



## Start-up procedure for the education programs of Youth and Adults in Correctional Centers located in the United States of America

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### PRESENTATION

The INEA offers Youth and Adults education programs in Mexico, mostly aimed for persons of 15 years or older, interested in:

- Learning and developing or strengthening their skills.
- Obtaining their primary, secondary and/or high school certificate.
- Having the necessary elements required in their lives and being better prepared for work.
- Improving their Spanish and making English learning more easy.
- Supporting their children by setting the example.
- Stimulating their self esteem as valuable persons, for themselves, their families and community.

Several non government and government organizations such as school districts, universities, religious groups and Correctional centers, request and operate the programs and services of INEA in order to reach Mexicans and Hispanics living in the United States. Education programs for Youth and Adults were implemented in the summer of 2001 with the INEA in the Correctional center of Cibola County, New Mexico, providing literacy, primary and secondary school education; two months later it was given in the Correctional Center of California City, California, both operated by the company Corrections Corporation of America (CCA).

This program is of a great benefit and importance for Mexican interns since their confinement time is used in the attainment of knowledge and the development of skills that are very useful for their lives and work. The interns that participate in this education process state to have discovered or recovered their self esteem, making them more interested in their personal development as well as in that of their communities.

This program has proven to be a strategy to decrease conflict among interns in Correctional centers, since it helps them to spend their confinement time in a positive way.

The procedure presented below is the result of the experience acquired mainly in the Cibola County and California City Correctional centers, and its purpose is to serve as the



methodology that makes it easier to plan, organize, implement and evaluate education for youth and adults in other Correctional centers of the USA.

## 1.- PLANNING

### First contact

There are three possibilities:

#### 1. *Correctional center contacts INEA.*

- a) The person in charge of the education in the Correctional center contacts INEA's Direction of International Affairs.
- b) The relevant person at the INEA states the resources, characteristics and support available and requests information regarding the characteristics of the Mexican interns and the need for education and training for youth and adults.
- c) The relevant person at the INEA analyzes the information sent by the Correctional center and together they define the strategy for the initial training.
- d) The relevant person at the INEA contacts the person of the IME in the corresponding consulate and informs about the need to provide education in said Correctional center.

#### 2. *The consulate offers the services of INEA to the Correctional center.*

- a) The relevant person in the IME at the corresponding consulate, contacts the person in charge of education at the Correctional center and informs to it the characteristics of the education program for youth and adults.
- b) The relevant person in the IME at the consulate contacts the International Programs Office at INEA and informs about the Correctional's interest of integrating the adult education program. Immediately after this, it contacts the relevant person of the Correctional center with the person responsible from CONEVyT and/or INEA.
- c) This person from INEA contacts the Correctional center's education personnel, offers information regarding the services provided by INEA and asks for information on the characteristics of the Mexican interns and their need for adult education.



- d) The relevant person at the INEA analyzes the information sent by the Correctional center and defines the strategy for the initial training with the staff.
3. *The Correctional center makes a request to its consulate.*
- a) The person responsible for the Correctional center's education makes a request to the relevant person at the IME (Institute for Mexicans Abroad for its abbreviation in Spanish) at the corresponding Mexican consulate.
- b) The relevant person of the IME at said consulate informs INEA'S International Programs Office of the Correctional center's interest to establish the youth and adults education program.
- c) The relevant person at INEA contacts the education personnel at the Correctional center and offers information regarding the services of INEA, requests information of the Mexican interns and the needs for youth and adult education.
- d) The person at INEA analyzes the information sent by the Correctional center and together with their staff, defines the start-up strategy as well as the initial training program of all the work team.

If the Institution that it is part of has not done it already, the Correctional Center shall sign a **Work Program** with the INEA as a result of this first contact. The Work Program is the legal-official document that formalizes the relation between both institutions and establishes the general conditions for the education cooperation they will be working with.

After the execution of the Work program INEA shall give an access code so the Correctional Center may have access to and operate the **Accreditation and Follow Up Automated System for the Communities Abroad (SASACE for its abbreviation in Spanish)** so that they may carry out all the school administration processes.

## 2.-ORGANIZATION

### Work Team

The correctional center's education director hires or appoints someone from the staff as responsible for the education program for youth and adults, which has to have: at least a professional degree, be fluent in Spanish and English, have experience in the area of education and mostly be committed with the youth and adults and convinced that education will help them improve their life quality.



