The development of a custodial curriculum for incarcerated adults

Warren Elwin Wright

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THE DEVELOPMENT OF A CUSTODIAL CURRICULUM
FOR INCARCERATED ADULTS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Vocational Education

by
Warren Elwin Wright
December 1997
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FOR INCARCERATED ADULTS

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December 1997

Approved by:

Allen D. Truell, Ph.D., First Reader

Date

Ronald K. Pendleton, Ph.D., Second Reader
ABSTRACT

This project is concerned with the effectiveness of the current curriculum for custodial occupations at West Valley Detention Center in Rancho Cucamonga, California. The context of the problem is set forth as is the purpose and significance of the project. Limitations and delimitations and a definition of terms are also included. There is also a review of the pertinent literature. Followed by a review of the literature is the methodology used and the budget for the program. Conclusions and recommendations are also presented. Two custodial curricula were reviewed and a new course curriculum was written which are included in the appendixes. The references used are listed.
ACKNOWLEDGEMENTS

I would like to acknowledge my wife Cynthia for her patience and support while I completed this project. My children for their understanding and acceptance of the times when I was busy working on this project. Finally, I would like to thank Dr. Allen D. Truell, my project advisor, for his expert guidance and support during the completion this project.
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CHAPTER ONE

Background

Introduction

The content of Chapter One presents an overview of the project. The context of the problem is discussed followed by the purpose and significance of the project. Next, the limitations and delimitations that apply to the project are reviewed. Finally, a definition of terms is presented.

Context of the Problem

The need for individuals trained in custodial occupations has increased as a result of the sanitation needs of a wide variety of organizations and individuals. Custodians are employed in businesses, homes, and schools. Many company managers contract out their cleaning needs to private custodial services. Numerous individuals have cleaners come to their homes on a daily, weekly or monthly basis to perform a variety of tasks. Custodial occupations include being proficient in the basics, equipment care, floor care, restroom care, window care, kitchen and cafeteria area care and shower and locker room area care. As noted by Aslett (1991), "Today's custodians have reduced the number of services offered, staying strictly in the field they know best - cleaning" (p. 58).

During the late 1960s and early 1970s, custodial occupations consisted of custodial history and routine classroom cleaning. The current custodial occupations curriculum being taught through the San Bernardino County, Regional Occupation Program (ROP) has not been updated since
1989. Thus, the written curriculum is considerably different from what is actually being taught in the classroom. In 1993, custodial occupations became an option for incarcerated adults in the San Bernardino County ROP program at West Valley Detention Center in Rancho Cucamonga, California. In order for released inmates to function in society, ROP instructors must assist inmates in developing the skills needed in the workplace. This situation has increased the demand for a well defined custodial occupations curriculum.

**Purpose of the Project**

The purpose of this project was to design a 360-hour course curriculum in custodial occupations for incarcerated adults. Specifically, the curriculum will serve adult students in the San Bernardino County ROP at West Valley Detention Center in Rancho Cucamonga, California. The content of the curriculum consists of the basics, equipment care, floor care, restroom care, window care, kitchen and cafeteria area care, and shower and locker room area care.

**Significance of the Project**

The current custodial occupations curriculum is not sufficient to prepare students for the job market after release from incarceration. This curriculum provides students with the skills necessary to gain and to maintain meaningful employment upon release from incarceration.

**Limitations and Delimitations**

A number of limitations and delimitations surfaced during the development of this project. These limitations and delimitations are presented in the next section.
**Limitations.** The following limitations apply to this project:
1. The custodial occupations course was developed based on the equipment available at West Valley Detention Center.
2. The custodial occupations course was developed based on the supplies available at West Valley Detention Center.

**Delimitations.** The following delimitations apply to this project:
1. The custodial occupations curriculum was developed specifically for instruction on Windsor or Windsor compatible floor equipment.
2. The custodial occupations curriculum was developed for use with specific cleaning products.

**Definition of Terms**

The following terms are defined as they apply to this project.

**Adherent**—Common name for chemicals that attract dust

**Counter Brush**—A brush with a four inch handle and eight inch head with three inch long synthetic or horsehair bristles.

**Edging Tool**—Tool used to clean along walls and baseboards.

**Floor Care**—Four fundamental categories in floor care consisting of soft floors, hard floors, wood floors, and carpeted floors.

**Floor Machine**—An electric machine used to clean floors commonly called a 175 because that is the average number of revolutions the disc turns per minute.

**Kitchen and Cafeteria Areas**—Areas where food is prepared.
Restroom Care--The proper care of restroom facilities.

Shower and Locker Room Areas--Areas used for the changing of clothes and the taking of showers.

Slurry--A watery mixture used for cleaning.

Soft Bristle Brush--A push broom with soft, synthetic bristles on a 24-inch head that is used for cleaning a variety of surfaces.

The Basics--Four fundamental categories in custodial occupations consisting of sweeping, dusting, cleaning of wastebaskets, and the proper care of equipment.

Water Vacuum--A canister type commercial vacuum for removing liquid solutions from the cleaning area.

Window Care--Proper window cleaning procedures.

Organization of the Project

This project is divided into five chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations, and definition of terms.

