native Arts in Prisons program through outside funding.

The priorities that were established at the August Juneau workshop are being met (see report) and the plan for 1981-86 prepared at the November Anchorage workshop are being implemented as funds allow (see plan attached).

The NATIONAL EVALUATION PROGRAM Phase I Report "Correctional Education Programs for Inmates" prepared by the U.S. Department of Justice, National Institute of Law Enforcement and Criminal Justice, June 1979, indicated that the correctional education in 163 institutions was not truly adequate; however, the average is far higher than it is in Alaska:

Type of Program	% offering program	% inmates enrolled	Part-time averages	Full-time averages
ABE/GED	96%	23%	123.34	47.66
PSE	83%	10%	49.20	25.50
VOC	89%	19%	41.00	57.51
SOC	44%	15%	58.90	11.50
TOTALS		67%		

The Alaska programs have an average of 10% in ABE/GED, about 7% in PSE, and no VOC at present at significant levels. Funding nationally has been at \$905.59 per enrolled student. These figures are difficult to compare with Alaskan costs. Funding for model programs nationally during the period 1970-76 were between \$900 and \$4000, in "lower 48" dollars of the 70's.

Our existing programs have averaged at \$4500-5000 per full-time students. This is the cost in the SCC/Juneau model program, the Food Service program, and the Computer Operator program. We believe we can lower this cost to \$4000 per enrolled student through the establishment and development of Learning Centers.

"University Within Walls"

The "University Within Walls" program has one major goal, to bring the University of Alaska within the Walls of the state's adult correctional centers. It is being developed as a joint University/Department of Adult Corrections project and is unique in that it is being developed as a contemporary school realizing the potential of contemporary technology and research while losing nothing of the individual and human qualities of traditional education.

The program has many ancestors, short-lived grant projects; but its most immediate model is the "Up 'N' Out" programs initiated by Juneau-Douglas Community College with the support of its Campus President, Dr Vern Oremus, and the former Director of Corrections, Mr William Huston. We founded this program in 1978 as an attempt at making the program in place at the State Correctional Center/Juneau a more effective school. It was managed by Ms Sue Koester and provided a model that came to the attention of the new Director of Corrections, Mr Charles Campbell, and the "Rural Caucus" of the Legislature in 1980 when CETA legislation was modified so that offenders at the state prison were no longer eligible for training assistance. The 1980-81 "UWW" program was simply an extension of the Juneau program to the other state correctional centers as funding would allow.

However, as the need to extend the program state-wide became clear, it also became evident that the extension of the program, as is, would be neither cost-effective nor practical. The prison population was too small and diverse. In searching for answers to the problems of cost-effectiveness and efficiency, several answers were found. The Canadian federal system in British Columbia had been developing a highly successful program over the past twelve years. It had not been done on a regional or province-wide basis, and it had not been successful with Native offenders.

Also, at this time, the new University of Alaska Instructional Telecommunications Consortium began its development and offered assistance to our new state-wide program.

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Melding the Canadian program of social education and the Juneau program and seizing upon the potential of the Telecommunications Consortium and the many advantages of highly developed technology, the "UWW" program adopted a plan for a third phase Alaskan program including the five major components:

1. Social Education for the World of Work (a meld of the Canadian and Juneau programs).
2. World of Work Program (a pragmatic vocational training program utilizing the prisons' jobs and the prison itself as a vocational training laboratory wherever possible and matching with the job market as a "needs assessment".)
3. Special Projects (responding to special needs, or small pilot projects, such as Alcohol Information & Education, Village Re-entry, Alaska Native Studies/Students, etc.)
4. Learning Centers/Support Services (alternative delivery systems, tutoring, and student support services).
5. Center for Educational Rehabilitation Studies (established at UAJ to provide planning, management, and evaluation services and a program cadre).

The Social Education program is a standard, university, classroom program with a pedagogy designed to accelerate both moral and cognitive development. It is based upon the theories and programs of Dr Lawrence Kohlberg of Harvard and upon the British Columbia programs.

The World of Work Program, as mentioned, utilizes the prison kitchens, greenhouses, gardens, shops as training laboratories for the training of cooks, bakers, gardeners, auto mechanics, and bodymen. It is also responds to the demands of the job market and trains office workers, computer operators, and alcohol counselors.

The Special Projects component responds to the needs of special groups

or special needs of incarcerated adults. We provide the special support that can make our program work for a broader spectrum of prisoners than any other program in the nation.

The Learning Centers/Support Services component is a result of our understanding of the potential of technology and the need to provide more than a teacher if the program is to work with 80-90% efficiency. It is recognized, and usually accepted, that our schools "screen out" a percentage of students at each level of public education. Since our offender students are those who are the problems of society, we cannot afford to "screen out" too many students. We need to be successful if we are to protect people, property, and the ex-offenders themselves. The "UWW" program can be a last chance program for prisoners, their families, and for future potential victims of crime in America. It must be better than a screening device.

The Learning Centers are based upon both the "open university" and "extended classroom" models. The Centers will be staffed by generalists who will serve as instructional resource managers, tutors, discussion group leaders, and academic counselors. They will be able to direct students to an array of educational resources. These will include live classroom and laboratory instruction, videotaped or audiotaped records of the live instruction (both for review and for use in distant locations), videopackages, instructional television, multi-media packages, and teleconferenced classes taught at one location but available state-wide. Much of this electronic instruction would not be economically feasible without the UAITC. No single user could make the system cost-effective; however, by uniting as a multi-user consortium, delivery becomes possible and cost-effective. The "UWW" Learning Centers will make instruction accessible to all incarcerated offenders, both geographically and in time. Prisoners entering the prisons or being moved from one institution to another will not encounter delays which may exceed two or three months because of an academic calendar allowing entry and

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exit two or three times a year. Prisoners will be able to enter and exit at almost any time with delays of less than a month at any institution in the state. With easy entry and exit, prisoner students will also have a broad array of educational opportunities; and the Learning Center program will reduce the cost per student by 20%.

The other aspect of this component is Student Support Services. It is rare in prison programs that anything more than instruction is provided, and that is usually by a temporary, part-time teacher. Programs of that kind have a high failure rate and high drop-out rates, or must resort to very narrow entrance screening. The "UWW" program will include all required support services. Prospective students will receive a battery of assessment tests which will produce an Educational Development/Job Placement Plan. The plan will include any developmental or special education, required training, and final job placement. Counselors will seek out students whenever a "red flag" goes up from a teacher, the student him/herself, or from any fellow students. Poor attendance, low grades, changes in attitude, all will produce an interview with a counselor. Tutoring may be provided, support education may be added. As students advance in the program, they will be given opportunities to learn about problem-solving, alcoholism and drug abuse, job interviews, keeping jobs, problems of violence, family & parenting, re-entry into society, re-entry into village life. The component is designed to recognize and respond to human individuality and the problems of prison life, and it will make the program 75-85% successful with a broad spectrum of offenders.

The Center was initiated at UAJ, in July 1980, to meet the needs of adult, incarcerated offenders, and in response to concerns of legislators and a need to increase access to education, as well as a request from the Director of Corrections. It is adding applied research to its work as part of evaluation. It is developing a staff development program to increase the efficiency of all faculty and staff. It is also developing as a broker and networker. The most efficient delivery system

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for much of the live instruction is through cooperative arrangements with community college and university campuses located near the correctional center. These local campuses cannot provide the specialized management, support services, and evaluation required for a cost-effective and efficient correctional education program, but they can provide effective classroom instruction and technical support. This system of networking and brokering is proving a most productive component of the "UWW" program. It has increased the ability of the program to respond quickly to needs and to take advantage of newly available resources, reducing the development and administrative costs of the total program.