## Of the Adult Education Program

The person responsible for the education program of youth and adults in the correctional center, with the support of INEA's International Programs Office, shall begin with the following activities:

- a) Define a program of the activities to be carried out.
- b) Spread the program among the interns, through newspapers, notices, pamphlets or any other means available to promote their participation in the program.
- c) Select candidates to be program coordinators, four people, one for each area (Spanish, Math, Natural and Social Sciences), that can set an example and be acknowledged by others as being respectful and honest. They also have to be interested in the area they will coordinate, or be a specialist in it; responsible, patient and on time.
- d) Select the candidates for tutoring, which shall have the following profile:
  - Someone convinced of the benefits of education, with the desire to share their knowledge.
  - Have at least the same level of studies than the trainer.
  - Shall have at least one year more in the correctional before returning to Mexico.
- e) Investigate how many persons are interested in joining the literacy, primary or secondary groups.
- f) Investigate and define the spaces they have for the program (classrooms, offices, etc) which will allow for a more clear idea of how many students and trainers can start the program. If the number of persons interested is more than the available spaces, they can join as "free students".
- g) Define, together with the correctional director and considering the internal regulation, the schedules and spaces that may be used to carry out the classes or advice.

It is important to consider that the success of the program shall greatly depend in the right choice of the persons responsible, assistants, coordinators and tutors. In this specific case, mutual respect is a very important element. A person with knowledge in one study area, assertive and that is a frequent supporter is an excellent candidate.



## **First Training**

Once the above activities have been covered, the correctional persons involved in the education program for youth and adults (responsible, tutors, assistants) will participate in a seminar-workshop taught by the personnel of INEA's International Programs Office.

INEA trainers shall carry out a seminar-workshop at the correctional center, where all the persons involved in the adult education program participate. During this seminar-workshop for tutors, the four persons that will coordinate each of the knowledge areas will be appointed, as well as the modules that correspond to each tutor according to their specific characteristics and interests, and the needs of the program.

## **Internal organization**

Once the person responsible for the correctional center appoints four persons as coordinators among the interns, one for each knowledge area, two or more shall be appointed as assistants or clerks, and will support the person responsible for the program in different areas, mostly registering and interviewing the new students as well as providing educational material to students and tutors.

## **Of the materials**

Knowing the date and number of persons participating in the first training, the person responsible for the program at the correctional center shall request from INEA's International Programs Office the youth and adults training modules required.

At the same time, it shall ask the consulate to provide the available textbooks and support for the educational process.

## **Registration and Diagnostic Evaluation**

After the initial interview, the person responsible, with the support of clerks or assistants, shall incorporate the interested persons to the youth and adult education program, and register the relevant information at the SASACE.

Based on the results of this initial interview, a diagnostic evaluation shall be applied to those who requested it, in the following way:



- First Session (primary).
  - Second Session (primary).
  - Third Session (primary).
  - Fourth Session (secondary)
  - Fifth Session (secondary).
- The diagnostic evaluation is only made once to the first arrivals, which have not studied nor presented exams with the INEA.
  - Persons presenting report cards from third grade shall pass the modules of the first session, without being graded, and will present as of the second session.
  - The persons without a report card, and that know how to read and write, shall present as of the first session. Persons with a primary certificate and/or report cards from a secondary grade shall present as of the fourth session.
  - Persons that present the first session shall pass all the modules in order to continue to the second session.
  - The persons that present the second session do not have to pass all the modules to present the third session, because of the structure. The same applies in the fourth and fifth sessions.
  - If the person has coursed primary school but does not have a certificate, they may present the fourth and fifth sessions of the diagnostic evaluation, and must be explained that they have to obtain their certificate before concluding secondary school in order to get a certificate for this level.

It is important to consider that not everyone has to present the diagnostic evaluation. These cases are:

- Persons presenting report cards with full passed grades, if they decide so, they may be placed according to the table of equivalence.
- Those that do not know how to read or write and begin with the literacy process.
- Those who know how to read and write and that according to the initial interview results will start primary school.
- Those that present a primary certificate will begin in secondary school.
- Those with an incomplete schooling and that want to study from the start.



Proceed as indicated below for the academic positioning of students:

- a) With the code provided at the Correctional Center, the person responsible for the program shall print the diagnostic exams from the SASACE and apply them, and they will furthermore be graded by the SASACE.
- b) With the results from the Diagnostic Evaluation, the person responsible for the program at the correctional shall, together with the coordinators of each area, place the persons in the corresponding level.

Depending on how many people make up the program and the frequency, a calendar of application of diagnostic exams shall be applied.

The staff establishes work schedules that may go from 8 in the morning until 9 o'clock at night, Monday through Sunday.