Chapter Two consists of a review of the literature. Chapter Three outlines the population to be served and the project design. Chapter Four reviews the budget required for implementing the project. Chapter Five presents the conclusions and recommendations gleamed from the project. The project and references follow Chapter Five.
CHAPTER TWO

Review of the Literature

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, the history of custodial occupations, the basics, floors, restrooms, windows, kitchen and cafeteria areas, shower and locker room areas, and job search skills are discussed.

History of Custodial Occupations

Custodians have been around from the time there were enough people to make messes that needed to be cleaned. However, custodians did not have a specific title for the tasks performed. People who did the cleaning could have been virtually any man, woman or child. Janitors started gaining prominence after the depression of the 1930s when they were hired by school administrators to clean classrooms. These first school custodians were usually a relative or a friend of a school board member. Early custodians were considered unintelligent and in need of a shower and haircut (Prentice, 1970).

The first definitive work on custodial occupations was written in 1968 by Mason. Prior to this text, The School Custodian, there was little written on custodial occupations. Early custodial training consisted of observing other custodians performing their daily functions. With Mason’s book in hand, many school district planners began offering Saturday training classes in custodial occupations. One of the first such classes was offered by administrators from the
San Bernardino Adult Education program in 1968. In this program, custodians were required to complete 68 clock-hours of training to be eligible for promotion to a supervisory position.

The Basics

The basics contain four areas of significance. The areas of importance are: (1) sweeping, (2) dusting, (3) cleaning of wastebaskets, and (4) the proper care of equipment.

Sweeping. Procedural changes in sweeping have not occurred since the forerunner of the modern broom was developed in 1900. The procedure for sweeping is a multi-step process. The sweeping process begins with the assembling of equipment—a soft bristle broom, dust mop, counter brush, and dust pan. The next step is to remove any free standing objects from the area where the sweeping is to be completed. Use the dust mop for soft floors in one continuous forward motion until the entire floor has been covered. On the hard floor surface use a soft bristle broom adjusting the pressure on the broom as needed. The entire floor must be covered. The final step in the sweeping process is to pick up the debris with the dustpan and counter brush (Aslett, 1992).

Dusting. The dusting techniques used today are the same as those that have been used for years. The chemicals, however, are far superior than those used even a few years ago. Adherents of today are able to retain more dust and leave less residue on all types of surfaces were earlier
adhesions. Many of the adherents also serve as a surface disinfectant. The standard method of dusting is the most used method. The area is dusted with an adherent treated cloth after the floor has been cleaned to ensure that the dust is removed from the room (Prentice, 1970; SC Johnson Corporation 1996).

**Wastebaskets.** Waste receptacle cleaning continues to be extremely important to maintaining a sanitary environment. The proper action for cleaning wastebaskets is to empty the wastebasket and assess what product is necessary to treat the receptacle to achieve proper sanitation of the basket. If the wastebasket is too dirty to be properly cleaned at the site, remove the trash can to a designated area and scrub until clean. Replace the trash can liner with an appropriate liner. Extra trash can liners should be kept in the wastebasket for use as needed. New products are continually being developed to combat odors and eliminate contagions in wastebaskets (Bishop, 1990; Mason, 1968; Prentice, 1970).

**Equipment Care.** Maintenance of equipment has always been essential to a custodial program. Proper care and maintenance of equipment is imperative as custodial equipment is expensive. Equipment care can be the difference between posting a profit or loss on a particular job. Custodians need to know the fundamental steps of equipment care. The use of the following ten-point checklist, on a daily basis, will help ensure proper equipment maintenance:

1. Check all electrical cords.
2. Check all pads.
3. Check all batteries.
4. Check all switches.
5. Check all filters.
6. Check all hoses.
7. Check all squeegee blades.
8. Review operating instructions.
9. Clean equipment after each use.
10. Store equipment properly.

As machines become more technologically advanced, custodial personnel will need to expand their knowledge of equipment care (Aslett, 1995; Prentice, 1970).

Floor Care

Floor care should concentrate on soft floors, hard floors, wood floors, and carpeted floors. Most machinery can be used on soft, hard, and wood floors. Some equipment can even be used on carpet. Chemical applications vary according to the surface being cleaned (Aslett & Nilson, 1994).

Soft and Hard Floors. Soft floors consist of vinyl tile, linoleum, and rubber. Hard floors are cement, marble, quarry tile, and ceramic tile. The main cleaning activities performed on both soft and hard floors are stripping, sealing, scrubbing, and restoring. The procedural steps associated with each of these activities is outlined next.

Stripping. The 14-step procedure for stripping a floor is as follows:

1. Assemble your equipment.
2. Remove free standing objects from the area to be cleaned.
3. Dust mop the area.
4. Use proper safety equipment.
5. Mix chemicals in accordance with label directions.
6. Post wet floor signs.
7. Apply 1/8 of an inch of stripping solution to a 10' X 10' area.
8. Allow the solution to sit on the floor for ten minutes.
9. Use edging tool to strip close to baseboards and in to corners.
10. Strip the floor with a floor machine.
11. Vacuum the slurry with a water vacuum.
12. Rinse the floor with clean water.
13. When the floor has dried, check to insure that the stripping residue has been removed by running a cloth over the floor. If there is residue on the cloth, repeat steps 12 and 13 until there is no residue.
14. Clean your equipment and return it to the appropriate storage area for later use (SC Johnson Corporation, 1996).

