

SYSTEMATIC PLANNING,
IMPLEMENTATION,
& EVALUATION
IN CORRECTIONS

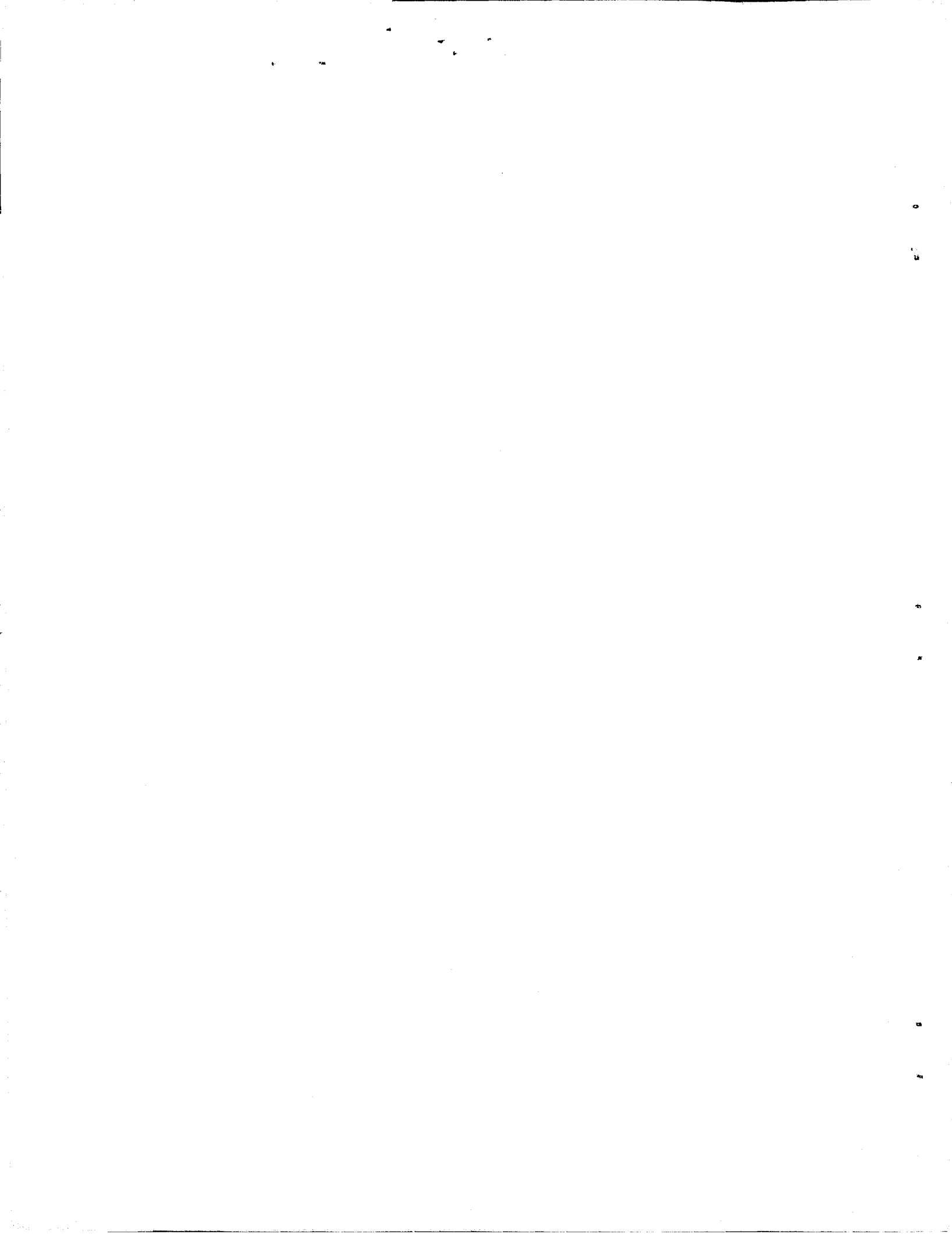
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University of South Carolina
Columbia, South Carolina

February 14, 1978

53086



U. S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

Discretionary Grant
Progress Report

Reporting Party: University of South Carolina
LEAA Grant No.: 77-ED-99-0007
Date of Report: 14 February 1978
Short Title of Report: Systematic Planning, Implementa-
tion, and Evaluation in Corrections
Report is Submitted for the Period: 1 October 1976 through 14 February
1978
Project Director: Dr. T. A. Ryan

NCJRS

DEC 15 1978

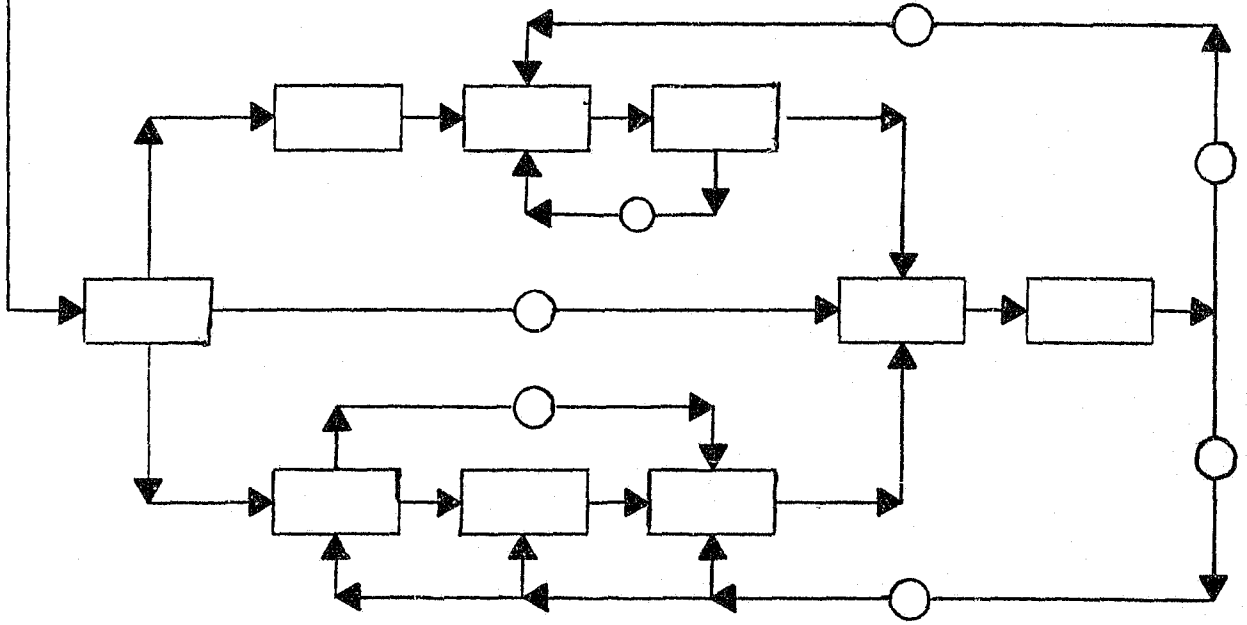
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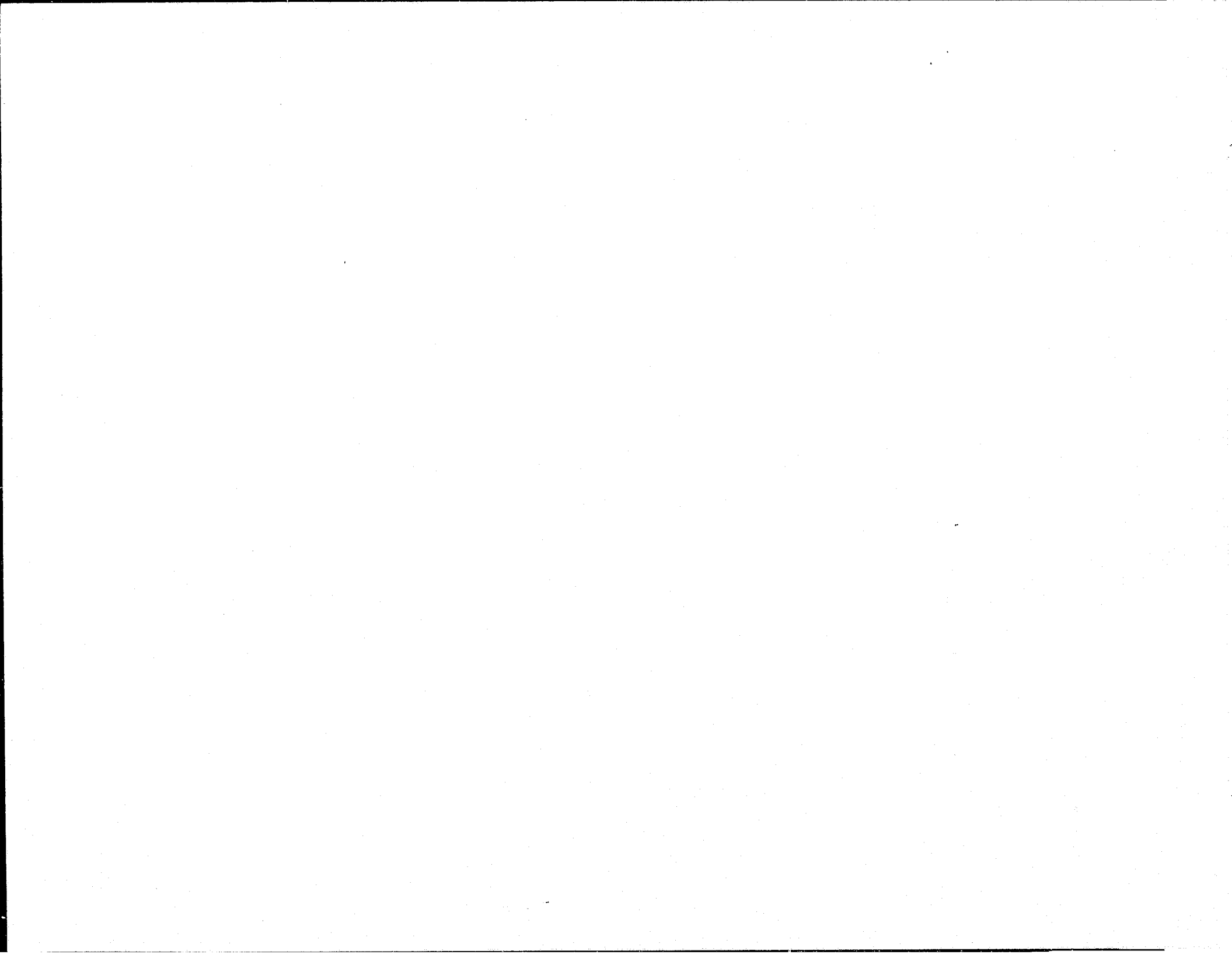