The networking, University of Alaska Instructional Telecommunications Consortium, "partnership" relationship with the Division of Adult Corrections, and the opportunities available through contemporary technology, all are making the University Within Walls program a unique and successful service component of the University of Alaska.

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The UNIVERSITY WITH WALLS-ALASKA program is a partnership program of the Alaska Division of Adult Corrections and the University of Alaska. It is managed by the Center for Educational Rehabilitation Studies, University of Alaska, Juneau, and was initiated on a state-wide basis in August, 1980. Earlier programs have been in existence since 1973; however, the "Up 'N' Out" programs of 1978-79 and 79-80 have formed the early model for the new state-wide school.

1. **THE PROBLEM:** The U.S. is the most violent society in the world. Crime is the result of psychological aberration, demoralization through social problems, human diversity, and outmoded subcultures. There has been an increase in prison population in Alaska of 100% in five years. They are unemployed, young, undereducated and untrained, minority twice the general population, involved with drugs or alcohol; and the state, like the nation, has a recidivism rate of 70% for repeaters. They enter prison in trouble and leave it worse and more destructive. They may cost the state \$1,000,000 each over twenty years in incarceration costs alone. There is nothing significant being done to break the cycles of incarceration and re-incarceration.
2. **PROPOSED ACTIVITIES:** The project will meld a twelve year old Canadian program of "moral education" with the current phase of the Alaskan "UWW" school and will develop a network of delivery modes and resources through the University Instructional Telecommunication Consortium and a system of Learning Centers. Contemporary technology will be fully utilized to make the program both cost effective and responsive to individual needs and the restrictions of prisons. The program in phase 1 would include three prisons and one jail. Core faculty would be hired as Master Teachers in Alaska Native Studies and History and a Tutor/Counselor would be hired and trained as a first generation "new" resource.
3. **OUTCOMES:** A minor "career criminal" costs the state, in direct costs of incarceration, \$1,000,000 in twenty years. All incarcerated offenders cost \$23,000 per year for care and \$125,000 for construction of a bedspace. We plan to save not only victims and property by proving rehabilitation works, but we also plan to save the state money. We predict 100% job placement of graduates, increases of moral/cognitive levels of two phases after four terms, success rate of 60% in the first year and 70% in the second year, improved quality of living for ex-offenders for 75%, reduced recidivism after three years of 10%.
4. **APPLICANT'S CAPACITY AND COMMITMENT:** University of Alaska, Juneau has a eight year history of commitment to prison education. It has committed its money and its regular faculty. It has more than matched grant monies over the past three years. Its "Up 'N' Out" programs had success rates of 90%, graduated eight out of forty students in eighteen months, and had excellent evaluations. Results produced requests from the legislature and Division of Corrections for assumption of a state-wide responsibility in 1980. The budget has grown from \$35,000 state-wide to over \$500,000 in three years. \$400,000 have been provided in state funds. The Center for Educational Rehabilitation Studies has been created to provide management and a cadre for state-wide programs.
5. **PLANS FOR WIDER IMPACT:** The offender population of Alaska is younger and slightly better educated than that of the "lower 48", reflecting the general Alaskan population. The prisons are smaller and there are no "state penitentiaries"; however there is only one American model of prison and visitors are completely at home in the Alaskan version. There is no problem in taking a small working model and generalizing it to larger institutions. Many state prisons are very similar, being rural and medium security correctional centers. However, again, prisons remain prisons with small variation. Dr Ackley, the program director, has been invited to present papers and publish on the current program (Washington, D.C. April; University of Quebec, August; Correctional Education Association, July; University of Victoria, October, ...). The papers and the two books that Dr Ackley is collaborating on (with Dr Duguid of Canada and Sheila Nickerson of Alaska) will disseminate the program. The results will prove hard to ignore.

UNIVERSITY WITHIN WALLS-ALASKA: A PROGRAM OF SOCIAL EDUCATION FOR THE WORLD OF WORK

I. NEED OR PROBLEM: Austin MacCormick, then assistant director of the Federal Bureau of Prisons, called for a basic education program in all state and federal prisons as a prerequisite for rehabilitation, in 1931. Fifty years later, Chief Justice Warren Burger concluded that our prisons were failures and that they must become rehabilitation centers rather than warehouses for discarded humanity. We would like to describe the Alaskan adult offender, provide possible reasons for both criminal behavior and incarceration, and suggest a program that will alleviate some part of the problem:

A. The Alaskan Offender is unemployed (60%) when sentenced; has no vocational training, was involved in an alcohol related crime (85%), is probably white (although 45-50% were minority with 90% of the minority offenders being Eskimo or Native), is a school drop-out, is younger than the offender down "South" (54% under 25 compared to 38% down "South"), is better educated than the offender down "South" (53% finished highschool or obtained a GED certificate compared to 37% down "South"), is male (94%), and are typical "prisoners" with poor self-image and strong egotistic traits, and with strong feelings of alienation, hostility to all institutions, simplistic hedonistic traits, and immature moral reasoning abilities. Young, undereducated and untrained, minority, poor, unemployed, heavily involved in alcohol and/or drugs, male, the disadvantaged of our society. The characteristics of youth and better education are part of Alaskan demographics; Alaskans are younger than the national average and subsequently better educated. Better educated is only comparable. Most are below norms for their educational level; most have dropped out of school (especially Natives); most have reached their GED through the military or during incarceration, either as youths or during their first imprisonment.

B. Reasons for the problem are obvious and not new:

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Also, at this time, the new University of Alaska Instructional Telecommunications Consortium began its development and offered assistance to our new state-wide program.

1. Our country has a per capita income of \$10,000 and an official philosophy of equality and freedom. Yet we have unemployment of 60% in the villages where many of these men were born; and the highest unemployment rate nationally is among minority teen-agers. The disparity between the "have's" and "have-not's" is proclaimed on television and everywhere. There seems nothing that can be done to reduce the disparity and it seems to be part of a birth right that we are powerless to do anything about. The disparity and the powerlessness to escape the system produces, in some, anxiety, frustration, and finally demoralization which is demonstrated in alcoholism, drug addiction, and crime.
2. If Feiffer is accurate in his judgment of American education (see cartoon), our schools are intentional failures. If he is wrong, they are unintentional failures. In either case, drop-outs and high school illiterates remain the dominant group among minorities and poor; and these people cannot function without any education. Schools are at best inefficient, at worst total failures creating a group of angry and alienated young people.
3. Human diversity means that we are all different. What may be valued in this generation or in this place may be criminal for another generation or another place. Heroes of one era are criminals of another. Criminals in one socioeconomic group are the business men of another group. Laws ignore this and we find a new group of "deviants" each generation. Violence is necessary for survival at one time and criminal at another. Varying social norms and varying social needs make some people criminals.
4. Confusion, anxiety, feelings of powerlessness are endemic in our society. Moral abilities are immature. Moral dogmatism or moral relativism ignore moral reasoning and people are left either alone or with an unbending set of rules. Indigenous cultures have been destroyed in a generation or two, with unemployment and alcoholism as the heirs. Our young have retreated to simplistic hedonism along with the demoralized poor and minorities or have

sought security in dogmatism, materialism, and egotism. Either "law & order" or crime.

Disparity between "classes", disparity between philosophy and practice, rapid change through technology, abandonment of sectors of the population to unemployment and school drop-out, exploitation and abandonment of minorities, powerlessness of the young of all sectors but total powerlessness of the young of the poor and minorities; all, along with human diversity and a tiny fragment of the mentally ill, produce our prison population, and our general population not always different except in intensity of the problem. When unemployment, alcohol problems, youth, and being Eskimo are combined; the result is almost sure incarceration at some time during any one year of your life.

C. Responses to the "problem" are simple:

1. Develop an egalitarian society with respect for the individual and without a classification at birth.
2. Develop an efficient educational system that works for the poor and for "different" people.
3. Transform prisons into habilitation schools which offer help rather than destruction.