**Sealing.** The eight-step procedure for sealing a floor is as follows:

1. Assemble your equipment.
2. Post wet floor signs.
3. Line the mop bucket with a plastic trash liner to avoid contamination of the sealer.
4. Dip presoaked rayon mop into the sealer and tamp the
wringer. Do not wring out the mop head.

5. Outline the area to be sealed and fill-in the outlined area with an overlapping figure eight mopping motion.

6. Allow time for the sealer to dry.

7. Reapply seal until desired appearance is achieved.

8. Clean your equipment and return it the appropriate storage area for later use (SC Johnson Corporation, 1996).

**Scrubbing.** The 13-step procedure for scrubbing a floor is as follows:

1. Assemble your equipment.

2. Remove free standing objects from the area to be cleaned.

3. Dust mop the area.

4. Use proper safety equipment.

5. Mix chemicals in accordance with label directions.

6. Post wet floor signs.

7. Apply 1/8 of an inch of cleaning solution to 10’ X 10’ area.

8. For heavy accumulations of dirt allow the cleaning solution to stay on the floor for five minutes.

9. Use a blue or green scrubbing pad and make several passes over the area with the floor machine.

10. Vacuum the slurry with a water vacuum.

11. Rinse the floor with clean water.

12. When the floor has dried, check to insure that the residue has been removed by running a cloth over the floor. If there is residue on the cloth, repeat steps
12 and 13 until there is no residue.

13. Clean your equipment and return it the appropriate storage area (SC Johnson Corporation, 1996).

**Restoring.** The nine-step procedure for restoring a floor follows:

1. Assemble your equipment.
2. Post wet floor signs.
3. Line the mop bucket with a plastic trash liner to avoid contamination of the restorer.
4. Dip a presoaked rayon mop into the restorer solution and tamp the wringer. Do not wring out the mop head.
5. Outline the area to be restored and fill-in the outlined area with an overlapping figure eight mopping motion.
6. Allow the restorer to dry for 30 minutes.
7. Burnish the restored area.
8. Dust mop the area.
9. Clean your equipment and return it the appropriate storage area for later use (SC Johnson Corporation, 1996).

**Wood Floors.** Wood floors were once the standard floor in many dwellings. Previously, wood floors were stripped by hand sanding or using a belt sander to remove the lacquer. A milestone occurred when sanding discs were developed for low-speed floor machines. The dust that was created by these methods was difficult to handle by the operator. Water could not be used because it would damage the wood (Mason, 1968). In the early 1980s, a waterless solvent was developed for use
on wood floors in conjunction with the discs that were used on low-speed floor machines. The development of this procedure revolutionized wood floor care by allowing floors to be cleaned and sealed as opposed to sanded and revarnished. Daily cleaning consists of first dust mopping and then damp mopping (Aslett, 1993).

**Carpeted Floors.** Carpet accounts for 64% of all floor covering in the United States. Therefore, carpet care must included in any custodial occupations course. Carpet and cleaning experts both endorse the extraction method for carpet maintenance. The nine-step extraction method is as follows:

1. Remove movable furniture from the area to be cleaned.
2. Vacuum carpet thoroughly.
3. Identify and remove stains.
4. Pre-spray the carpet to loosen the dirt.
5. Mix chemicals in accordance with label directions and pour into extractor solution tank.
6. Use the extracting machine in accordance with manufacturers operating instructions.
7. Reset carpet pile by brushing in one direction with a stiff synthetic deck brush.
8. Allow carpet to dry completely.
9. Clean your equipment and return it the appropriate storage area for later use (SC Johnson Corporation, 1996).

**Restrooms**

Restroom cleaning procedures are a vital part of any
custodial occupations curriculum. Most people believe that cleanliness in all types of facilities, even homes, can be assessed by lavatory cleanliness. The actual cleaning must leave the facility sanitized, deodorized, and disinfected as well as providing an immaculate appearance. Proper procedures involve cleaning both inside and outside toilets and urinals and washing mirrors, sinks, and counters before cleaning the floor. These procedures should be completed daily. The ceiling and walls should be cleaned on an as needed basis, but not less than once a month. Cleaning procedures rely heavily on sanitation products to disinfect surfaces and deodorize the area (Aslett & Browning 1991).

Windows

Window cleaning is a specialized skill within the custodial occupations field. However, general window cleaning must be addressed in the course. The five-step window cleaning process is as follows:

1. Assemble your equipment.
2. Apply glass cleaner to the window.
3. Squeegee from top to bottom or side to side.
4. Remove any excess window cleaner from the area.
5. Move to the next window or return your equipment to the appropriate storage area for later use (Bishop, 1990).