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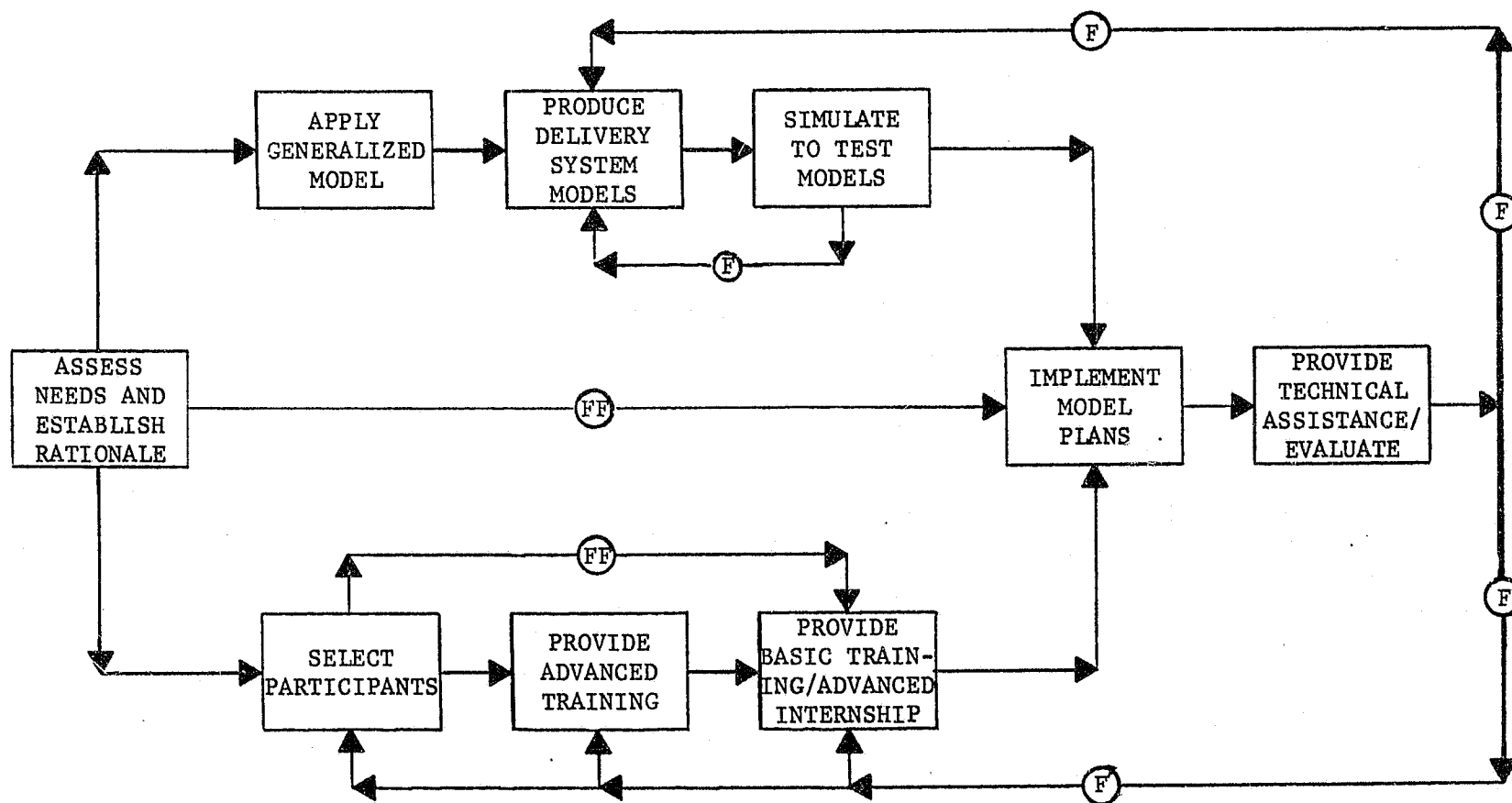
. . . in America, we have cultivated crime and hence have reaped a bountiful crop. Crime is the ultimate human degradation. A civilized people have no higher duty than to do everything within their power to seek its reduction. We can prevent nearly all of the crime now suffered in America if we care. To the extent that the agencies of law enforcement and justice do not do their jobs effectively, they fail to prevent crime. If the correctional programs do not correct, a core of hardened and habitual criminals will continue to plague the community.

Ramsey Clark





THE PLANNING, IMPLEMENTATION, & EVALUATION IN CORRECTIONS PROGRAM



ABSTRACT

Purpose

The Planning, Implementation, and Evaluation in Corrections Program is an articulated effort to increase effectiveness and efficiency in the correctional systems of the nation through staff development, program planning, and technical assistance; thereby contributing to the welfare and safety of the citizens in the free world. The Program implements three major functions: training, research, and technical assistance, carried out as a national effort within a regional and local framework with cooperation, participation, and involvement of state and local agencies and institutions. The primary areas of concern which the Program addressed in 1976 and 1977 were areas of critical need in corrections: female corrections, jail and detention facilities, community corrections, and youth corrections.

Method

Staff development was provided through an integrated program of basic and advanced training for selected participants from corrections agencies and institutions. Participants were selected from among those nominated by state directors, wardens, and superintendents; state and regional planning officers; and those who applied directly without nomination. Basic training was provided through an instructional system delivered in four regional ten-day seminars. The purpose of basic training was to provide participants with basic skills and knowledge for planning, implementing and evaluating delivery systems for correctional institutions and agencies. The major emphasis was on the development of plans.

Advanced training was provided to participants selected from among those successfully completing the basic program through a staff development system delivered in a national five-day seminar and a twelve-day internship. The primary purposes of the advanced program were to develop and enhance leadership skills and advanced level planning, implementation, and evaluation skills. The emphasis of the advanced program was on effective implementation and evaluation.

The research function of the Program centered on identifying alternative systems for delivery of services to correctional clients, particularly female and youthful offenders, clients in jails and detention facilities, and community correctional programs. Supervision and guidance were given to basic training participants to assist in development of plans for their respective institutions or agencies.