The first does not seem within the purview of our program; the other two are our responses to the problem. Adult offenders have a recidivism rate of 41% overall; repeaters go up to 70%. We cannot change society, in the larger context; but we can provide the means whereby the cycle of incarceration and re-incarceration can be broken to release the person into a world they have never succeeded in. Three programs have been successful in breaking this cycle. Lawrence Kohlberg of Harvard has had success in creating "fair" communities within prisons; the Canadian federal prison system has had success in British Columbia with programs based upon Kohlberg's theories; our earlier programs have had short term successes over the past three years. We believe

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that we can meld the three experiences into a new phase of the "University Within Walls" program and that we can improve the program's cost-effectiveness and ability to respond to individual needs through a system of Learning Centers employing multi-resources and utilizing a major networking capability developed as a unique UWW quality.

II. DESCRIPTION OF PROPOSED PROJECT: The program, as indicated above, will be a meld of the three "ancestor" programs, Kohlberg's, the Canadian, and the old Up 'N' Out programs in Alaska with modifications based upon opportunities provided by contemporary technology and required by budget constraints and the need to individualize education for human diversity.

The program will consist of three instructional components, a multi-delivery component, and an administrative/evaluative/networking component.

A. UNIVERSITY WITHIN WALLS-ALASKA.

1. Core Program for Social Education, consisting of a humanities program of literature, history, and native studies; an Arts in Prisons program; and supportive education.
2. World of Work program matched with the long-term job market and based upon vocational training, on the job training, cooperative education, college classroom education, and individualized media instruction.
3. Special Programs, which will respond to special needs. Alcohol education, Re-entry, Village Re-entry & Subsistence Life, Native Studies, Assessment, This will include a "Quality of Life" activity which will attempt to ameliorate the "see-saw" effect of custody and treatment of prisons.
4. Learning Centers will provide a multitude of resources through a package of electronic instructional materials, through the University of Alaska Instructional Teleconferencing Consortium (see appendix), and

through conventional instruction. This will provide the program with the capability to utilize both "Extended Classroom" and "Open University" modes through television, audioconferencing state-wide, and through stored instruction.

5. Center for Educational Rehabilitation Studies will remain the program cadre with capabilities for planning, management, and evaluation, and for a major and unique networking program. The program ties in with two university campuses, four community college campuses, two school districts, two Native corporations, several arts councils and arts organizations, the state Department of Education, the state Division of Corrections, the University of Alaska, Juneau as the center, and with nine correctional centers and many other assisting agencies and offices, including the Center for Moral Development at Harvard and the University of Victoria programs in Canada.

B. CORE PROGRAM FOR SOCIAL EDUCATION (FOR THE WORLD OF WORK):

This component is the heart of the program and is a meld of the Canadian and Alaskan programs with a modification to broaden its efficacy. It is based upon Lawrence Kohlberg's theories of moral development. Kohlberg follows Dewey and Piaget and asserts that moral development follows and parallels cognitive development and is dependent upon a rich and moral context. The Canadians have adapted this theory in the development of a University program of literature and history, and supporting courses, with a pedagogy which, simply stated, takes case studies from literature and history for moral analysis. The analysis, and dialogue, provides a stimulating environment for both cognitive and moral development. Attitudes are measured using tests developed by Kohlberg and demonstrated development of moral reasoning has been clearly demonstrated. Actual moral development, rather than the development of moral reasoning, can only be measured in

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changes in life style. The Matsqui project (in Canada) clearly demonstrates a drastic change in standard and quality of living and a very low recidivism rate (recidivism is defined in several ways, but the Matsqui project measured it as the contact with the law after release from prison within three years). Another aspect of the Canadian project, and the projects actually carried out by Kohlberg and his colleagues, was the creation of a "fair" or "just" community within the prison. The results of this type of internal community have been excellent, but the potential for this type of community within major prisons is low. The creation of a "fair" community within the school program is possible, with certain limitations, and will be used to maximize the effect of the program.

The major aspect of the Alaskan programs was the role of the offender as a University student and the Arts in the Prisons program. The role has also been a major component of the Canadian programs and is credited as essential for its success. The Arts in Prisons component, which originated as the "Up 'N' Out with the Arts" CETA project, establishes a new role for offenders, as artists, and serves to provide major means for developing self-esteem, self-confidence, a new self-image, and obtaining almost immediate gratification through art sales or audience response. It has been a major factor in the success of the Alaskan program.

The essence of the Core Program will be the Core Faculty, a select group of resource teachers with very special qualifications. To begin, there will be an Associate Professor of History (Dr. Stephen Duguid), an Assistant Professor of Alaska Native Studies (Nora Dauenhauer, Tlingit), an Associate Professor of Literature (Dr. Richard Dauenhauer, Prof. Howard McCord, Carolyn Forche, or Dr. Randall Ackley). The Core Faculty will be

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utilized differently than in Canada to increase cost-effectiveness, take advantage of contemporary technology, and standardize the program state-wide. (The Canadian program has autonomous programs at each site with separate faculties although all programs are coordinated through the University of Victoria.) The UWW Core Faculty will be located at Eagle River (near Anchorage) and in Juneau. They will be resource teachers providing lectures as "case studies" once a week. These will be live locally, for a live student group, and videotaped for use at other sites and on-site at a later date to make the lecture more available. The Core Faculty will also be available through audio, teleconferencing, to all participating students. Small group discussion will be lead by tutor/counselors at each Learning Centers, with the local Core Faculty also available as resources. The tutor/counselors will have access to the Core Faculty, of course, and will be trained within the program in the Kohlbergian pedagogy developed in Canada.

The Core curriculum will consist of the basic core of literature and history (adaptations of standard catalogue courses); supporting courses in psychology, science, mathematics, sociology, philosophy as electives taught by adjunct faculty; workshops for skill building; and the Arts activities (all product oriented).

Staff development will be a major activity during the program year.

C. WORLD OF WORK:

This component will be pragmatic, open, and matched with the long and short term job market. Because of the small populations of the Alaskan prisons, every type of delivery will be utilized. There are many prison jobs currently using offenders as workers. These will be utilized as On the Job Training wherever possible. There are prison activities which lend themselves to utilization as vocational training laboratories.

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The prison kitchens are being developed as laboratories to train cooks and bakers with a program beginning in April, 1981. Other activities will also lend themselves to this type of training. More formalized training than OJT will be developed as Cooperative Education. Finally actual vocational training in shops and college type education in the classroom will also be further developed to bring ex-offenders into the World of Work. Current programs include Food Service, Computer Operator Trainee, Business, and Social Services. These will be expanded in 1981-83.

D. SPECIAL PROGRAMS:

This component has two major tasks: 1. To develop the context of the "university life" as much as possible within the prison to assist in the development of the role of university student rather than the role of prisoner or criminal. 2. Special support needed for our students.

1. The "University Life" component will bring visiting speakers, artists, lecturers, activities into the prison. It will attempt to develop student organizations and activities. It will develop, as feasible, "university" environment with study areas and libraries, etc.
2. The special support will work with special needs concerning alcohol & drug problems, initial entry and assessment, re-entry into society, programs to return offenders to villages, etc. At this time we are developing packages for alcohol education & information and for re-entry. We are also exploring packages for violence, sex-offenders, parenting & family, entry assessment. A program being developed with an ex-offender on our staff is the Native Studies/Students package and a "Village Re-entry" package. The Village package will be a cooperative program with the Native corporations matching incarcerated Native offenders with jobs in the villages and with prison training

to match the offender and the job. We have such a high rate of incarceration among young Natives that this is a most promising program.