### **3.- IMPLEMENTATION AND EDUCATIONAL PROCESS**

#### **Study group integration**

The study groups are integrated according to the results of the diagnostic evaluation.

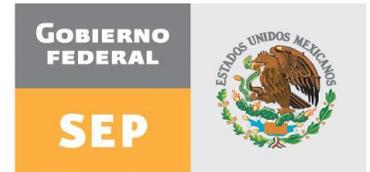
Work can be organized in two ways, depending on the number of persons that begin their studies, the available spaces or the specific interests.

#### **1) *Semi-scholarly education.***

Formation of groups by area of knowledge and level, that is, at least four groups for primary school and four for secondary school. Each one has a specialized trainer on the subject, and advance in a uniform way until completing the study of one module. Depending on their specific interest, times and capacity to study, one person may study up to a maximum of four modules at the same time.

Tutors advise in one or two modules of the same area of knowledge, and they attend at least one daily class from another colleague, to know the teaching techniques they apply.

Students that begin in the literacy stage participate in one of the groups that they form, depending on the number of persons that do not know how to read or write, and the number of trainers at this level, and begin the process. Every group has someone that even if they do not know how to read or write, they have developed certain reading and writing skills. It is important that these persons support the students that are behind. At this level, it is recommended to form groups with a maximum of 15 students per trainer or tutor.



## **2) Free students.**

These are those that do not find a space in the groups established, that have a different study rhythm than most of their fellow students and do not wish to attend the regular classes, or cant due to other work responsibilities. In this case, the person studies on its own and only goes to the trainer when they have doubts regarding the subjects studied, and requests the exam once it has completed the study of a module.

### **Final exam scheduling**

The person responsible for the education program for youth and adults at the correctional center shall make a final exam calendar and spread it to the students, which can be done every two months, every three months or every four months, according to the needs and advanced in the study program.

Each person may present up to a maximum of four final exams in the same session.

### **Accreditation/ Certification**

As of the moment when a student joins the program, the person responsible or its clerks shall ask for the necessary documents for the certification. Once the person passes all modules, primary or secondary, the person responsible for the program shall send the documents to INEA's International Programs Office.

Students that state they have finished primary school, but do not have a certificate to prove this, may begin high school and meanwhile request their documents to present them before their studies are finished.

### **Average study times in literacy**

The average literacy time is of six months. Therefore, the person has to attend the study group at least from eight to ten hours per week and spend a similar time in making exercises and readings outside the classroom.

### **Average study time in primary school**

The average study time in primary school is of nine months to one year. For this, the person studies four modules at the same time: they attend the work group from six to eight hours every day, and has to study and make homework an average of two hours outside the classroom.



If the person passes two or more modules of primary school per diagnostic exam or equivalence table, the study time decreases considerably.

### **Average study time in secondary school**

The average of secondary studies is of one year. For this, the person has to study four modules at the same time: attend the work group from seven to eight hours daily and studies and makes homework from two to three hours outside the classroom.

Such as in Primary school, if the person passes two or more modules in secondary by diagnostic exam or equivalence table, the study time decreases considerably.

### **Plaza comunitaria**

It is organized in three different spaces:

- On site
- Computer with Internet or Intranet
- Educational television with video support.

Since the interns in correctional facilities do not have access to Internet, the computer network of the plaza works with CONEVyT educational site installed internally in a server administered by the web.

It is important to have enough space for at least 10 new computers and a server with an ample memory capacity in its hard drive, so that the access to programs is immediate, and update the CONEVyT site every six months.

The educational television space may work in two different ways:

- According to the programming of different educational channels, an on site study group related with the subject studied.
- When it is not possible to match the television program times with the classes, a person shall tape the most relevant programs and make a summary of the content to provide it as support to the study groups, together with the material of different educational video libraries and media libraries.

The educational programming may also be available in the units of the interns, to favor the use of their free time obtaining information for life and work.



For the work of the Community Plaza, we recommend to turn to didactic planning formats, which define the back up resources that each space of the plaza has for the study of a subject for the youth and adult education.

## **FOLLOW UP AND EVALUATION**

### **Initial formation of new tutors**

Every six months it is convenient to give new initial training seminars to new trainers, to substitute the interns that have completed their time and leave the correctional center, or due to the increase in students.

The person responsible for the correctional center and the tutors with greater work time are qualified to prepare these trainers that are joining the program.

### **Update and follow up**

Based on the achievements and challenges identified in the development of activities, the person responsible of the program in the correctional center shall carry out every six months an updating and follow up workshop, to identify the achievements as well as the main challenges and the opportunities to overcome them.