Kitchen and Cafeteria Areas

Kitchen and cafeteria areas take special care to clean and properly maintain. These areas are essential to a complete custodial course. Kitchen and cafeteria floors must
be cleaned everyday with a disinfectant cleaner that has been approved by United States Department of Agriculture to avoid any possible food contamination from the cleaning solution. The six-step process commonly used in kitchen and cafeteria areas follows:

1. Sweep floor clean of any debris.
2. Using a mop, apply approved disinfectant cleaner directly to the floor and allow the solution to remain on the floor surface for five minutes.
3. Scrub the the floor with a deck brush making sure the grout lines are thoroughly cleaned.
4. Vacuum the solution with a water vacuum.
5. Rinse the the floor with clean water.
6. Clean your equipment and return it the appropriate storage area (Aslett & Browning, 1991).

Shower and Locker Room Areas

Locker and shower areas require particular attention to properly sterilize. These areas are an integral part of a reasonable custodial training program. The actual cleaning must leave the locker and shower areas deodorized and disinfected in addition to providing a fastidious appearance. The daily six-step process to be used in cleaning the shower and locker room areas follows:

1. Sweep floor clean of any debris.
2. Using a mop, apply approved germicidal cleaner directly to the floor and allow the solution to remain on the floor surface for five minutes.
3. Scrub the the floor with a deck brush making sure the
grout lines are thoroughly cleaned.
4. Vacuum the solution with a water vacuum.
5. Rinse the floor with clean water.
6. Clean your equipment and return it to the appropriate storage area. The ceiling and walls should be cleaned on an as needed basis (Aslett & Browning, 1991).

**Job Search Skills**

Job search skills are included to ensure that released inmates will be properly placed. Incarcerated adults are provided with information on job search skills that address needs and concerns that are specific to confined populations. For example, topics such as how to account for the time absent from the workforce and how to portray time spent incarcerated as a positive experience are discussed. Students are routinely hired on a combination of factors that are addressed in the job search skills section of the curriculum (Liptak, 1994).

**Summary**

Chapter Two consisted of a discussion of the relevant literature. Specifically, the history of custodial occupations, the basics, floor care, restroom care, window cleaning, kitchen and cafeteria areas, shower and locker areas, and job search skills were presented.
CHAPTER THREE
Methodology

Introduction

Chapter Three details the steps used in developing the curriculum. Specifically, the population served is discussed. Next, the curriculum development process including the curriculum structure and content validation is presented. Lastly, the existing programs are delineated. The Chapter concludes with a summary.

Population Served

The curriculum was developed specifically for incarcerated adults in the ROP of the San Bernardino County Superintendent of Schools at West Valley Detention Center in Rancho Cucamonga, California. The curriculum is appropriate for use in any adult custodial occupation program in San Bernardino County since the course was developed in accordance with the curriculum guidelines put forward by the San Bernardino County Superintendent of Schools. These curriculum guidelines were developed by a committee headed by John Emerson, Coordinator of Instruction.

Curriculum Development

The next section of the project provides an overview of the curriculum development process. Specifically, the curriculum structure and content validation process are reviewed.

Curriculum Structure. This curriculum was developed in accordance with the outline put forward by the San Bernardino County Superintendent of Schools. This outline consists of
the following: (1) course title, (2) course length, (3) course description, (4) student objectives, (5) course outline, (6) times of instruction, and (7) evaluation. The content for this curriculum was extracted from an existing programs. Specific content revolves around the basics, floor care, restroom care, window care, kitchen and cafeteria area care, and shower and locker room area care. Further, a job skills section is also included to assist in the employment of inmates upon release. The only prerequisite for this course is that participants be an incarcerated male at West Valley Detention Center in Rancho Cucamonga, California.

Content Validation. The content for this curriculum was validated by using two methods. One, an extensive review of the literature was conducted. The competencies identified as essential to obtaining and maintaining meaningful employment upon release from incarceration were included in the curriculum. Two, a panel of experts in the areas of custodial occupations and employment were assembled. This panel reviewed the curriculum and made specific suggestions for improvement. These recommendations for improvement were incorporated into the curriculum. John Emerson, Coordinator of Instruction, San Bernardino County Schools, reviewed and approved the final draft of the curriculum.

Existing Programs

The curricula for two existing custodial occupations courses were reviewed. These two programs were (1) the existing ROP of the San Barbara County Schools (Appendix A) and (2) the existing ROP of Central County was examined
(Appendix B). The content of these there existing ROP's revolves around the history of custodial work and the basics.

Summary

The steps used in the development of this project were outlined. The population severed was described as was the curriculum development process. Lastly, the existing custodial occupations programs were presented.
CHAPTER FOUR
Budget

Introduction

Chapter Four outlines the costs associated with implementing the proposed curriculum. Specific expenses are presented in the next section.