E. CENTER FOR EDUCATIONAL REHABILITATION STUDIES:

The Center was established in July, 1980, to manage the prison programs, in response to legislative interest and the request of the Division of Corrections. It originally provided the cadre for the programs and the planning, managing, monitoring capability. It has further developed with the need for evaluation, networking, fund raising, and applied research being added to its tasks. It began with a director, a secretary/instructor, and a 80% instructor/program development specialist. The secretary/instructor position has been split, with grant funds, to a full-time center administrative secretary and a support services coordinator/counselor. An ex-offender intern has also been added, with CETA funding. It is anticipated that the program development specialist will become an evaluation/administration specialist in 1981-82. The Center will then have a director (who may be increased to the dean/director level with added responsibility), a support services coordinator/counselor, an evaluation/administration specialist/instructor, a center administrative secretary, and an intern. All staff except the intern and secretary teach and/or serve as counselors. The "Goals and Objectives" of the Center are included in the Appendices; however, a comment on both research and networking might be included here. Networking is difficult, time consuming, and very rewarding. The Center has managed to bring in several unique activities through networking and has also been able to maximize services. Networking includes the University of Alaska Instructional Teleconferencing Consortium (which links all sites with audioconferencing, educational tele-

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vision, and workshops on the use of various electronic media, at no cost to the program). It also includes the Apple II Computer Assisted Instruction package created by the Alaska Department of Education. It also includes Tanana Valley Community College, Northwest Community College, Ketchikan Community College, Anchorage Community College, University of Alaska, Fairbanks Continuing Education, and University of Alaska, Juneau; and arts councils in Anchorage, Juneau, and Fairbanks, and arts organizations and groups. It also includes the Juneau School District as partners in creation of the Alcoholism in Alaska: An Inside View package and the Fairbanks School District in working with younger offenders. The State Department of Education is providing funding for the Food Service program and some of funding for a Fisheries Technology component being experimented with as a possible future Marine Technology package in Juneau. This has been, and will continue to be, a major activity of the Center.

Applied Research is mandatory. There is very little research being done in correctional education or even in rehabilitation or habilitation. A "partnership" relationship between the Division of Adult Corrections and a university is recommended as mandatory for further development in this area by the Syracuse report (see appendix); and this is what we are developing. We are fighting a myth that rehabilitation is not possible. The myth is destructive and unfounded. It resembles the old wives' tales about diseases and is as longlasting; however, as the causes of crime and incarceration are known and recognized rather than the symptoms the cures are being developed. We hope to make this a major Center activity working closely with the Canadian projects.

F. CANADIAN PROJECT AND KOHLBERG:

We are establishing a close working relationship with the Canadian

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programs after a meeting of the regional Correctional Education Association in Salem, Oregon. Dr Duguid came to Anchorage to speak and our director, Dr Ackley, has been invited to speak with the Canadian group at the University of Quebec in July and at the University of Victorian in October. Dr Ackley will also be collaborating with Dr Duguid on a book on correctional education featuring the Alaskan and Canadian programs.

Dr Elsa Wasserman of Dr Kohlberg's Center for Moral Education at Harvard will be serving as a consultant in Juneau in April, 1981. She and Dr Kohlberg have indicated a willingness to assist in the development and evaluation of the Alaskan program in any way that is feasible. Further plans will be developed during Dr Wasserman's visit to Juneau in April.

G. SCHEDULE FOR PROGRAM ACTIVITIES:

1. Learning Center equipment funded and purchased: April-June, 1981.
2. Planning accomplished: May, August, November, 1980, June or August, 1981.
3. Recruiting of faculty: April-August, 1981.
4. Hiring of new faculty: July-August, 1981.
5. Program development workshop, new program: August, 1981.
6. Staff development workshops: September-October, 1981.

Staff development workshops will be conducted for the first eight weeks of the new academic year. They will include a two week training session in Anchorage, a one week training session in Fairbanks, a one week session in Juneau, and audioconferencing follow-ups on all sessions. The sessions will include training in the Canadian pedagogy conducted by Dr Duguid, training in "just communities" by Dr Wasserman or a substitute, training in audio-conferencing by the

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University Consortium, training in working in prisons by Dr Ravsten and our intern, Harold H. Joe, training in the use of micro-computers by the Department of Education and/or the Teleconferencing Consortium, and training in the philosophy of correctional education and the "UWW" program by Dr Ackley, as well as workshops in Support Services by Ms Grogan and others.

7. Development of Support Services network will be initiated during the planning workshops and staff development workshops; however, a major support services component will be developed. Most correctional education programs lack the "regular" student and other support services readily available for on-campus students, especially resident students. We will be developing and providing a full support component in each center through the Learning Center as funds become available to provide tutor/counselors and to train these faculty members. Support Services will include counselling, advising, job development & placement, financial aid, testing, educational diagnosis, records, library services, media development, student activities & government, and such other activities as are required to bring students into the program, keep them in through completion, and assist them into jobs and "free" life, and finally to help them find a good "quality of living", within the restrictions that seem unalterable, while in prison.
8. Begin new-style classes with Core Faculty & Learning Centers: November, 1981. We have divided the year into five eight-week terms, to increase access for entry and exit and to provide shorter term gratification. Better focus is also possible with the shorter term and with fewer classes at any one time. We would use the first eight-week term as our development & training period, maintaining the status quo during that period. The new program would begin with the second term of the

academic year. Core courses would include American Civilization I, Intermediate Composition with Literature by the Core Faculty; activities in theatre, visual arts, Alaska Native arts, creative writing; support courses in Alcohol, Problem-solving, and Village Re-entry; skills workshops in Mathematics and Reading/Writing; and electives.

9. Learning Centers in operation at least in Eagle River, Fairbanks, and Juneau. If funds available, in Nome and Anchorage jail: November, 1981.

10. Internal evaluation model development: August, 1981.

11. Internal evaluation implementation: November, 1981.

12. World of Work programs: September, 1981.

Continuation of present programs, Food Service, Computer Operator, Business, Auto, with additions of Office Occupations, Marine Technology, and Greenhouse Gardening, if funds become available.

13. Exit evaluation model development: November-December, 1981.

Based upon Matsqui/University of Victoria and Kohlberg models.

14. Exit evaluation implemented: January-June, 1982 (& continuing).

15. Evaluation & Training Workshops: December, 1981.

Follow-up and evaluation by all staff and faculty with recommendations for revisions of working model.

16. First-year Evaluation & Planning Session: July, 1982.

Results of evaluations and monitoring will be considered and budget results for 1982-83 will be available. A work session of all involved staff and supporting organizations will be held to review these results for consideration of modifications of the working model and for corrections of flaws.

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G. AGENTS WHO WILL IMPLEMENT include the Center for Educational Rehabilitation Studies, University of Alaska, Juneau, and the Alaska Division of Adult Corrections. The key staff will be:

UWW/CEDRS Director (Dr Randall Ackley): Dr Ackley has over twenty years of higher education experience including twelve years as an administrator and developer and manager of experimental programs. He has eight years experience in Native American higher education and has his doctorate in American Studies (Native American Literature, Philosophy, Ethnohistory). He has also been the director of prison programs since 1977 for the University of Alaska, Juneau. He has both community college and university teaching and administrative experience and is well known for his work with American Indian literature, correctional education, and innovative educational structures (see Vitae attached).

Associate Professor of History/Evaluation Coordinator (Dr Stephen Duguid): Dr Duguid was the director of the Matsqui project with the University of Victoria for six years. He has published widely on the subject of Moral Development and prison educational programs. His work with pedagogy, "just" structures, and evaluation have brought him into prominence in Canada and the U.S. He is at work on a major work on correctional education and works closely with the Canadian government in this area (see Vitae and attached article).

Assistant Professor of Alaska Native Studies (Nora Dauenhauer): Ms Dauenhauer is well known as an authority on Native education and languages. She is a traditional Tlingit and has authored several books on Alaska Native languages with her husband, Dr Dauenhauer.