The technical assistance function was designed to be accomplished through consultative services and information dissemination to enhance program implementation and operation. Determination of program effectiveness was achieved through evaluation.

Results

The training activities resulted in (a) equipping 79 individuals with basic knowledge and skills for planning comprehensive programs for corrections agencies and institutions, and (b) developing leadership capabilities and managerial skills in planning, implementing, and evaluating corrections systems for 18 advanced Program participants.

The model design activities resulted in the development of delivery system models for 31 correctional institutions or agencies in 19 states, 2 territories and Canada. Each model design was, in effect, a plan for a correctional institution or agency. The intent was for each plan to be implemented, with technical assistance provided to facilitate implementation.

The technical assistance function was to be implemented by a series of on-site visits, information dissemination, and diffusion. Four quarterly newsletters were distributed to participants. Each newsletter contained articles and program descriptions intended to motivate and help participants in coping with implementation problems. A limited number of site visits were made. A workshop was conducted for the state of Connecticut to assist the Department of Corrections in development of a five-year plan.

Formative evaluation was made of the Program. The results of the self-evaluation indicate that continuation of the Program is warranted.

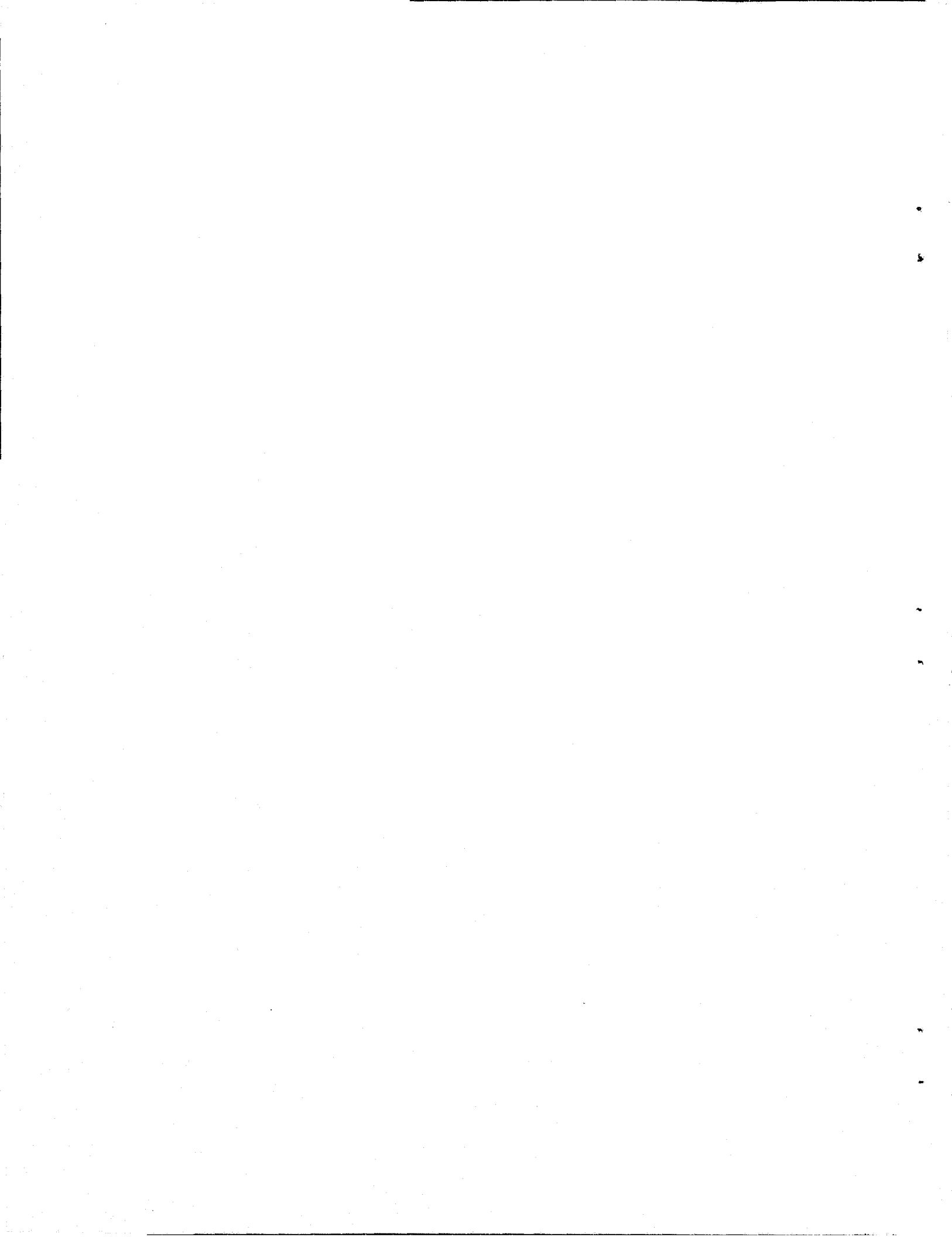
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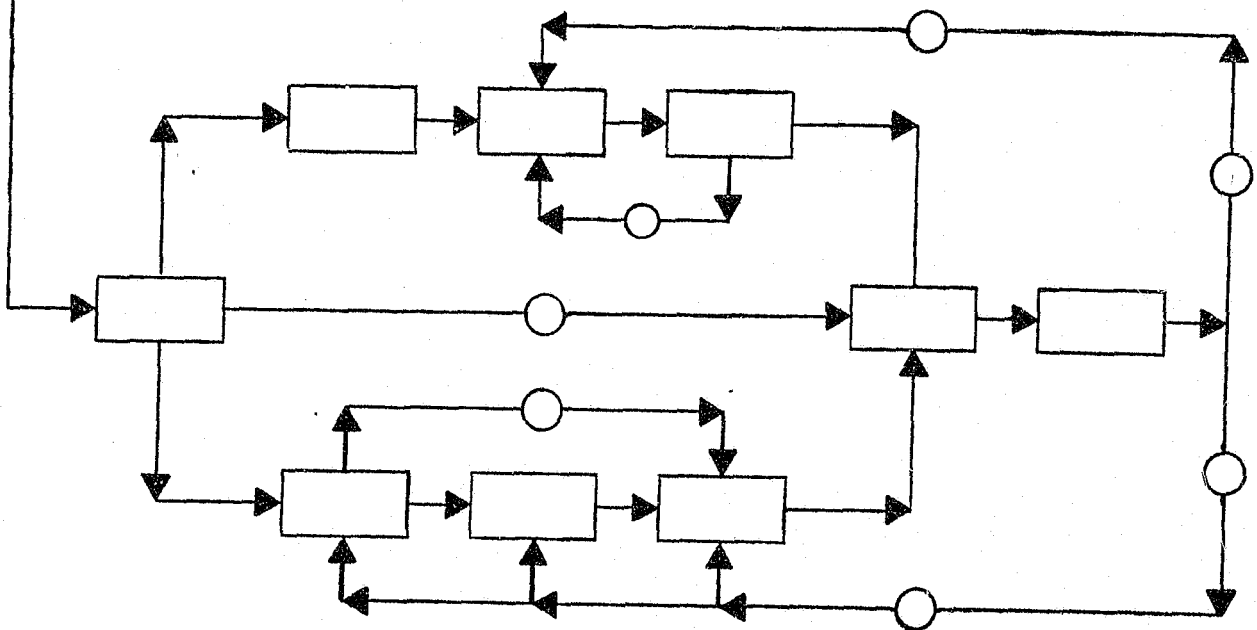




PROGRAM PURPOSE AND OBJECTIVES

The task of corrections is to take these people who have failed and develop in them adequate internal social and behavioral controls which will enable them to react to life situations in appropriate and adequate ways, educate them to a level commensurate with their academic potential and train each one in a vocational skill to a level commensurate with meaningful participation in a world of work. The task includes integrating or reintegrating offenders into community life in the hope that they may thereby live more competently, honestly, satisfyingly, and cooperatively as members of our society.

Cynthia W. Houchin



Purpose of the Program

The Need for Planning, Implementation, and Evaluation in Corrections

This program is addressed to the need in corrections for continuing improvement and increased professionalism. Specifically, the program is directed to needs for training, research, and technical assistance in four areas of corrections: female corrections, jails and detention facilities, community based corrections, and youth corrections.

Of the three components of criminal justice--police, courts, and corrections--the most critical, least understood, and least visible is corrections. It is burdened with a performance record which would plunge any business into bankruptcy (American Bar Association, 1971). If corrections fails, then all efforts of the police, prosecutors, and judges can only speed the cycle of crime (Clark, 1970).