Budget Outline

1 WINDSOR AUTOSCRUBBER $7,575.00
1 WINDSOR BATTERY POWERED BURNISHER $3,600.00
1 WINDSOR FLOOR MACHINE $1,100.00
1 WINDSOR ELECTRIC BURNISHER $1,232.00
1 CLARKE CARPET CLEANER $1,616.00
1 NSS WATER VACUUM $515.00
1 WINDSOR FLOOR FAN $347.00
1 SANITAIRE UPRIGHT VACUUM $115.00
1 CASE BARE KNUCKLES $80.00
1 PAIL OF IRONSTONE $127.00
1 CASE OF MOP HEADS $73.00
1 CASE OF STRIPPING PADS $102.00
15 ASSORTED BROOMS $300.00
15 MOP HANDLES $75.00
10 BUCKETS WITH WRINGERS $750.00
1 CASE DUST ATTRACTOR $72.00
1 CASE METAL SHEEN $93.00

TOTAL COSTS $17,772.00

Summary

Chapter Four outlined the expenses associated with the proposed curriculum. Specific costs were presented.
CHAPTER FIVE
Conclusions and Recommendations

Introduction
Included in Chapter Five is a presentation of the conclusions gleamed as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter concludes with a summary.

Conclusions
The conclusion extracted from this project follow.
1. It is concluded, based on the review of the literature and discussion with experts, that the current custodial occupations curriculum at West Valley Detention Center is no longer valid.
2. It is concluded that the inmates completing the current course at West Valley Detention Center are not adequately prepared in job search skills.

Recommendations
The recommendations gleamed as a result of completing this project follow.
1. It is recommended that the curriculum be review and updated annually to ensure that the inmates are receiving the most current instruction possible. The ROP advisory should serve as the reviewing panel.
2. It is recommended that more time be devoted to the job search skills section of the curriculum to ensure inmate placement upon release from incarceration.

Summary
Chapter Five reviewed the conclusions derived from the
project. Lastly, the recommendations culminating from this project were presented.
APPENDIXES: Custodial Occupations Curricula
APPENDIX A:

San Barbara County--Existing Course
SANTA BARBARA COUNTY SCHOOLS
REGIONAL OCCUPATION PROGRAM

Course Identification
USOE Program Code: 17.11
USOE Program Title: Custodial Services
ROC/P Course Title: Commercial Cleaner

Job Titles for Which Students Will Be Prepared

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>382.664-010</td>
<td>Janitor</td>
</tr>
<tr>
<td>381.687-026</td>
<td>Wall Washer</td>
</tr>
<tr>
<td>381.6897-018</td>
<td>Industrial Cleaner</td>
</tr>
<tr>
<td>381.687-014</td>
<td>Commercial Cleaner</td>
</tr>
</tbody>
</table>

Enrollment Requirements
1. 16 years and older and either in the 11th, 12th grade or an adult
2. Students who enroll in this program should have a serious intention of entering the broad cluster of occupations related to their training.

Course Description (Total Hours of Instruction: 270)
This program prepares students with the techniques and skills necessary to maintain hotels, hospitals, office buildings, schools, factories, retail stores and other establishments. Instruction takes place in a variety of community locations and the skills which are taught enable graduates to obtain immediate employment upon completion of this program.

Students who complete an R. O. P. class will earn credits to apply toward their high school diplomas. A
Certificate of Completion listing all of the job skills mastered during the course of study will be awarded to students satisfactorily completing this program.

Course Outline

The following table outlines the major areas of the course and the amount of time each student will spend on each subject area. Note that each student will be given 126 hours of related instruction as well as 144 hours of on the job instructions and experience at a number of community locations under the supervision of the instructor.

<table>
<thead>
<tr>
<th>Major Subject Areas</th>
<th>Average Hours of Training</th>
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<tr>
<td>I. Introduction and Orientation</td>
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<tr>
<td>II. Custodial Safety Practices</td>
<td>12 hours</td>
</tr>
<tr>
<td>III. Introduction to Equipment</td>
<td>10 hours</td>
</tr>
<tr>
<td>IV. Sanitation as a Way of Life</td>
<td>6 hours</td>
</tr>
<tr>
<td>V. Scheduling Custodial Operations</td>
<td>6 hours</td>
</tr>
<tr>
<td>VI. Cleaning Procedures</td>
<td>215 hours</td>
</tr>
<tr>
<td>VII. Job Finding Techniques</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

Combined Hours of Instruction: 270 hours

An outline of Major Subject Areas is as follows:

I. Introduction and Orientation

1. Introduction
   A. Introduction of class instructors
   B. Class introductions
   C. Introduction to custodial occupations
   D. Employment opportunities
E. Scope of course (Objectives - schedule)
F. Responsibilities of trainees
G. Line of authority
H. Performance reports
I. Promotions
J. Certificates

2. Wages
A. Payscales of custodians-head, lead, foreman, etc.
B. Self-employment
C. Tentative course procedures
D. Business profit-loss wages theory

3. Professional Relationships
A. Respect for fellow employees (family)
B. Discourtesy effects on business
C. Friendly attitude
D. Mannerisms (good and bad)
E. Unnecessary conversation (on the job)
F. Careless talking (confidentially, slang)
G. Rowdy horseplay activities

II. Custodial Safety Practices 12

1. History of Safety Regulations
A. Early regulations
B. OSHA
C. Financial loss of accidents (cost of insurance)
D. Safe practices are developed
2. **Safe Practices**
   A. Showers, toiletrooms
   B. Shops
   C. Moving furniture

3. **Safe Operation of Equipment**
   A. Safety switches
   B. Defective cords
   C. Danger of ungrounded equipment
   D. Working around water with electrical equipment
   E. Ladder Safety
      1. Select
      2. Check condition of ladder
      3. Use helper to hold ladder
      4. Carrying the ladder