Associate Professor of Literature (Dr Richard Dauenhauer, Carolyn Forché, Howard McCord, or Dr Randall Ackley): There are four quite different candidates for this position. Dr Dauenhauer is an authority on Native education,

comparative literature, and Native American literature. He has served for several years on the faculty of Alaska Pacific University. Ms Forche is a well known poet, former Guggenheim fellow, with a strong interest in imprisoned people as evidenced by her work in El Salvador. She has worked as a Poet in the Prisons and is on the faculty of the University of Arkansas. Professor McCord is a widely published writer (about twenty books) and teacher. He is a Professor of English at Bowling Green State University and is exceptionally well-read and a brilliant teacher.

Dr Ackley is an Associate Professor of Humanities and the program director. He has twenty years experience teaching literature and has worked in prisons for four years. The faculty member would be selected on the basis of availability, level of funding, and the total program.

Other key faculty are Jane Linden, Artist-in-Residence, Molly Smith, Artist-in-Residence, Sheila Nickerson, Writer-in-Residence, Sue Koester, Instructor/Administration-Evaluation Specialist, Joan Wauters, Instructor/Learning Center Specialist, Bev Grogan, Support Services Specialist.

Several staff will be added over the three year period including the following:

Tutor/Counselors, Alaska Native Artist-in-Residence, Vocational Education Coordinator, Community Programs Specialist, and various adjunct faculty. The larger correctional centers also have staff members directly involved in the program as Educational Associates (Ardell Filip-Fairbanks, Stan Reed-Eagle River, Kathy Boyd-Ridgeview, Maryjo Welch-Juneau, Dave Johnson-Palmer).

H. PARTICIPANTS affected have been participating as feasible with a prison program. Advisory groups have considered all major planning and we have added an ex-offender who is a graduate of the program as an intern. There have been planning workshops involving all affected faculty and staff with

comparative literature, and Native American literature. He has served for several years on the faculty of Alaska Pacific University. Ms Forche is a well known poet, former Guggenheim fellow, with a strong interest in imprisoned people as evidenced by her work in El Salvador. She has worked as a Poet in the Prisons and is on the faculty of the University of Arkansas. Professor McCord is a widely published writer (about twenty books) and teacher. He is a Professor of English at Bowling Green State University and is exceptionally well-read and a brilliant teacher.

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a preliminary meeting at the invitation of the Director of Corrections in March, 1980, an orientation meeting in May, 1980, and planning sessions in August and November, 1980. The final meeting produced a working plan for 1981-86 which was the program proposed in this narrative. All networking groups have been involved as feasible (see November workshop list of participants).

III. STATEMENT OF OUTCOMES:

We can only provide intermediate outcomes rather than final ones because of the nature of the problem. Many of our students will still be in prison when the Fund project is completed; most will not have been out of prison long enough to make conclusions. However, we do have several indicators that will provide intermediate indications of the results of the program:

1. Participation:

a. All institutions participating with full-service programs.

Three 1981-82, eight 1982-83.

b. Participation increased from 15% to 30% by 1981-82.

Increased from 30% to 50% by 1983.

c. Participation by Alaska Natives at same level as population.

d. Success rate of participants 60% 1981-82, 70% 1982-83.

2. Attitudes as measured by Kohlberg tests indicating significant change in 50+% of participants with two terms and 65% with four terms.

3. Skills, cognitive and moral, increased to Kohlberg level 4 for all participants with four terms in program.

4. Job placement at 100% for all program graduates leaving prison.

We will also utilize a form of the University of Victoria evaluation tool (see appendix for report).

Long-range outcomes desired and expected are to prove improved quality/standard of living for 75% of successful participants, reduced recidivism of 10% after three years.

IV. APPLICANT'S CAPACITY & COMMITMENT:

- A. The proposed project staff (see II and Vitae) are unusually well qualified and would provide the best correctional education staff in the nation. Dr Ackley, Director; Dr Duguid, Assoc. Prof. History; Ms Dauenhauer, Asst. Prof. Native Studies; Dr Dauenhauer, Prof. McCord, Ms Forche, or Dr Ackley, Literature; and other staff specialists all have unique credentials and will serve the program well.
- B. Record of the institution has been remarkable. Initially, Juneau-Douglas Community College, since 1973, strongly supported education at the State Correctional Center/Juneau, which led into the "Up 'N' Out with the Arts program of 1978-80 and the University Within Walls project of 1980-81. Substantial contribution of time of regular faculty and the appointment of a senior administrator to provide direction to the project indicate strong support for the program.
- C. Funding provided by the state has been slow in coming but has increased substantially in the last three years. The Division of Corrections has moved from zero support except for GED tutors to \$280,000 in 1980-81. The University of Alaska has provided a \$110,000 line item to fund the new Center for Educational Rehabilitation Studies. The State Department of Education has provided a Governor's Grant for model programs for \$113,000 and \$45,000 for the initiation of a Food Service Training Program. While funding remains minimal, there are strong indications of support from all parties, Department of Education/Adult Education, the University of Alaska, and the Division of Adult Corrections. Because funding levels are primarily two years in the making, developmental funding is not available at this time. Additional funding will be for program extension throughout the state; and initial developmental funding to provide room for staff training, hiring of a Core Faculty, and time,

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as well as to demonstrate that it is possible to break the cycle of incarceration, is an absolute necessity unless we are to sit on "hold" for another program year. It is almost positive that the state will increase funding to pick up the costs as we demonstrate our ability to meet the problem. We have moved from \$35,000 in 1977 from CETA to \$390,000 in state funds in 1980, with a total funding through direct state funds and state administered federal funds of \$519,000 in the current year.

V. PLANS FOR WIDER IMPACT.

The preliminary proposal reviewers expressed some questions concerning the "unique" quality of Alaskan prisons and prisoners. We can demonstrate that Alaskan prisons are smaller than most prisons but that they have the same characteristics as other larger institutions. Through dialogue with correctional educators at regional and national meetings and through extensive readings in the literature, it is clear that prisons are basically the same. Variations are in the minimum security and special prisons with your "basic" prison or jail being an American model. Prisoners in Alaska are younger and slightly better educated than prisoners in the "lower 48". This is a reflection of Alaskan general population demographics but is not significant in program development. It reduces the need for Adult Basic Education programs and increases the demand for postsecondary education; however, the differences are merely in numbers. The Alaskan population would seem easier to work with in an educational program; however, the almost identical percentage of minority prisoners makes it just as difficult as in the "lower 48". The atmosphere in Alaskan prisons is much like that in medium or minimum security prisons down "South". There are few long-term or "lifer" prisoners in Alaska, since the state still sends 200+ prisoners to prisons in the "lower 48" as part of an interstate contract.

These prisoners are those serving the longest sentences and the most violent who required special security conditions not readily available in Alaska. This means that there is no long-term, maximum security prison in Alaska, at present. The atmosphere of that kind of prison is lacking in our nine correctional centers. But two of our prisons are maximum security and many of the prisoners are doing up to ten years. The differences are not significant except in comparison with the major penitentiaries. Our model program would be replicable in any prison or jail; however, it would have problems in a heavy security penitentiary, just as all programs have major problems in that kind of institution. It would be replicable in that kind of institution but with warnings that the success would depend upon minimizing the harshest conditions of that kind of institution.

A brief review of demographics for comparative purposes:

<u>National</u>	<u>Alaskan</u>	<u>Characteristic</u>
97%	94%	male
51%	50%	white
49%	50%	minority
7%	20%	age under 20
30%	34%	age 20-25
37%	53%	high school graduate or higher including GED
60% income -\$6000	60% unemployed at time of incarceration	

The age differences are indications of the future in all states, as are the educational differences. Decreasing age of offenders and with parallel increases in educational levels are national characteristics, making Alaska an excellent working model for future program development nationally.