The mission of corrections is protection of society, and concomitantly the correction of the offender. This is not an impossible mission, although much remains to be done in order for the potential to be realized. The rationale established in the Declaration of Principles of the National Prison Association in 1870 stands today, 107 years later, as a viable justification for correctional systems in the United States.

The treatment of criminals by society is for the protection of society, but since treatment is directed toward the criminal rather than to the crime, its great object should be moral regeneration. Hence, the supreme aim of prison discipline is the reformation of criminals, not the infliction of vindictive suffering (Henderson, 1910). The Declaration of Principles remains a contemporary document. The goals set forth over a century ago are viable today. In 1931, the Wickersham Committee (National Commission on Law Observance and Enforcement, 1931) reiterated the same needs and goals for corrections. In 1967, the President's Commission on Law Enforcement and Administration restated these aims. Again, in the 1972 National Conference on Corrections in Williamsburg (We Hold These Truths, 1972), the dual purpose of protecting society and reforming the offender was reemphasized. These goals are inherent in the 1973 President's Commission on Standards and Goals for the American Criminal Justice System. Across the nation a barrage of social, economic, and political factors have combined to create unprecedented challenges and concerns with which corrections managers must deal. Johnson (1976) pointed out:

The change in the types of inmates received into the criminal justice system during the past 15 years has been significant. Existing correctional systems were unprepared for the great influx of diverse cultures, personalities, and behaviors caused by the emergence of the drug culture, increased political activism, moral and spiritual decay, and general economic upheaval of the late sixties and early seventies (p. 1).

Those in decision making positions in correctional agencies must be proactive. The skills required for effectively reacting to events as they transpire will no longer suffice in dealing with the public, the prison population, the politicians, and the press. All indications point to the likelihood of continuing change in corrections with all the concomitant ramifications of change for the foreseeable future. Norval Morris (1974) calls for placing responsibility for constructive change on the inmate. This implies that opportunities to realize these positive changes are provided within the correctional systems, and that staff are trained and prepared to implement this philosophy. Fogel (1975) emphasizes the need for prisoners to be responsible for their own changes in behavior. The correctional systems must be planned to implement such a philosophy.

The need is two-fold. First, the primary concern is the protection of society. This can be achieved, however, only through the effective planning, implementation, and evaluation of correctional systems. To accomplish this, it is essential to have a well trained staff, systematically designed plans, and technical assistance to facilitate implementation and evaluation of system plans and operations. The magnitude of the need for planning, implementation, and evaluation in corrections is seen when it is recognized that corrections includes all the nation's prisons, reformatories, detention facilities, probation services, community residential centers, and parole services. The sheer number of individuals involved in corrections is staggering. The jails, workhouses, penitentiaries, reformatories, community treatment centers, and halfway houses of this nation admit, control, and release an estimated three million individuals each year. On any one day during the year, approximately 118 million individuals are under correctional authority. Ten years ago, the President's Commission on Law Enforcement and Administration of Justice (1967) reported 222,000 individuals in adult correctional institutions, 141,000 in correctional institutions for misdemeanors, 63,000 in juvenile institutions, and 800,000 on probation or parole. By 1977, the correctional population had swelled significantly and for the second year in a row there were more individuals incarcerated than ever in the history of the United States. The 1977 count of 275,000 men and women in custody represents an increase of 25,000 more individuals than the previous record breaking year in 1976 (Wilson, 1977). The reasons for the population increase are seen both in the public response to increase in crime and the increase in the crime rate itself. As more individuals are being processed through the criminal justice system, more criminals are being sentenced to serve time in prison. There is a link between the increase in populations and the increase in the number making up the risk population and the high level of unemployment in that group. Federal statistics indicate that young men from 20 to 34 years of age are more likely to commit crimes. This group makes up the risk population, and numbers about 25 million, an increase of 48% in the United States in the past 15 years. The prediction is that the increase will continue until 1985. Accordingly, researchers are predicting that the prison count will continue to rise through 1985 (Wilson, 1977, p. 4). In addition to demographic factors, there has been a shift in public opinion which has produced more rigid philosophies and sentencing practices. There is a more aggressive law

enforcement, better prosecution and speedier trials, and an increase in the use of prison sentences by judges. Add to this the pressure coming from state legislators where mandatory minimum sentencing laws have been imposed. These laws contribute to increasing the prison populations by limiting the judges' powers to grant probation and by limiting authority of parole boards to grant parole. At the same time the decreased use of probation has increased the flow of offenders into prisons, longer sentences and tighter parole policies have slowed rates of release. All this has compounded an already critical situation across the nation as far as the prison population explosion is concerned (Ryan, 1977). The problem has social and economic implications which are staggering. The sheer cost of corrections, without considering the loss of the non-productivity of the incarcerated, is tremendous. Five years ago, a conservative estimate placed the cost of keeping a person in a correction institution at \$11,000 a year (Sharp, 1972). Considering an inflation rate of 6% over 5 years the estimate in 1977 had increased to \$14,000 per inmate per year. It costs the American public well over \$2 billion a year to support the criminal justice system. Those arrested on criminal charges have an average of four prior arrests and an average of nearly 1½ convictions. Murphy (1972) estimated 80% of all prisoners were serving third or fourth terms.

The lack of effective systems for protecting society, and concomitantly redirecting offenders is particularly critical in female corrections, jails and detention facilities, community programs, and youth corrections.

Although women have made up one-eighth of the criminal population in the past, it is predicted that this gap will close, if the present trend continues. The crime rate for females is increasing, even though little progress has been made on developing and providing realistic programs in female institutions. There has been a general increase in the number of individuals to become clients of the criminal justice system. At the same time that prison populations are increasing, the increase in female arrests and convictions is significantly higher than for men. Arrests for women have climbed by 66% in less than ten years. Between 1968 and 1973, arrests of women for serious crimes went up 52%, compared to an increase of 8% for the same period for men. Arrests of males still outnumber those of females by 6 to 1. However, the gap is narrowing, as it was 8 to 1 in 1960. In 1960, women comprised 11% of suspected offender arrests for all crimes, but in 1974, they accounted for 17% of all arrests (Price, 1977). Not only are more women being arrested for serious crimes, but more are being convicted and being sent to prison. In federal prisons, the number of females has increased 81% from 1971 to 1976 (United States Bureau of the Census, 1976). Even though the arrest rate for females has risen significantly, there has been little attention given to staff development for female staff in corrections. Another factor is the limited treatment available for female offenders. They receive less in the way of career training than men. The problems of separation from family are compounded for women. A female ex-offender observed:

Most of the women who came into the institution did not have an educational background. They were not involved in programs prior to their coming to the institution. Consequently they need help from the very beginning, from point zero. Most of them do not have work histories, or have never had permanent jobs. So they need to learn responsibility. The lack of a sense of responsibility is one of the main faults of many (female) prisoners.

The profile of the female offender shows that most female offenders are mothers having responsibility for supporting children. More than half have not graduated from high school. They were employed in low-paying, semi-skilled or unskilled jobs when arrested, with one-third on welfare. In the face of a drastically changing occupational work structure and reconstitution of the sex roles in this nation, the need for job preparation, family life, and consumer education for the female offender is critical. The female offender must be prepared for responsibilities related to social, family, and citizenship roles in today's and tomorrow's society, as well as being prepared for a world of work which reflects the thesis of affirmative action precepts.

To accomplish these aims, it is essential for staff in female corrections to be prepared with planning skills, and there is a need for leaders who can spearhead implementation and evaluation in female corrections. There is a need for female staff in corrections to be provided the kind of training which will contribute to their own career development. The training of female correctional personnel and the providing of delivery system models for female institutions and community based facilities is a top priority issue. Price (1977) observed, "Probably no part of our society has been so exclusively a male domain as the criminal justice system. The criminal law has been codified by male judges. Rehabilitation programs have been administered by males. The prison system has been managed by men, primarily for men" (pp. 101-102).

The need for improvement in jails and detention facilities is an equally critical area. In 1970, approximately 200,000 prisoners were in jails awaiting trials (Morris, 1972). The jails account for 33,000 corrections employees, a preponderance of whom are lacking in career training. The improvement of corrections is one of the most pressing needs in the criminal justice system, with the need for improvement of jails the most critical of all. Day (1977) observed:

Many of our (United States) jails have been cited as unsafe, overcrowded, and lacking adequate health care, sanitation, or security . . . Court orders to improve facilities and exposes of conditions in the jails attract public attention and outrage, but, after the initial outburst of indignation, the public, for the most part, resumes its disinterest in the jail situation.