F. **Fires**
   1. Common, Class A - rubbish, paper and rags
   2. Liquid, Class B - gasoline, oil
   3. Electrical, Class C - wire and motors
   4. Methods of extinguishing

4. **Safety Equipment**
   A. Fire Extinguishers
      1. How to use soda-acid fire extinguishers
      2. How to fill soda-acid fire extinguishers
      3. How to use foam fire extinguishers
      4. How to fill foam fire extinguishers
   B. Safety in using and filling extinguishers

5. **Use of Ladders**
   A. How to use and extension ladder
1. Handling an aluminum ladder
2. Assembling an aluminum ladder
3. Handling an wooden ladder
4. Assembling an wooden ladder
5. Carrying an extension ladder
6. Placing an extension ladder

B. How to use a section ladder
1. Handling a section ladder
2. Assembling a section ladder
3. Carrying a section ladder
4. Placing a section ladder

6. **Safe Practices with Hand tools**
   A. Dangerous hand tools
      1. Chisels
      2. Screw drivers
      3. Razor blades

7. Safe Practices with Acids
   A. Storage
   B. Handling
   C. Mixing

III. Introduction to Materials and Equipment
    A. Selection of floor stripping chemicals
    B. Types of floor wax
    C. Identification of cleaning solutions
    D. Buffing machines and use
    E. Carpet shampoo machines and use

Combined Hours of Instruction

10
F. Sweeping Mops
   1. Types of sweeping mops
   2. Cleaning mops
   3. Treating sweeping mops
   4. How to move chairs while sweeping
   5. Floor brushes
   6. Sizes and types
   7. Sweeping compounds and their use
   8. How to sweep stairs

G. Dusters
   1. Chalk board erasers
   2. Finney
   3. Dust cloth
   4. Hair brush
   5. Cleaning sprays
   6. Sponge
   7. Wet mop
   8. Pail

IV. Sanitation as a Way of Life
    6
    1. Personal Hygiene, The Observation of Personal Health
       A. Bathing
       B. Grooming
       C. Clothing
       D. How germs enter the body
    2. Importance of Good Sanitation Practices
       A. Spread of disease
B. Common infectious diseases
C. Preservation of health

V. Scheduling Custodial Operations

1. Plan Your Work - Work Your Plan
2. Contracts
3. Schedules and Routes
   A. What are schedules - Routes (examples)
   B. Value of schedules
      1. To custodian
      2. To head custodian
      3. To administrator
   C. How schedules are used
   D. Who writes schedules
   E. How to develop schedules
      1. Work-time study
      2. Day to day functions
      3. Special requirements
      4. Review of existing procedures
         a. job priorities
         b. job orders
         c. performance standards
         d. planning procedures
         e. requisition of materials
         f. purchasing procedures
         g. timekeeping practices: check in and out
   F. How to write a schedule
1. Methods
2. Techniques
3. Procedures

G. Implementation of schedules
   1. Human element
   2. Emergencies

H. Review and evaluation of schedules
   1. Record keeping procedures

VI. Cleaning Procedures

1. Planning a Sequence of cleaning Operations
   A. Top to bottom
   B. Area organization and planning

2. Cleaning a room in sequence
   A. Entering a room
   B. Gathering and disposal of debris
   C. Garbage can dumping, cleaning and care
   D. Article moving and replacement
   E. Furniture
      1. Dust and polish
      2. Rearrange in original locations
      3. Clean telephones
      4. Clean pictures and personal items

3. Cleaning Procedures for
   A. Classrooms
   B. Offices
   C. Homes
D. Hospitals
E. Factories

4. Floor Cleaning Procedures
   A. Identification of common types of floors
   B. Sweeping procedures
   C. Cleaning baseboards
   D. Dry mopping techniques
   E. Wet mopping techniques
   F. Strip floors
   G. Floor wax application
   H. Buffing techniques
   I. Carpet shampoo techniques

5. Dust Control Procedures
   A. General dusting techniques
   B. Top to bottom procedures
   C. Types of dust rags and mops
   D. Dusting solutions and oils

6. Ceiling and Wall cleaning Procedures
   A. Identification of wall and ceiling surfaces
   B. Washing walls and ceilings
   C. Wiping walls and ceilings
   D. Identification and removal of spots

7. Restroom Cleaning and sanitation Procedures
   A. Importance of custodial relating to housekeeping
      1. Floors
      2. Windows
      3. Walls
      4. Lighting Fixtures
B. Lavatory Facilities
   1. Ordinance and code regulations

8. Window Cleaning Procedures
   A. Commercial window pane procedures
   B. Small window pane procedures
   C. Louvered windows
   D. Cleaning solutions and equipment

9. Kitchen Cleaning Procedures
   A. Storage area cleaning procedures
   B. Walkways and passage areas
   C. Securing the facilities

Combined Hours of Instruction

VII. Job Finding Techniques

1. Prepare a personal resume
2. Complete job application form
3. Interview Procedures
4. Appropriate apparel and grooming
5. Where to look for a job
APPENDIX B:

Central County--Existing Course
CENTRAL COUNTY
REGIONAL OCCUPATION PROGRAM
BUILDING MAINTENANCE SERVICES

ENROLLMENT REQUIREMENTS
A one-semester course. Must be in grade 11, 12 or 16 years of age.

