



# NEW MEXICO CORRECTIONS DEPARTMENT

Secretary  
Alisha Tafoya Lucero

CD-120400 Literacy and Pre-Literacy Programming	Issued: 10/16/00 Effective: 10/16/00	Reviewed: 06/30/20 Revised: 03/17/15
Alisha Tafoya Lucero, Cabinet Secretary		<i>Original Signed and Kept on File</i>

## AUTHORITY:

- A. NMSA 1978, Section 33-11-1 through 3, as amended.
- B. Policy *CD-010100*.

## REFERENCE:

- A. ACA Standard 2-CO-5B-01 and 2-CO-1G-01, *Standards for the Administration of Correctional Agencies*.
- B. ACA Expected Practices 5-ACI-7B-02, *Performance Based Standards and Expected Practices for Adult Correctional Institutions, 5<sup>th</sup> Edition*.
- C. CEA Standards 50-52, 56, 62-65, 70-71 and 72-74.

## PURPOSE:

Establishes the requirements for literacy and pre-literacy programming.

## APPLICABILITY:

Education Department Administration, Program Coordinators, Supervisors of Education, Certified staff, classified staff and inmates of the New Mexico Corrections Department.

## FORMS:

None

## ATTACHMENTS:

None

## DEFINITIONS:

*Literacy*: An individual's ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society to achieve one's goals and develop one's knowledge and potential.

**POLICY:**

- A. The New Mexico Corrections Department shall provide programs which address essential reading, writing and computational skills appropriate for the inmate populations, including workforce literacy skills necessary to successfully compete for viable employment once released.
- B. The basic foundation skills and workplace competencies are integrated, providing a holistic approach to instruction. An interdisciplinary curriculum engages students in relevant learning.
- C. 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.
- D. Academic and vocational programs shall be appropriate to the needs of the inmates.  
**[2-CO-5B-01]**
- E. The department shall strive to secure citizen involvement in agency programs, including service as advisors, interpreters, and similar direct service roles. **[2-CO-1G-01]**
- F. Curriculum shall be written, standardized, competency-based, and supported by appropriate materials and classroom resources. **[5-ACI-7B-02]**



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## AUTHORITY:

Policy *CD-120400*

## PROCEDURES:

### A. Instructional Design: [2-CO-5B-01] [5-ACI-7B-02]

1. The literacy program is competency-based and individual student needs and goals determine the instructional plan. Mastery of objectives (rather than grades or time spent in school) is used as the standard of success. Students are placed into the instructional process based on diagnostic data. The prescription allows the teacher to identify and intervene in those critical areas that are in need of remediation.
2. Teachers individualize literacy instruction according to the needs of the student including the development of customized literacy curricula appropriate for the inmate population. Teachers use a variety of materials such as: adult literacy textbooks, job applications, consumer product directions, measurement information, public transportation schedules, driving instructions, road signs, forms and contracts.
3. Individual literacy programming is available for inmates with disabilities. Certified Special Education teachers assist teachers to employ a variety of teaching strategies and materials to address individual learning styles to achieve student goals and objectives. Programming is also available for English Language Learners who require individualized instruction and/or a specialized curriculum.

One-on-one literacy tutors may be used for literacy instruction, in addition to literacy classes. Inmate peer tutors may be used and will be supervised by the Education Department. [2-CO-1G-01]

4. Computer Based Instruction (CBI) is an instructional delivery option that may be available in the literacy programs. CBI provides students with flexibility in pace and scope of instruction.
5. An Academic Progress Report (APR) is developed for each student every 40 to 60 hours of instruction. The purpose of the APR is to provide a systemic process to individualize instruction, document progress, and communicate results to student, teacher and

Education Department. The APR is a tool designed for the student, teacher, staff and Education Department to guide and document continuity of instruction for each student.

6. Professional Development is aligned with the Education Department and facility goals to improve the quality of the NMCD education programs. Professional Development includes quality programs with follow-up and support, and other growth-promoting processes to encourage staff to meet and maintain professional standards.

**B. Program Evaluation:**

1. A yearly needs assessment of all academic and vocational programs is conducted to guide programming decisions.
2. Overall program data are analyzed quarterly to determine performance results.
3. Curriculum is reviewed at least annually for relevance, content validity and compliance with established standards, and Education Department program goals.
4. Academic Progress Reports are maintained at each facility and analyzed for program quality as part of the Education Department's annual program audits.
5. Student Opinion Inventories are conducted and the results from are compiled yearly to determine trends.

**C. Student Evaluation:**

A pre-test/post-test assessment method is used to determine individual literacy achievement within each fiscal year. On-going assessment using a multi-leveled assessment approach (for example, curriculum-based assessment, student journals, pre/post tests, student work samples) is applied to guide instructional decisions to maximize achievement for each student.