The jail problem has been pointed out by the National Crime Commission, the National Jail Census, and is supported by opinions of those in the field. Jail time holds the potential for breaking the recidivism cycle.

However, this can only take place if there are changes in the prevailing patterns of staffing and programming in jails and detention facilities. Of the 33,000 jails in 1970 in cities and counties over 25,000 population, 35% had no recreation or education of any kind; 50% had no medical facilities; 25% had no visiting; and more than 25% were in buildings over 50 years old (LEAA Conducts First Jail Survey, 1971).

Fifty-two percent of those in jails have not yet been tried. The waiting time in jails often is as long, if not longer than the sentence time. "Convicted defendants may linger in crowded cells for months or years" (Shame of the Prisons, 1971). First offenders are housed with hard-core criminals. In the meantime they are becoming broken in spirit and less capable of facing the future realistically (Condon, 1971). The problem of jails and the prison population explosion is compounded by the recent rulings in United States District Courts which close prisons to new admissions and cause a serious backlog in the jails and detention facilities (Wilson, 1977). One state has a backlog of 2,200 inmates awaiting transfer to penitentiaries still in the county jails. This is a critical and explosive situation that has caused an increase in riots, demonstrations, litigation, and other acts of impunity, aggression, and hostility (Wilson, 1977). A major problem is the growing number of men and women who, upon release from jails, are unable to join the labor force and support themselves, and the lack of adequately trained personnel and adequately developed educational and vocational programs in jails (Jaworski, 1970). The jail problem in the nation is related to a need for greater community involvement and participation in redirective programming for jail inmates. Most jails in this country are too small and too understaffed to provide redirective or corrective programs. Once community agencies become involved in the operation of their local jails and witness the conditions that exist, the jail will be given higher priority among municipal affairs (Day, 1977).

Training is needed which will contribute to personal and professional growth and development of jail personnel. They need to develop skills of planning, implementation, and evaluation. They need to acquire leadership skills. Staff training, however, is not enough. Models for viable delivery systems for jails and detention facilities are essential. "Nor will training without organizational change do more than achieve the status quo" (Pappas and Blumer, 1972).

There has been an increase in community correctional programs. A growing number of individuals are outside the walls of correctional institutions in community correctional facilities. The need for systematic planning of community based programs to develop and sharpen consumer skills, family relationship skills, citizenship capabilities, in addition to job training, is very critical.

The need for improvement in youth institutions and agencies through staff training and design of viable plans, is of national concern. Senator Birch Bayh depicted the growing menace of juvenile delinquency as a problem of crisis proportion (1974). "Juvenile delinquency

continues to be one of the most serious problems facing the Nation. Persons under the age of 18 account for almost 50 percent of all arrests for serious crimes. . . Stemming these crimes is only part of the effort against delinquency. Equally important is trying to salvage lives of the young offenders responsible for it" (Office of Juvenile Justice, 1977, p.1). Approximately one million youths go through juvenile courts each year, and some 85,000 are admitted to correctional institutions for an average stay of around eight months (Juvenile Correctional Facility Census, 1971). There are some 50,000 children and youth in juvenile institutions, another 10,000 incarcerated in adult institutions, and over 100,000 in jails and other detention facilities (Mangel, 1971). According to Luger, former head of the New York State Division for Youth, too many of the youth who are incarcerated get worse "in our care" (p. 2). Adequate training programs "do not exist for professional, paraprofessional, and volunteer personnel who work with juveniles and juvenile offenders"(Bayh, 1974, p.8).

Effective redirection of offenders cannot be achieved in a corrections setting without adequately trained staff, and scientifically designed and tested plans for delivering the kinds of services to achieve objectives of correction and redirection defined for the offenders in that setting. If professionalism of corrections is to be realized, it is essential to provide training to identify weaknesses of staff, help staff overcome deficiencies, and contribute to personal and professional growth and development of staff. Training must be provided to help staff develop appreciation for diverse cultural backgrounds, develop and reinforce human relationship skills, and develop and implement teamwork concepts. Training must help equip staff with the knowledge, skills and attitudes for systematically planning, implementing, and evaluating programs to optimize corrections goals.

Concomitantly, it is equally important to have plans to optimize the mission of corrections for every corrections setting. Plans are needed to delineate the best possible utilization of available resources to accomplish behaviorally defined objectives for each corrections system. Plans are needed to direct the delivery of services which will rehabilitate and redirect offenders, and will provide for evaluation to establish accountability of the delivery system. This is especially critical for correctional management due to the projected population explosion of the offender population. The researchers project that the expansion of the offender population will go on until 1985; however, there is no assurance that by 1985 the growth rate of the population will level off (Wilson, 1977).

The charge to corrections is to control, support, and correct. This charge cannot be carried out unless corrections implements on a systematic basis, programs to correct and redirect offenders. The challenge of this nation is to implement a system of "correcting and redirecting behaviors of offenders. . . so they can become capable of realizing individual well-being and contributing to the betterment of society" (Ryan, 1972). The need is great. The challenge is there. The reward for meeting this challenge will be a better society.

The needs for staff development and program development can be met through a concerted effort of training, model design, and technical assistance. This program of Planning, Implementation, and Evaluation in Corrections was designed to provide staff training, develop plans, and provide technical assistance in an effort to meet some of the critical needs in corrections. The priority concerns were the areas of female corrections, jails and detention facilities, community corrections programs, and youth corrections.

Goals of the Planning, Implementation and Evaluation in Corrections Program

The Planning, Implementation and Evaluation in Corrections Program implements a three-fold purpose: (a) staff development, (b) model design, and (c) technical assistance. The Program is predicated on the assumption that a systematic approach to planning ends and means, planning implementation, and planning evaluation of programs for offenders is essential for optimizing effectiveness of the nation's correctional agencies and institutions. The mission of improvement and professionalism in corrections is implemented in three major goals and the achievement of supporting objectives:

Goal 1. To train 100 corrections and corrections related personnel to successfully carry out planning, implementation, and/or evaluation responsibilities and to demonstrate leadership and management capabilities.

Objective 1a. Given a ten-day basic training seminar, 80% of participants enrolled in and completing basic training will perform on a posttest over planning concepts and principles at 70% criterion level and will demonstrate planning skills at 80% criterion level.

Objective 1b. Given a 12-day advanced training program, 80% of participants enrolled in and completing advanced training will perform on a posttest over implementation, evaluation, and planning skills at 80% criterion level and will be rated 3.2 or higher on a 4.0 scale on leadership skills and management capabilities.

Goal 2. To produce 20 delivery system models; that is, plans including conceptual framework, description of current system, assessment of needs, definition of goals, subgoals, and objectives, and descriptions of approaches, strategies, and activities to achieve objectives.

Objective 2a. Ninety percent of models, that is the plans produced in the ten-day seminars by participating teams will be rated 70% or higher, that is 2.8 on a 4.0 scale at the conclusion of the seminar.

Goal 3. To provide technical assistance to correctional institutions and agencies in the areas of staff development, program development, curriculum planning, proposal preparation, community needs/resources assessment, and model implementation.

Objective 3a. Institutions and agencies participating in the second year program will be provided technical assistance and 90% of these will report on follow-up questionnaire that assistance was worthwhile and beneficial to the institution or agency.