COURSE DESCRIPTION
This course will provide students with entry-level proficiency in custodial services. Instruction will include: cleaning methods and materials, safety, public relations, security and other related subjects. Related hands-on training is also included in course activity.

COURSE OBJECTIVES
The student will:
A. Demonstrate an ability to perform the following, as verified by on-site observation:
   1. Cleaning Classrooms and Restrooms
   2. Proper Care of floors
   3. Wall and Window Cleaning
   4. Furniture Maintenance
B. Demonstrate and understanding of building maintenance with reference to new custodial methods, as verified by instructor evaluation of performance tasks
C. Demonstrate a knowledge of available cleaning materials and their related uses, verified by teacher-made tests.
D. Properly select the appropriate cleaning materials for each task, as verified by performance observation.
E. Demonstrate safe handling of equipment and materials
as verified by observation.

F. Demonstrate an awareness of proper emergency procedures, as verified by teacher-made tests.

A. Introduction *10/0

1. The Profession Today
2. Public Relations
3. Personal Hygiene
4. Career Planning
   4.1. Job Applications
   4.2. Opportunities
   4.3. Job Readiness

B. Job Safety and Security *6/10

1. Equipment Handling
   1.1. Hand Tools
   1.2. Power Tools
   1.3. Storage
2. Material Handling
   2.1. Storage
   2.2. Carting
   2.3. Lifting
3. First Aid
4. Accident Prevention and Reporting
5. Security
   5.1. Electrical Panel and Heater Room
   5.2. Keys
   5.3. Alarms and Buildings

*Time apportionment (hours) Theory/Practical

C. Job Procedures *1/2
1. Schedules

2. Inventory Control - Supplies

D. Cleaning Tasks by Area

1. 1 Floor Surfaces
   1. 1. 1. Dust Mop Care
   1. 1. 2. Sweeping
   1. 1. 3. Arrangement of furniture
   1. 1. 4. Mopping

1. 2 Carpets
   1. 2. 1. Vacuum
   1. 2. 2. Spotting
   1. 2. 3. Carpet Maintenance

1. 3 Peripheral Services
   1. 3. 1. Room Orderliness
   1. 3. 2. Emptying Refuse Containers
   1. 3. 3. Emptying Pencil Sharpeners
   1. 3. 4. Erasing Chalkboards
   1. 3. 5. Supplying Paper Towels and Soap
   1. 3. 6. Dusting
   1. 3. 7. Cleaning of Sinks
   1. 3. 8. Cleaning of walls, woodwork and furniture

2. Office Cleaning

3. Care of Flags

4. Corridor Cleaning (Interior)

5. Industrial Arts Cleaning

6. Arts and Crafts Classroom Cleaning

*Time apportionment (hours) Theory/Practical

7. Cafeteria
8. Gymnasium and Locker Rooms
9. Restroom cleaning

E. Floor Maintenance *6/30
   1. Equipment Demonstration
   2. Sweeping
   3. Stripping
   4. Waxing and Buffing

*Time apportionment (hours) Theory/Practical

F. Carpet Maintenance *4/20
   1. Demonstration of Equipment
   2. Vacuuming
   3. Carpet Cleaning Methods
      3. 1. Spin Pad Method
      3. 2. Dry foam
      3. 3. Hot Water Extraction
      3. 4. Dry Shampoo Method

G. Exterior Maintenance *2/15
   1. Exterior Walls
   2. Windows
   3. Drinking Fountains
   4. Grounds

H. Pest control Procedures *1/0
I. Custodian Rooms *1/0
J. Emergency Procedures *4/15
   1. Window or Door Glass Breakage
   2. Door and door Lock Problems

*Time apportionment (hours) Theory/Practical
3. After Hours Gas Leaks, Water Leaks and Sewer Stoppages
4. Vandalism

K. General Employer Information
   1. Absenteeism
   2. Absence Reporting Procedures
   3. Working Hours
   4. Lunch and Rest Periods
   5. Vacation
   6. Mileage Claim Form
   7. Prohibited Practices
   8. association with Others
   9. Overtime Cards for Civic Center Activities

*Time apportionment (hours) Theory/Practical
Total Theory-58 Hours, Total Practical-122 Hours
Total Time Apportioned for Course-180 Hours
APPENDIX C:

San Bernardino County--New Course
Course Title
Custodial Occupations

Enrollment Requirements
Must be a sentenced inmate at West Valley Detention Center.

Course Description
This course provides entry-level training in one of the fastest growing and lucrative fields in industry today. Employment possibilities include cleaning services or owning your own business. Instruction will cover the following areas: general office care and proper cleaning and maintenance techniques for all types of floors, carpets and restrooms. Students will experience 70% hands-on application and 30% classroom instruction. Students will use equipment which includes: sweepers, vacuums, electric and battery operated floor machines, electric and battery operated burnishers, carpet extraction machines, as well as various cleaning solutions. The course requires 360 hours for completion.