(see appendix for further information on demographics)

Further dissemination and impact will be produced by publications.

Dr Ackley has been invited to write a book for librarians with Sheila

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Nickerson. He and Dr Duguid are collaborating on a book on correctional education with the programs at both institutions providing the material for the book (Dr Duguid will be the major author). Dr Ackley has been invited to deliver papers at the University of Victoria, the University of Quebec, the American Association of Community and Junior Colleges national conference, the national meeting of the Correctional Education Association, and the conference of the National Council of Instructional Administrators. Some of these papers will be published and disseminated to both correctional professionals and educators nationally. The participation of Dr Elsa Wasserman of the Center for Moral Development will provide some national interest. The Alaskan program and the Canadian program should provide major research materials for the substantiation of Dr Kohlberg's theories with prisoners. Evaluation reports will form the basis for future articles and papers. These will be published in the journal of the Correctional Education Association and other professional journals. It would seem impossible if the presence of a working model with publication of successful results would not bring about change in correctional institutions nation-wide. I would predict that the Alaskan and Canadian programs will serve as national models for the remainder of the century.

POST SCRIPT: 1. The cost of incarceration has not been mentioned in this proposal and it should be. A "career criminal", who never commits a serious crime, will cost the state \$1,000,000 during his/her lifetime in direct incarceration costs alone. This would pay for a state-wide program for a year for 400 full-time students. This does not include costs of courts, police, family welfare, victims, and the loss of a person. Each prisoner in Alaska costs \$23,000 per year for direct costs. Each new bedspace in Alaska costs \$125,000. Breaking one person out of this cycle for only one year would pay for the cost of rehabilitation for

university within walls-alaska p21

four men for a year. If the program could reduce the need for building one additional bedspace, it would pay for thirty men to participate full-time for a year. A single ex-offender who returns to society as a fully employed taxpayer will repay the total cost of his/her education in six months. This is in simple terms and excludes the costs in property, the costs in victims, the costs for broken families, the costs of courts, lawyers, police, social agencies. Rehabilitation is one of the most cost-effective activities that can be entered into. It does not take 100% success to pay for itself, it takes only 10% or less. Reducing recidivism by extending the time a person stays out of prison by one year, or reducing recidivism by keeping 10% of the repeaters out of prison by the time they reach thirty-five, would be major successes. We strive for those small successes.

2. The United States is the most violent nation in the world, excluding wars perhaps (and we participate in our share of those). This violence is the result of psychological aberrations, demoralization resulting from social conditions, human diversity, cultures and sub-cultures. The first should be responded to by mental institutions not prisons. The others can be responded to, once the offenders have entered the cycle of incarceration, by major and innovative habilitation programs. Education has always been our major socialization device; it can work under these conditions if we can improve its efficiency, develop it as a broad spectrum activity rather than a screening activity, and take advantage of both research and technology. Our proposed program is built upon three major successful programs and the successes and mistakes of decades of educational experimentation. We are building a good school where it may be needed most and where it can be tried the hardest. It may provide an example of what the public schools could do.

university within walls-alaska p21

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Funding Information
General Fund \$1,330,000
Other Funds -0-
\$1,330,000

Introduced: 4/14/81
Referred: Health, Education &
Social Services and Finance

1 IN THE HOUSE

BY FULLER, DUNCAN AND MILLER

2 HOUSE BILL NO. 501

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the Depart-
7 ment of Education for the university within walls
8 program; and providing for an effective date."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 * Section 1. The sum of \$1,330,000 is appropriated from the general fund
11 to the Department of Education, office of adult and continuing education,
12 for the university within walls program.

13 * Sec. 2. The unexpended and unobligated portion of the appropriation
14 made by this Act lapses into the general fund June 30, 1982.

15 * Sec. 3. This Act takes effect July 1, 1981.

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I. NARRATIVE

This state-wide activity is provided by UAJ in partnership with the Alaska Division of Adult Corrections and provides a capability for applied research, planning, networking, monitoring, evaluation, and staffing in the areas of habilitation/rehabilitation through education, training, and recreation.

Actual program delivery is accomplished through the "UNIVERSITY WITHIN WALLS-ALASKA School for Social Education & the World of Work" in partnership with the DAC and cooperating local institutions.

II. GOALS (1981-87)

A. Planning, Networking, and Evaluation: The Center will coordinate a planning council for long and short range planning, will develop support networks for correctional education as required and will develop and implement an evaluation program in cooperation with DAC.

B. Program Delivery:

1. The Center will staff the UWW-AK School as required to develop and maintain a cost-effective and quality state-wide program of holistic habilitation/rehabilitation through social education, career education and training for the world of work, and recreation and special projects as are necessary for habilitation support.

2. Consortium for Delivery: The Center will develop a cost-effective, quality consortium for program delivery working with local institutions as is appropriate.

3. Program & Staff Development: The Center will develop a model for program and staff development as required for effective program delivery. Implementation will be provided through the UWW-Ak School.

C. Applied Research and Alternative Funding:

1. The Center will conduct applied research as is necessary for the development of an effective, cost-efficient state-wide program of holistic habilitation/rehabilitation through education, training, and recreation.
2. The Center will seek alternative funding as required for program development and applied research and evaluation.

III. OBJECTIVES (1982-83)

A. Planning, Networking, and Evaluation:

1. The Center will coordinate the UWW-Ak planning council and ensure the development of detailed "Goals & Objectives" for the entire program and for each of the participating institutions.
2. The Center will ensure that support networks are developed and/or continued with DOE, school districts, Native corporations, BIA, Job Service, participating schools and colleges, and such other organizations, institutions and agencies as are required.
3. The Center will work closely with DAC and will develop and implement evaluation programs for staff, program, ex-offenders, and such other areas as may be required.

B. Program Delivery:

- 1a. The Center will provide a dean/director for the UWW-Ak School and such other staff as are required and requested by the contracting agency.
- 1b. The University Within Walls-Alaska School for Social Education & the World of Work will provide an holistic program of habilitation/rehabilitation through components for social education, preparation for the world of work, recreation, and support services and special projects as required.
 - (1) Social Education: UWW-Ak will provide a Core Program and Alaska Arts in Prison program for all state, adult institutions:

VISITING ARTISTS: (6 "outside" & 10 "state" Visiting Artists,
100 Participants)

Bringing both local and visiting distinguished artists into the prisons will enrich the program. Currently, the program has a grant from the National Endowment for the Arts to bring writers into the state and into the prisons.

(2) World of Work Preparation: The UWW-AK School will provide preparation for the World of Work in cooperation with DAC and in complete coordination with existing and potential job market requirements.

(a) College Training & Education: (6 adjunct, 25 part-time faculty)

ER: 1 Univ Stds AA, 15 part, 5 grad/1 Cert, 15 part, 12 grads

F: 1 Univ Stds AA, 10 part, 3 grads/1 Cert, 10 part, 7 grads

J: 1 Univ Stds AA, 20 part, 5 grads/1 Cert, 20 part, 15 grads

P: 1 Univ Stds AA, 5 part, 0 grads/1 Cert, 5 part, 3 grads

Other: 1 Univ Stds AA, 15 part, 0 grads/1 Cert, 15 part, 4 grads

(b) Career Training & Education: (1Coord, 10 adjunct)

ER: 2 Cert, 20 part, 15 grads (CIS, FS)

F: 2 Cert, 20 part, 15 grads (FS, VRE)

J: 3 Cert, 20 part, 15 grads (FS, HORT, AUTO)

P: 4 Cert, 40 part, 35 grads (HORT, AUTO,.....)

Other: none

(c) OJT/Coop Ed: (10 supervisors)

ER: 20 OTHER: 10

F: 10

J: 10

P: 50

(d) GED/ABE (1 Coord, 6 part-time, 100 participants, 40 cert.)