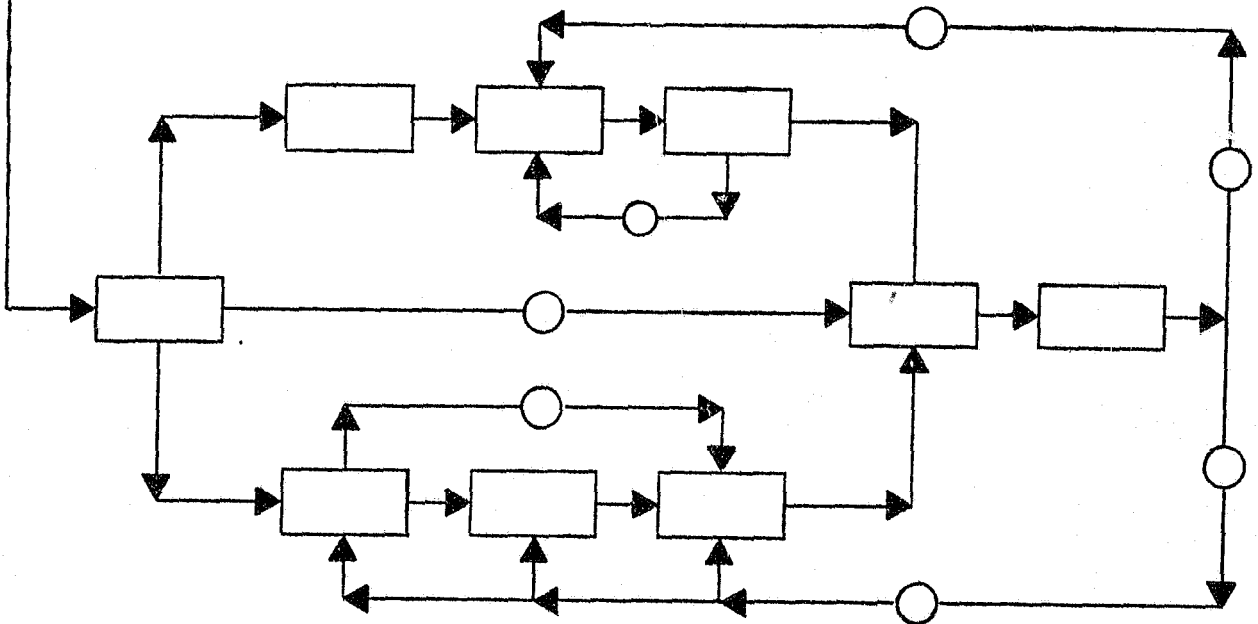
This Program of Planning, Implementation, and Evaluation in Corrections was conceptualized and developed as a three-year program. The second year, which is the subject of this report, was concerned with further development of leadership skills in the advanced program, conducting regional basic training seminars, and providing technical assistance to agencies and institutions. It is anticipated that ultimately a set of alternative designs for corrections will be provided by virtue of the delivery system models developed over the total three-year period. The third year will ensure continuation of technical assistance, basic and advanced training, model design, and follow-up.



PROGRAM METHODS AND RESULTS

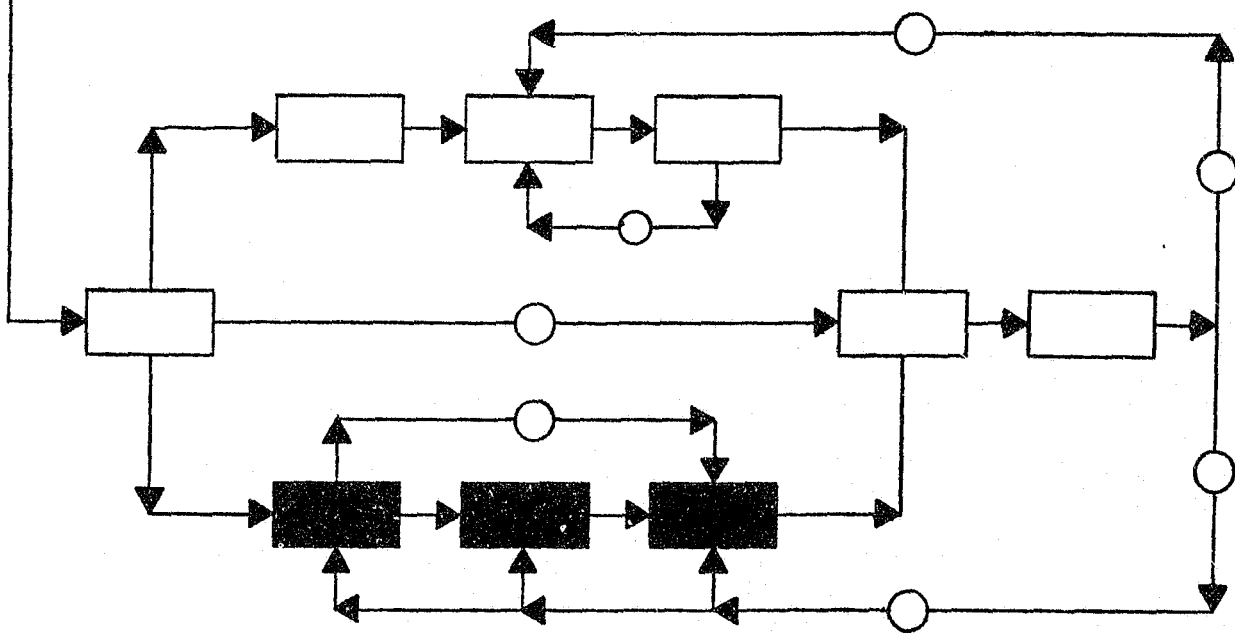
The identification of alternative solutions to solve a problem or reach an objective is often given too little consideration. Obviously, the more carefully the alternatives or options are chosen, the greater the likelihood for the achievement of desired results. The results can never be better than the best options.

Ward Sybouts





TRAINING



Methods and Results of Training

An articulated program of advanced and basic seminars, presented in a national effort with regional and local participation, was provided to accomplish Goal 1, to train 100 corrections and corrections related personnel to successfully carry out planning, implementation, and/or evaluation responsibilities and to demonstrate leadership and management capabilities. Training was carried out through national and regional seminars designed to bring together selected corrections personnel from different agencies and institutions with a variety of experience backgrounds.

The staff development function was carried out implementing a training model which had been developed, tested and replicated over a ten-year period. This training model was developed to achieve a multiplier effect, through a layering approach which carried out training on three levels: basic, advanced management, and advanced consultant. Basic training was designed to equip participants with basic skills of planning and implementation, with major emphasis on planning skills. Advanced management training was geared to equip participants with advanced skills of planning and implementation and to develop leadership capabilities of participants in decision-making positions in their agencies or institutions. Advanced consultant training was developed to equip participants with advanced skills of planning, implementation, and evaluation, and to develop further leadership capabilities related to consultant roles in corrections. All levels were designed to develop human relationship and teaming skills. The major emphasis of the training component was on staff development of decision-making personnel,

especially those responsible for female corrections, jail and detention programs, community corrections programs, and youth corrections.

Training was provided by using a method which implemented a systems approach to staff development at both basic and advanced levels. Goals were implemented in behavioral objectives. Learning environments and experiences were designed and developed which could be expected to achieve the objectives. Evaluations were made to determine effectiveness of learning experiences and environments in achieving objectives. Learning experiences were comprised of activities, with support hardware and software, and the scope and sequence of the curriculum were established. Each unit was simulated to test effectiveness in relation to the objectives it was supposed to achieve after the total curriculum had been developed. Revisions were made from indications received from feedback from the simulations. Each learning activity was designed to meet criteria of relevance to objectives and relevance for learners, responsibility placed on the learners, and reinforcement to learners. Formative and summative evaluations were made. Participant selection was deemed a critical variable in the training program. Prerequisites were established for each training program, and participants were selected on the basis of having satisfied these prerequisites.

This methodology was used in planning and conducting training at both basic and advanced levels. Differences in the two training programs related to criteria for participant selection, training objectives, and scope and sequence of learning experiences.