Basic Skills
As part of the general instruction of this course, reinforcement of basic skills is provided to assist students in practicing communication skills, speaking clearly and using standard English, utilizing listening skills to follow directions, gaining information and reading to perform
assignments and tasks as directed.

Course Performance Objectives

1. Identify and explain safety symbols and signs.
2. Define terminology used in Custodial Occupations.
3. Demonstrate proper cleaning techniques for various types of floor coverings.
4. Demonstrate proper use and care of cleaning equipment.
5. Demonstrate proper cleaning techniques for offices, classrooms, restrooms, kitchen and cafeteria areas and shower and locker areas.
6. Demonstrate proper cleaning techniques for windows.
7. Demonstrate proper safety precautions when working with cleaning solutions.
8. Demonstrate proper work habits and attitudes.
9. Demonstrate use of interpersonal skills to work effectively with people.
10. Demonstrate the ability to work with little or no supervision.
11. Demonstrate basic spelling, grammar and punctuation skills as needed.
12. Demonstrate ability to obtain gainful employment by having developed career-awareness and employment seeking skills.
Course Outline

I. Orientation (20 Hours)
   A. Purpose of program
   B. Student responsibilities
   C. Class schedule
   D. Rules
   E. Safety symbols and signs
   F. Opportunity and self-employment
      1. Scope of cleaning industry
      2. Types of cleaning specialities

II. Basics (50 Hours)
   A. Sweeping
      1. Use of floor brush
      2. Room preparation
      3. Sweeping hard floors
      4. Sweeping soft floors
      5. Sweeping wood floors
   B. Dusting
      1. Dusters
         a. Types and uses
         b. Adherents
      2. Furniture
      3. Ledges
      4. Lights
      5. Walls, ceilings and overhead pipes
      6. Classrooms
7. Offices
C. Proper care of equipment
D. Cleaning waste baskets

III. Floor Care (80 Hours)
A. Soft floors
   1. Vinyl tile
   2. Linoleum
   3. Rubber
B. Hard floors
   1. Cement
   2. Marble
   3. Quarry or ceramic tile
C. Wood floors
D. Carpeted floors
   1. Proper carpet care
E. Mops and mop uses
F. Use of a mop bucket and wringer
G. Types of cleaning solutions
F. Mixing and application of solutions
G. Rinsing and drying
H. Types and application of floor seals
I. Floor machine operation
J. Burnisher operation

IV. Restroom Cleaning Procedures (60 Hours)
A. Sinks, toilets urinals
   1. Fixtures and brightwork
B. Doors, partitions and walls

V. Windows (20 Hours)
A. Glass
B. Proper safety practices

VI. Kitchen and Cafeteria Areas (50 Hours)
A. Disinfecting techniques and solutions
   1. Eating areas
   2. Floors
B. Doors, partitions and walls

VII. Shower and Locker Room Areas (60 Hours)
A. Disinfecting techniques and solutions
   1. Lockers and benches
   2. Fixtures and brightwork in showers
   3. Floors
B. Doors, partitions and walls

VIII. Job Search Skills (40 Hours)
A. Inventory of personal data and skills
B. Job openings
C. Job application completion
D. Letter of interest
E. Resume
F. Effective verbal and written communication
G. Presentation of data and skills
H. Simulated employment interview
I. Thank you for interview letter
J. Critique
**Occupational Competencies**

1. Occupational Knowledge
2. Personal Safety
3. Chemical Safety
4. General Cleaning
   A. Assembles needed equipment
   B. Sweeps and dust mops floors
   C. Vacuums carpets
   D. Wet mops
   E. Cleans telephones
   F. Cleans pictures
   G. Cleans ashtrays
   H. Checks trash cans and for items not not to be thrown out, before emptying
   I. Wipes and washes all trash cans as necessary
   J. Cleans equipment and stores in proper storage area
5. Restroom Cleaning
   A. Cleans and sanitizes toilets
   B. Cleans seats and under flush rings
   C. Cleans wash basins with approved cleaner
   D. Polishes fixtures
   E. Cleans underside of all basins
   F. Cleans drain holes
   G. Cleans mirrors with approved cleaner
   H. Sweeps all areas
   I. Replenishes supplies
6. Refinish Floors
   A. Assembles equipment
   B. Sweeps or dust mops as appropriate
   C. Strips old finish using proper cleaning solutions, techniques and equipment
   D. Applies new seal as directed
   E. Cleans equipment and stores in proper storage area

7. Carpet Care
   A. Vacuums carpets with proper machine
   B. Removes spots with proper solution
   C. Moves furniture as necessary
   D. Extracts carpets
   E. Cleans equipment and stores in proper storage area

8. Experience
   A. Student will have cleaning experiences in a simulated employment atmosphere

9. Job Attitudes
   A. Received instruction in job seeking and job keeping skills
   B. Punctual and dependable
   C. Follows directions and is cooperative
   D. Works well with minimum supervision
   E. Takes initiative by working beyond minimum requirements
   F. Meets job standards of neatness and grooming
   G. Responds appropriately to constructive criticism
REFERENCES