(3) Recreation, Quality of Life, and Holistic Health:

The UWW-Ak School will develop, in cooperation with DAC, support

for an rehabilitative quality of life in all institutions including recreation, nutrition, physical education, and required support.

- (4) Support Services and Special Projects: The UWW-Ak School will provide support services and special projects as are necessary to meet the needs of the incarcerated offender population:

- (a) Student Services:

- Advising & Counseling, Job Development & Placement, Testing & Placement, Library Services, Assessment & Re-entry, Records, Financial Aid, & such other services as needed, in cooperation with Student Services, UAJ.

- (b) Special Projects:

- Village Re-entry. F: 10, J: 10, other: 10.

- Alcohol I&E: 200+

- Other: 100

- 1c. Learning Center: 9 centers, 400 headcount.

- (a) Learning Center will supply the following services:

- Library services, classroom space, study areas, computers and terminals, teleconferencing facilities, instructional television facilities, videocassette and audiocassette facilities, typewriters, carrels, and tutors and counselors for program support & delivery.

- (b) Full services will be available at ER, P, J, F, and limited services at Anchorage, Anx, P, K, with tutors at all centers.

- 1d. Ex-offenders and Community-based programs:

- (a) Provide support for selected ex-offenders who have been successful participants in the program and need assistance to continue/complete programs, 10 financial assistance, 30 advising.

(b) Provide for student-release programs, 15 students.

(c) Develop a UWW-Ak House for furlough, parole and probation students, 10 students.

2. Consortium for Delivery: The Center will develop a consortium with UAJ, UAJ, TVCC, MatsuCC, KCC, ACC, UAA, and local school districts as adjunct instructional services providers for 300 students.

3. Program & Staff Development: Staff development, 30 permanent staff for 20 hours, 600+ student hours. Program development, continued development of "working model" as required to increase success ratio, cost-effectiveness, participation, quality.

C. Applied Research & Alternative Funding:

1. Applied Research: 6 faculty part in Corr. Ed. applied research and publication.

2. Alternative Funding: Alternative funding to equal 10% of total budget and not less than \$90,000 exclusive of financial aid.

University of Alaska, Juneau

CENTER FOR EDUCATIONAL REHABILITATION STUDIES/"UNIVERSITY WITHIN WALLS-ALASKA"

POSITION PAPER, March 1981

The CENTER FOR EDUCATIONAL REHABILITATION STUDIES was created in July 1980 at the University of Alaska, Juneau. This was in response to a statement of legislative intent, by request of the Division of Corrections, and was approved by the University of Alaska Board of Regents. This gave the Center the primary responsibility for correctional education in Alaska.

In August 1980, the Division of Corrections contracted with the University of Alaska, Juneau to provide a program of educational, vocational, and recreational rehabilitation, "University Within Walls".

There have been four meeting/workshops to discuss and plan for the correctional education program. The first was a preliminary meeting in Anchorage at a superintendents meeting, the second in Anchorage in Spring of 1980, then the first formal workshop in Juneau in August 1980 and finally a planning/staff development workshop in Anchorage in November 1980. Through these meetings the staff have been oriented to the evolving program and to the pilot model program at SCC/Juneau, there have been opportunities for staff development, and there have been planning sessions.

The CENTER has four responsibilities:

1. Plan, monitor, evaluate correctional education in Alaska.
2. Coordinate and manage correctional education in Alaska.
3. Seek out and secure alternative funding for program development.
4. Practical research as required for quality and cost effective program development.

The UNIVERSITY WITHIN WALLS has only been able to maintain a pilot model program at SCC/Juneau with basic funding; however, it has also been able to begin the establishment of a state-wide network and to initiate programs through alternate funding. The UWW Program will have, when fully developed, four components:

1. Learning Centers at all state correctional centers with capability for offering a full-range of educational, vocational, and recreational opportunities through electronic instructional means. This will include teleconferencing, videotaped courses, computer assisted instruction, computer classes, audiotaped courses, and individualized multi-media packages. The centers will be staffed by tutor/counselors working closely with DAC educational staff.
2. Core Program of Social Education available at selected institutions at first and state-wide when funds are available, a program of basic studies designed for rehabilitation, including Arts in Prison, Reading-Writing-Arithmetic, and support workshops.
3. Vocational Education at all major centers with programs based upon the job market, availability of space and equipment, compatibility with Prison Industries, and capabilities of offenders.
4. Special Programs including support programs as needed for the total program and special programs for village people, Natives, students with alcohol and drug problems, and entry assessment and job development and placement for program graduates.

There will be a pilot "Learning Center" at SCC/Juneau this Spring, hopefully. Vocational Programs are being initiated at Juneau, Fairbanks, Ridgeview, Eagle River through grant funds this year; some pilot program will be initiated at Palmer also in cooperation with Matsu Community College. Funding for 1981-82 remains uncertain in this area.

"University Within Walls"

The "University Within Walls" program has one major goal, to bring the University of Alaska within the Walls of the state's adult correctional centers. It is being developed as a joint University/Department of Adult Corrections project and is unique in that it is being developed as a contemporary school realizing the potential of contemporary technology and research while losing nothing of the individual and human quality of traditional education.

The program has many ancestors, short-lived grant projects; but its most immediate model is the "Up 'N' Out" programs initiated by Juneau-Douglas Community College with the support of its Campus President, Dr Vern Oremus, and the former Director of Corrections, Mr William Huston. We founded this program in 1978 as an attempt at making the program in place at the State Correctional Center/Juneau a more effective school. It was managed by Ms Sue Koester and provided a model that came to the attention of the new Director of Corrections, Mr Charles Campbell, and the "Rural Caucus" of the Legislature in 1980 when CETA legislation was modified so that offenders at the state prison were no longer eligible for training assistance. The 1980-81 "UWW" program was simply an extension of the Juneau program to the other state correctional centers as funding would allow.

However, as the need to extend the program state-wide became clear, it also became evident that the extension of the program, as is, would be neither cost-effective nor practical. The prison population was too small and diverse. In searching for answers to the problems of cost-effectiveness and efficiency, several answers were found. The Canadian federal system in British Columbia had been developing a highly successful program over the past twelve years. It had not been done on a regional or province-wide basis, and it had not been successful with Native offenders.

Also, at this time, the new University of Alaska Instructional Telecommunications Consortium began its development and offered assistance to our new state-wide program.

Special programs in ALCOHOLISM IN ALASKA: AN INSIDE VIEW are being prepared in Juneau as a series of videotapes with instructor's manual, assessment and re-entry are also priority packages for 1980.

The ARTS IN PRISONS program has been in place in one form or another for several years both in Anchorage and Juneau. Major projects for 1980 are the community theatre projects at Eagle River and Palmer, the state-wide Arts Show to be displayed at the Alaska State Museum in Juneau, and the literary magazine, LEMON CREEK GOLD. There is a major effort being made to establish an Alaska Native Arts in Prisons program through outside funding.

The priorities that were established at the August Juneau workshop are being met (see report) and the plan for 1981-86 prepared at the November Anchorage workshop are being implemented as funds allow (see plan attached).

The NATIONAL EVALUATION PROGRAM Phase I Report "Correctional Education Programs for Inmates" prepared by the U.S. Department of Justice, National Institute of Law Enforcement and Criminal Justice, June 1979, indicated that the correctional education in 163 institutions was not truly adequate; however, the average is far higher than it is in Alaska:

Type of Program	% offering program	% inmates enrolled	Part-time averages	Full-time averages
ABE/GED	96%	23%	123.34	47.66
PSE	83%	10%	49.20	25.50
VOC	89%	19%	41.00	57.51
SOC	44%	15%	58.90	11.50
TOTALS		67%		

The Alaska programs have an average of 10% in ABE/GED, about 7% in PSE, and no VOC at present at significant levels. Funding nationally has been at \$905.59 per enrolled student. These figures are difficult to compare with Alaskan costs. Funding for model programs nationally during the period 1970-76 were between \$900 and \$4000, in "lower 48" dollars of the 70's.