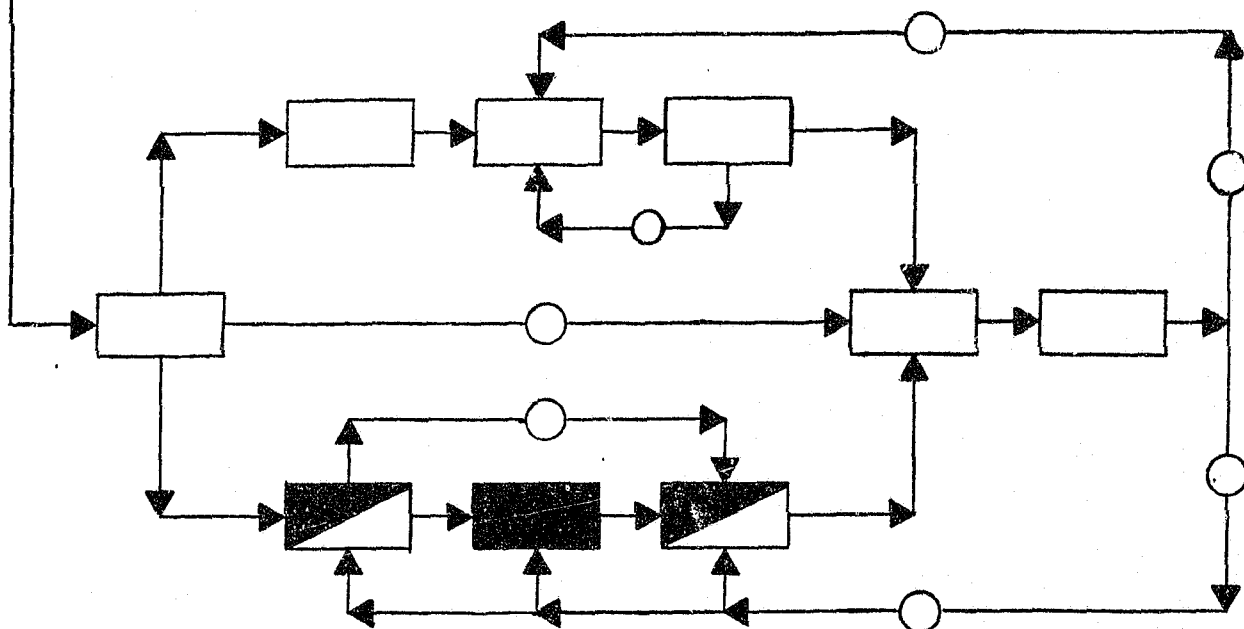


ADVANCED TRAINING

A Five-Day Advanced Training Seminar
and
A Twelve-Day Supervised Internship

Purpose: This advanced training program was designed to provide advanced training in application and theory of systems approach in relation to development and implementation of programs in corrections settings. The program was designed to prepare selected participants for training and technical assistance roles that would bring about improved and innovative programs for staff and offenders in all aspects of the correctional system.

Participants: Participants in this program had completed a basic training program in systems approach and had the specialized skills and competencies for teaching adults and providing technical assistance to correctional institutions and agencies.



Advanced Training Participants

Mr. James J. Anthony
Chief Correctional Supervisor
Federal Correctional Institution
Fort Worth, Texas

Mr. Calvin C. Remington
Research and Planning Specialist
Correction Services Agency
Ventura, California

*Mr. V. Clyde Arnsperger, III
Principal
Earned Release Correctional Center
Hardwick, Georgia

Ms. Julia K. Riley
Comprehensive Plan Manager
State Department of Justice
Frankfort, Kentucky

Mr. Earl S. Cummings
Training Coordinator
Correctional Training Institute
Plainfield, Indiana

*Mr. Harris N. Rowzie, Jr.
Senior Counselor, State Division
of Vocational Rehabilitation
Baton Rouge, Louisiana

Ms. Ann Delatte
Director, Educational Services
State Department of Corrections
Atlanta, Georgia

Mr. Cherry M. Scott
Director of Training
State Department of Corrections
Oklahoma City, Oklahoma

Mr. John A. Doyle
Superintendent
Community Service Center
Trenton, New Jersey

Mr. Terry Lee Sheldon, Correctional
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*Ms. Margaret C. Hambrick
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Federal Correctional Institution
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Mr. Robert E. Turner
Deputy Sheriff, Snohomish County
Sheriff's Department
Everett, Washington

Mr. Richard B. Knief
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Rahway State Prison
Rahway, New Jersey

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*Mr. Richard J. McKenna
Assistant Supervisor of Education
Youth Correctional Institution
Bordentown, New Jersey

*Mr. Joseph G. Wheeler, III
Correctional Programs Director I
State Division of Prisons
Butner, North Carolina

*Mr. James B. Orrell
Principal, Bayview Schools
California State Prison
San Quentin, California

Mr. Russell J. Zarkou
Superintendent, Maricopa County
Sheriff's Department
Phoenix, Arizona

*These participants received special training and practice to prepare them for consultant roles. They interned as team leaders.

Advanced Training Method

Participants in the Advanced Training Program

Participants were selected for advanced training from among a pool of 502 persons who had completed a basic training seminar in systems research prior to July, 1976. All advanced training participants had demonstrated capabilities for developing and implementing models for correctional settings. All advanced training participants were highly motivated and had ratings of 3.0 or higher on a 5-point scale on potential for leadership in corrections. Eighteen individuals were selected to participate in the advanced training program. Choice of participants was based on the following criteria:

1. Mastery of basic concepts and principles for systematic planning in corrections as shown by successful completion of a basic training seminar.
2. Demonstrated understanding of concepts and principles in the generalized planning model for corrections programs.
3. Demonstrated potential for leadership and managerial roles in corrections.
4. Demonstrated motivation and commitment to the principles of the Planning, Implementation, and Evaluation in Corrections Program.

No stipends were paid to advanced training participants. No discrimination was made on the basis of race, color, sex, or national origin in the selection of advanced training participants. An effort was made to insure equitable geographic representation.

Setting of the Advanced Training Seminar

A five-day advanced training seminar was conducted at the Center for Continuing Education, University of Chicago, Chicago, Illinois, from October 16 to 21, 1976. This facility provided a self-contained working-living environment in which an intensive, residential program could be implemented. The facility provided all accommodations and services needed to implement a training model. The University library and bookstore were easily accessible to the advanced training participants. The daily schedule was 8:00 a. m. to 5:00 p. m., in addition to group and individual assignments during the evening hours. The Center for Continuing Education at the University of Chicago was selected as a seminar site because of the capability to provide essential support services, the central geographic location, and the notable absence of distractions.

Setting for the Supervised Internships

The supervised internship component of the advanced training program was implemented at the basic training seminars. The program included two days of in-service training and a ten-day supervised internship completed between December 31, 1976 and May 18, 1977. Interns were divided into four teams and assigned to basic training seminars held at the Center for Continuing Education, University of Chicago, Chicago, Illinois; Henry Chauncey Conference Center, Educational Testing Service, Princeton, New Jersey; Kellogg-West Center for Continuing Education, California State Polytechnic University, Pomona, California; and Oklahoma Center for Continuing Education, University of Oklahoma, Norman, Oklahoma. Intern teams were assigned to the seminar environment having the greatest potential for contributing to the growth of the individual participant, as well as related environmental factors such as combinations of individuals to make team members reinforcing to each other.

Program for the Advanced Training Seminar

Planning a meaningful program to accomplish advanced training program goals required (a) defining objectives, (b) arranging a learning environment, (c) providing learning experiences, and (d) assessing program effectiveness. Objectives for the advanced training seminar focused primarily on developing participants' knowledge and enhancing motivation in relation to the advanced training program goals.

The learning environment created at the Center for Continuing Education was relatively free from distractions. Maximum effort was made to provide good food and comfortable living quarters for the advanced training participants. Meeting rooms were arranged to accommodate large group, small group, and individualized activities. Facilities were arranged to make optimum use of audio-visual equipment and materials as an integral part of the learning environment. Attention was given to heating, lighting, ventilation, and furniture. Wall displays and posters were used to reinforce the curriculum.

Learning experiences were created to achieve seminar objectives. The selection of information to be provided to advanced training participants was a critical factor in the development of learning experiences. Information came from participants, readings, and presentations. An extensive search was conducted to identify reading materials pertinent to planning, implementation, evaluation, management, and leadership. Results of this search produced a list of available materials. Items were selected from among those which were highly rated in terms of relevance to the advanced training seminar objectives. Where appropriate software was not available, resource persons prepared papers, made presentations, or gave demonstrations. A programmed booklet was prepared and sent to all advanced participants prior to the onset of the advanced training seminar, to provide review and reinforce-

ment of the concepts and principles covered in the basic program. Learning experiences provided to advanced participants in the advanced training seminar included lectures, general discussions, buzz groups, task groups, reaction panels, simulation games, and individualized activities. Learning experiences were arranged to develop knowledge and skills for planning programs, implementing programs, designing and evaluating programs. Experiences also were provided to develop leadership traits and behaviors. Individualized activities included assignments to leadership roles: chairperson, recorder, group leader, team leader, assistant team leader, team member, observer, and evaluator.

A pretest given on the first day of the advanced seminar assessed input of advanced training participants' knowledge, skills and attitudes. Daily evaluations were made to rate each learning experience. A post-test was given on the last day of the advanced seminar to assess output in terms of advanced participants' knowledge, skills, and attitudes in relation to advanced training seminar objectives. Results of the post-test were validated by advanced training participants' self-ratings. The process of the advanced training seminar was evaluated by advanced participant ratings of the various components of the training program.

