

 <p>CD-120900</p>	<p>NEW MEXICO CORRECTIONS DEPARTMENT</p> <p><i>"We commit to the safety and well-being of the people of New Mexico by doing the right thing, always."</i> Courage Responsibility Ethics Dedication - CREDibly serving the public safety of New Mexico</p>	
	<p>ISSUE DATE: 01/12/01</p>	<p>REVIEW/REVISED: 03/17/15</p>
	<p>EFFECTIVE DATE: 01/12/01</p>	
<p>TITLE: Adult Basic Education</p>		

AUTHORITY:

Policy *CD-010100*

REFERENCES:

- A. ACA Standard 2-CO-5B-01, *Standards for the Administration of Correctional Agencies*, 2nd Edition.
- B. ACA Standards 4-4464, 4-4468 and 4-4479, *Standards for Adult Correctional Institutions*, 4th Edition.
- C. CEA Standards 39 and 78.

PURPOSE:

To establish a comprehensive program of academic and vocational instruction appropriate to the needs of the inmates of the New Mexico Corrections Department (NMCD). To establish a program to provide Adult Basic Education to appropriate inmates. **[2-CO-5B-01] [4-4468]**

APPLICABILITY:

Education Department, Education Administrator, Program Coordinators, Supervisors of Education, Certified staff, Classified staff, and inmates incarcerated by the New Mexico Corrections Department.

FORMS:

None

ATTACHMENTS:

None

DEFINITIONS:

None

POLICY:

The Education Department of NMCD shall provide a program of Adult Basic Education for inmates evaluated as benefiting from such a program for the purposes of developing those skills necessary to earn a GED, developing workplace competencies, and improving basic life skills.

The curriculum will be consistent with standards set out by Secretary's Commission in Achieving Necessary Skills (SCANS and Equipped for the Future (EFF from the National Institute for Literacy, and College and Career Readiness Standards (CCRS)

A. The NMCD shall provide for a comprehensive educational program, available to all inmates who are eligible that includes the following: [4-4464]

- Educational philosophy and goals;
- Communication skills;
- General education;
- Basic academic skills;
- GED preparation;
- Special education;
- Vocational education;
- Postsecondary education; and
- Other education programs as dictated by the needs of the institutional population.

B. The NMCD shall govern the maintenance and handling of educational/vocational records. Student's rights to privacy and confidentiality in accordance with state and federal law shall be maintained. [4-4479]



Gregg Marcantel, Secretary of Corrections
New Mexico Corrections Department

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PROCEDURE: [2-CO-5B-01]

A. Instructional Design:

The total Adult Basic Education Program (ABE) program is competency-based in that individual student needs determine the instructional plan, and mastery of objectives (rather than grades or time spent in school) is the standard of success. Students are placed into the instructional process based on diagnostic information. Instructional activities and materials are prescribed based on this diagnostic data. Individual, small and whole group activities are selected by the teacher as appropriate to student needs and capabilities for the purpose of maximizing student progress. Computer aided instruction is also available.

B. Foundation:

The ABE program addresses essential knowledge and skills appropriate for adult education programs as well as the foundational skills and competencies identified by SCANS. The basic foundational skills and workplace competencies are integrated, providing a holistic approach to instruction. An interdisciplinary curriculum engages students in relevant learning. Thematic units of instruction, including career exploration, workplace skills, life skills, consumer education and cognitive skills are an essential part of the total educational experience.

1. Basic Skills Goals:

- a. **Reading** – Student will be able to locate, understand and interpret written information in prose and documents, including manuals, graphs and schedules to perform tasks; will be able to learn from text by determining the main idea or essential message, identify relevant details, facts and specifications; will be able to infer or locate the meaning of unknown or technical vocabulary and judge the accuracy, appropriateness, style and plausibility of reports, proposals or theories of other writers.

- b. **Writing** – Student will be able to communicate thoughts, ideas, information and messages in writing; record information completely and accurately; compose and create documents such as letters, directions, manuals, reports, proposals, graphs, and flowcharts, using language, style, organization and format appropriate to the subject matter, purpose and audience; this can include documentation and attention to detail; students will also be able to check, edit and revise for correction information, appropriate emphasis, form, grammar, spelling and punctuation.
 - c. **Arithmetic** – Student will be able to perform basic computations; use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetical results without a calculator; use tables, graphs, diagrams and charts to obtain or convey quantitative information.
 - d. **Mathematics** – Student will be able to approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; understand the role of chance in an occurrence and prediction of events.
 - e. **Listening** – Student will be able to receive, attend to, interpret and respond to verbal messages and other cues such as body language in ways that are appropriate to the purpose, for example, to comprehend, to learn, to critically evaluate, to appreciate or to support the speaker.
 - f. **Speaking** – Student will be able to organize ideas and communicate oral messages appropriate to the listener and situation; participate in conversations, discussions and group presentations; select an appropriate medium for conveying a message; use verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speak clearly and communicate a message; understand and respond to listener feedback; ask questions when needed.
2. Cognitive Skills Goals:
- a. **Creative Thinking** – Use imagination freely; combine ideas or information in new ways, making connections between seemingly unrelated ideas and reshaping goals in ways that reveal new possibilities.
 - b. **Decision Making** – Set specific goals and constraints; generate alternatives, consider risks and evaluate and choose the best alternative.