Our existing programs have averaged at \$4500-5000 per full-time students. This is the cost in the SCC/Juneau model program, the Food Service program, and the Computer Operator program. We believe we can lower this cost to \$4000 per enrolled student through the establishment and development of Learning Centers.

Melding the Canadian program of social education and the Juneau program and seizing upon the potential of the Telecommunications Consortium and the many advantages of highly developed technology, the "UWW" program adopted a plan for a third phase Alaskan program including the five major components:

1. Social Education for the World of Work (a meld of the Canadian and Juneau programs).
2. World of Work Program (a pragmatic vocational training program utilizing the prisons' jobs and the prison itself as a vocational training laboratory wherever possible and matching with the job market as a "needs assessment".)
3. Special Projects (responding to special needs, or small pilot projects, such as Alcohol Information & Education, Village Re-entry, Alaska Native Studies/Students, etc.)
4. Learning Centers/Support Services (alternative delivery systems, tutoring, and student support services).
5. Center for Educational Rehabilitation Studies (established at UAJ to provide planning, management, and evaluation services and a program cadre).

The Social Education program is a standard, university, classroom program with a pedagogy designed to accelerate both moral and cognitive development. It is based upon the theories and programs of Dr Lawrence Kohlberg of Harvard and upon the British Columbia programs.

The World of Work Program, as mentioned, utilizes the prison kitchens, greenhouses, gardens, shops as training laboratories for the training of cooks, bakers, gardeners, auto mechanics, and bodymen. It also responds to the demands of the job market and trains office workers, computer operators, and alcohol counselors.

The Special Projects component responds to the needs of special groups

or special needs of incarcerated adults. We provide the special support that can make our program work for a broader spectrum of prisoners than any other program in the nation.

The Learning Centers/Support Services component is a result of our understanding of the potential of technology and the need to provide more than a teacher if the program is to work with 80-90% efficiency. It is recognized, and usually accepted, that our schools "screen out" a percentage of students at each level of public education. Since our offender students are those who are the problems of society, we cannot afford to "screen out" too many students. We need to be successful if we are to protect people, property, and the ex-offenders themselves. The "UWW" program can be a last chance program for prisoners, their families, and for future potential victims of crime in America. It must be better than a screening device.

The Learning Centers are based upon both the "open university" and "extended classroom" models. The Centers will be staffed by generalists who will serve as instructional resource managers, tutors, discussion group leaders, and academic counselors. They will be able to direct students to an array of educational resources. These will include live classroom and laboratory instruction, videotaped or audiotaped records of the live instruction (both for review and for use in distant locations), videopackages, instructional television, multi-media packages, and teleconferenced classes taught at one location but available state-wide. Much of this electronic instruction would not be economically feasible without the UAITC. No single user could make the system cost-effective; however, by uniting as a multi-user consortium, delivery becomes possible and cost-effective. The "UWW" Learning Centers will make instruction accessible to all incarcerated offenders, both geographically and in time. Prisoners entering the prisons or being moved from one institution to another will not encounter delays which may exceed two or three months because of an academic calendar allowing entry and

p4 "UWW"

exit two or three times a year. Prisoners will be able to enter and exit at almost any time with delays of less than a month at any institution in the state. With easy entry and exit, prisoner students will also have a broad array of educational opportunities; and the Learning Center program will reduce the cost per student by 20%.

The other aspect of this component is Student Support Services. It is rare in prison programs that anything more than instruction is provided, and that is usually by a temporary, part-time teacher. Programs of that kind have a high failure rate and high drop-out rates, or must resort to very narrow entrance screening. The "UWW" program will include all required support services. Prospective students will receive a battery of assessment tests which will produce an Educational Development/Job Placement Plan. The plan will include any developmental or special education, required training, and final job placement. Counselors will seek out students whenever a "red flag" goes up from a teacher, the student him/herself, or from any fellow students. Poor attendance, low grades, changes in attitude, all will produce an interview with a counselor. Tutoring may be provided, support education may be added. As students advance in the program, they will be given opportunities to learn about problem-solving, alcoholism and drug abuse, job interviews, keeping jobs, problems of violence, family & parenting, re-entry into society, re-entry into village life. The component is designed to recognize and respond to human individuality and the problems of prison life, and it will make the program 75-85% successful with a broad spectrum of offenders.

The Center was initiated at UAJ, in July 1980, to meet the needs of adult, incarcerated offenders, and in response to concerns of legislators and a need to increase access to education, as well as a request from the Director of Corrections. It is adding applied research to its work as part of evaluation. It is developing a staff development program to increase the efficiency of all faculty and staff. It is also developing as a broker and networker. The most efficient delivery system

p5 "UWW"

for much of the live instruction is through cooperative arrangements with community college and university campuses located near the correctional center. These local campuses cannot provide the specialized management, support services, and evaluation required for a cost-effective and efficient correctional education program, but they can provide effective classroom instruction and technical support. This system of networking and brokering is proving a most productive component of the "UWW" program. It has increased the ability of the program to respond quickly to needs and to take advantage of newly available resources, reducing the development and administrative costs of the total program.

The networking, University of Alaska Instructional Telecommunications Consortium, "partnership" relationship with the Division of Adult Corrections, and the opportunities available through contemporary technology, all are making the University Within Walls program a unique and successful service component of the University of Alaska.

Randall Ackley
Center for Educational Rehabilitation Studies
"University Within Walls-Alaska"

BUDGET PRIORITIES FOR UNIVERSITY WITHIN WALLS, CENTER FOR EDUCATIONAL
REHABILITATION STUDIES, UNIVERSITY OF ALASKA, JUNEAU

PERSONNEL:

1. Upgrade existing faculty, promotions	\$20,000
2. Increase part-time instructor to 100% as Counselor/Support Services Coord.	20,000
3. Increase part-time secretary to 100%	15,000
4. Assoc Prof-Voc Ed Coord. (Palmer)	47,000
5. Instructor (Tutor/Counselor)(Fbx)	29,000
6. Asst Prof-Ak Native Studies (Anch)	37,000
7. Secretary/Support Svcs (Anch)	25,000
8. Asst Prof-Learning Ctrs (Jno)	37,000
9. Asst Prof-Native Arts (Fbx)	37,000
10. Instr-Voc Ed (Eagle River)	29,000
11. Instr-Voc Ed (Fbx)	29,000
12. Instr-Community Programs (Anch)	29,000
13. Instr-(Tutor/Counselor) (Eagle River)	29,000
14. Instr-(Tutor/Counselor) (Downtown Anch)	29,000
15. Instr-Voc Ed (Jno)	29,000
16. Media Specialist	29,000
17. Assoc Prof-Hist (Anch)	45,000
18. Assoc Prof-Lit (Jno)	45,000
** Interns (ex-offenders)(2) (special program)	40,000
Fringe @ 25%	150,000

NON-PERSONNEL:

Staff & Program Development	35,000
Media Development	15,000
Supplies	70,000
Tuition Assistance	35,000
Services	30,000
Travel	25,000
Space	30,000
Special Projects/Evaluation	15,000
Incentives	25,000

OVERHEAD UAJ @10% 100,000

EQUIPMENT:

for start-up for Learning Centers and
Voc Ed programs 200,000

The attached budget would provide a basic program of training and education in the state's jails and prisons with populations of 100 or more incarcerated offenders.

The program would include:

Program of Social Education for the World of Work.

World of Work Program (Voc Ed)

Special Programs

Learning Centers and Student Support Services

Estimated number of participants	300+	1981-82.
	500	1982-83