- c. **Problem Solving** – Recognize that a problem exists (e.g. there is a discrepancy between what is and what should or could be); identify possible reasons for the discrepancy; devise and implement a plan of action to resolve it; evaluate and monitor progress and revise plans as indicated by findings.
 - d. **Seeing Things in the Mind’s Eye** - Organize and process symbols, pictures, graphs, objects and other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow or work activities from narrative descriptions, or the taste of food from reading a recipe.
 - e. **Knowing How to Learn** – Recognizes and uses learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations and is aware of learning tools such as personal learning styles (visual, hearing, kinesthetic), formal learning strategies (note taking or clustering ideas that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusion).
 - f. **Reasoning** – Discover a rule or principle underlying the relationship between two or more objects and apply it in solving a problem; use logic to draw conclusions from available information; extract rules or principles from a set of objects or written test; apply rules and principles to a new situation or determine which conclusions are correct when given a set of facts and a set of conclusions.
3. Personal Qualities Goals:
- a. **Responsibility** – Exert a high level of effort and perseverance toward goal attainment; work hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task, and display high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing tasks.
 - b. **Self Esteem** – Believes in his or her own self worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; knows own emotional capacity and needs and how to address them.
 - c. **Social** – Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; takes an interest in what others say and do.

- d. **Self-Management** – Assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress through goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; is a self starter.
- e. **Integrity/Honesty** – Can be trusted; recognizes whether he or she is faced with making a decision or exhibiting behavior that may break with commonly-held personal or social values; understands the impact of violating these beliefs and codes on an organization, self or others, and chooses an ethical course of action.

C. Competencies:

1. Resources:

- a. **Allocates Time** – Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities and understands, prepares and follows schedules.
- b. **Allocates Money** – Uses or prepares budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
- c. **Allocates Materials and Facility Resources** – Acquires, stores and distributes materials, supplies, parts, and equipment, space or final products in order to make the best use of them,
- d. **Allocates Human Resources** – Assesses knowledge and skills and distributes work accordingly; evaluates performance and provides feedback.

2. Information:

- a. **Acquires and Evaluates Information** - Identifies need for data; obtains them from existing sources or creates them and evaluates their relevance and accuracy.
- b. **Organizes and Maintains Information** – Organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.

- c. **Interprets and Communicates Information** – Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multi-medial methods.
 - d. **Uses Computers to Process Information:** Employs computers to acquire, organize, analyze and communicate information.
3. Interpersonal – Works with Others:
- a. **Participates as a Member of the Team** – Works cooperatively with others and contributes to group with ideas, suggestions and effort.
 - b. **Teaches Others** – Helps others learn.
 - c. **Serves Clients/Customers** – Works and communicates with clients and customers to satisfy their expectations.
 - d. **Exercises Leadership** – Communicates thoughts, feelings and ideas to justify a position; encourages, persuades, convinces or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies or authority.
 - e. **Negotiates to arrive at a Decision** – Works toward an agreement that may involve exchanging specific resource or resolving divergent interests
 - f. **Works with Cultural Diversity** – Works well with men and women and with a variety of ethnic, social or educational backgrounds.
4. Systems – Understands Complex Interrelationships:
- a. **Understands Systems** – Knows how social, organizational and technological systems work and operates effectively with them.
 - b. **Monitors and Corrects Performance** – Distinguishes trends; predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
 - c. **Improves Designs Systems** – Makes suggestions to modify existing systems to improve products or services and develops new or alternative systems.

5. Technology:

- a. **Selects Technology** – Judges which set of procedures, tools or machines, including computers and their programs, will produce the desired results.
- b. **Applies Technology to Task** – Understands overall intent and proper procedures for setting up and operating machines, including computers and their programming systems.
- c. **Maintains and Troubleshoots Technology** – Prevents, identifies or solves problems in machines, computers and other technology.

D. Program Evaluation:

The academic instructional program is evaluated continuously. Overall student achievement data such as the National Reporting System (NRS) educational level gain and percentage of students earning GED's are analyzed annually to determine performance trends. Student participation records are reviewed to assess the effectiveness of the instructional delivery system. Student Opinion Inventories, and Academic and Vocational Needs Assessments are reviewed yearly to determine trends. Curriculum from a variety of sources is continually reviewed for relevance, content validity and compliance with established standards and Education Department program/student needs.

E. Student Evaluation:

At a minimum of two times per year, each student shall be administered a basic skills test. The Academic Progress Report (APR) is used to document progress. The GED test will be administered to qualified students.



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