Program for the Supervised Internship

The internship program was designed to provide supervised practice in planning, implementation and evaluation of corrections programs, and to provide experiences to develop leadership skills. Internship experiences included individual and group counseling with basic participants, directed practice in team teaching, and directed practice in conducting a staff development program. The techniques employed in the advanced internship included: (a) simulations, (b) feedback sessions, (c) role playing, and (d) self-evaluation. Each intern planned, prepared, organized, and presented at least one unit of instruction on planning, implementing, or evaluating corrections programs. These units of instruction were used during the basic training seminars. This included preparation and presentation of a major lecture, monitoring task group activities, use of hardware and software, and evaluation of the unit of instruction. Support services for the units of instruction were provided by other members of the team, as each intern, in turn, implemented the major responsibilities involved in presenting an instructional unit.

Each advanced intern was required to provide technical assistance and supervision. Each advanced intern was responsible for supervising one or more basic seminar participant teams, and to provide technical assistance through direction, assistance, evaluation, and instruction. Advanced interns practiced skills of supervision, counseling, communication, and interpersonal relationships. Advanced interns met each evening with the program director for feedback, evaluation, and instruction. The internship for team leaders and assistant team leaders included responsibilities and instruction in program organization and administration, as well as experiences planned to contribute to the enhancement of leadership skills. Evaluation of advanced interns was made by basic participants in addition to self-evaluations and posttests

at the end of the twelve-day internship.

Advanced Training Program Results

Advanced Training Participants

A total of 18 participants from 12 states were selected for advanced training. Four participants completed the advanced training seminar, but were unable to participate in the internship phase of the program. The residences of the advanced training program participants by LEAA Region and by state is presented in Table 1.

Table 1
Location of Residence of Advanced Training
Participants by LEAA Region and by State

| LEAA Region | State | Number of Participants | Number of Participants by Region |
|-------------|----------------|------------------------|----------------------------------|
| II | New Jersey | 3 | 3 |
| III | West Virginia | 1 | 1 |
| IV | Georgia | 2 | 5 |
| | Kentucky | 2 | |
| | North Carolina | 1 | |
| V | Indiana | 1 | 1 |
| VI | Louisiana | 1 | 4 |
| | Oklahoma | 1 | |
| | Texas | 2 | |
| IX | Arizona | 1 | 3 |
| | California | 2 | |
| X | Washington | 1 | 1 |
| Total | | 18 | 18 |

Inspection of Table 1 reveals seven participants from eastern states, seven from middle states, and four from western states. Of the four team leaders, one was from the north, two were from the south, and one was from the far west.

Personal characteristics, educational and employment backgrounds of the 18 advanced training participants are presented in Table 2. This table gives a description of the advanced training participants by sex, age, education, and job title.

Table 2
Sex, Age, Education, and Job Classification
of Advanced Training Participants

| Participant Characteristic | Number of Participants |
|--------------------------------------|---------------------------|
| <u>Sex</u> | |
| Male | 14 |
| Female | <u>4</u> |
| Total | 18 |
| <hr/> | |
| <u>Age</u> | |
| 20-24 | 1 |
| 25-29 | 3 |
| 30-34 | 6 |
| 35-39 | 3 |
| 40-44 | 4 |
| 45-49 | <u>1</u> |
| Total | 18 |
| Median Age | 34.0 |
| Range | 24-47 |
| <hr/> | |
| <u>Education</u> | |
| Less than B.A./B.S. | 2 |
| B.A./B.S. | 4 |
| M.A./M.S./M.Ed. | <u>12</u> |
| Total | 18 |
| <hr/> | |
| <u>Job Classification</u> | |
| <u>Agency</u> | |
| Consultant/Specialist/Planner | 6 |
| Supervisor/Coordinator | 1 |
| <u>Institution</u> | |
| Superintendent/Warden | 3 |
| Principal/Shift Commander/Specialist | 7 |
| Supervisor/Coordinator | <u>1</u> |
| Total | 18 |

Inspection of Table 2 reveals that twenty-two percent of the participants in the advanced training program were women. The age range of the advanced participants was from 24 to 47 years of age. The median age of the advanced participants was 34.0 years. One-third of the participants were between 30 and 34 years old. Two-thirds of the participants had a Master's Degree. All advanced participants held administrative or supervisory positions, with decision-making responsibilities.

Advanced Training Program Output Evaluation

The goal of the advanced training program was for participants to understand systematic planning; understand the process of implementation; understand principles of evaluation; understand principles of program management; be able to demonstrate skills of leadership and management.

The knowledge, skills, and attitudes of the advanced participants constituted products of the advanced training program. Output evaluation was accomplished by analysis of posttest scores, self ratings, and basic participant ratings. A pretest was administered as part of the input evaluation to establish the level of knowledge and skill at the onset of the advanced training program. Data from the pretest provided the basis for adjusting for individual differences. An interim test was administered at the termination of the five-day advanced training seminar. A posttest was administered at the end of the twelve-day internship.

A comparison of pre-and posttest scores provided an index of growth of the advanced participants in relation to advanced program objectives. Pre- and posttest scores are presented in Table 3 by seminar location.

Table 3
Pre- and Posttest Mean Scores for Achievement
of Training Objectives by Internship Location

| Training Objectives | Seminar Location | | | | | | | | | |
|--------------------------------|------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| | CHI* | | PRI* | | POM* | | NOR* | | TOTAL | |
| | Pre** | Post** | Pre** | Post** | Pre** | Post** | Pre** | Post** | Pre** | Post** |
| 1. Knowledge of Planning | 16.50 | 26.75 | 11.50 | 27.50 | 10.66 | 27.33 | 13.00 | 23.00 | 12.92 | 26.15 |
| 2. Knowledge of Implementation | 14.50 | 26.00 | 15.00 | 26.50 | 16.66 | 26.00 | 16.50 | 23.50 | 15.67 | 25.50 |
| 3. Knowledge of Evaluation | 16.50 | 23.50 | 18.25 | 22.00 | 18.00 | 24.67 | 17.00 | 23.50 | 17.44 | 23.42 |
| Total | 47.50 | 76.25 | 44.75 | 76.00 | 45.32 | 78.00 | 46.50 | 70.00 | 46.02 | 75.07 |

Note: Criterion Level = 80.00

*CHI = Chicago

**Pre = Pretest

*PRI = Princeton

**Post = Posttest

*POM = Pomona

*NOR = Norman



Inspection of the mean scores presented in Table 3 reveals that advanced training participants made significant gains in the three objective areas. None of the mean scores of the four seminars reached criterion level of 80; however, with the exception of the Norman program, mean scores for interns were within 2 to 4 points of criterion level. The interns at Pomona had a mean posttest score of 78.00; followed by Chicago, 76.25; Princeton, 76.00; and Norman, 70.00. Analysis of individual posttest scores reveals that one-half of the advanced participants met or exceeded criterion level. Results of the advanced training participants' self-evaluations at the end of the program, as shown in Table 4, provide a further index of the achievement of the training objectives. Self-evaluations by advanced training participants were used to validate the results of the objective posttests.

Table 4
Advanced Participants' Self Evaluation

| Objective | <u>M</u> Score* |
|--------------------------------|--------------------|
| 1. Knowledge of Planning | 37.30 |
| 2. Knowledge of Implementation | 37.30 |
| 3. Knowledge of Evaluation | <u>18.35</u> |
| Total | 92.95 |

Note: *Criterion Level = 32 for Objectives
1 and 2; 16 for Objective 3

Inspection of Table 4 reveals that on a self-evaluation, scores for achievement of objectives were well above criterion level. Analysis of individual intern self-evaluations reveals that all advanced participants rated themselves at or above criterion level. The results of the self-evaluation relating to achievement of objectives are consistent with performance ratings of the interns made by basic seminar participants at the conclusion of each of the seminars. Basic participants scored interns on content mastery, communications and leadership skills. These scores are presented in Table 5.

Table 5
 Scores* on Interns' Content Mastery
 Communication, and Leadership Skills

| Seminar | Intern | Content Mastery % | Communi- cation Skills % | Leader- ship Skills % | <u>M</u> |
|---|----------|-------------------------|--------------------------------|-----------------------------|----------|
| C H I C A G O | A | 86.5 | 94.2 | 87.8 | 89.8 |
| | B | 77.0 | 61.5 | 80.0 | 72.8 |
| | C | 65.2 | 59.5 | 71.5 | 65.4 |
| | D | 61.2 | 47.5 | 77.2 | 61.3 |
| | E** | -- | -- | -- | -- |
| | <u>M</u> | 72.5 | 65.2 | 79.1 | 72.2 |
| P R I N C E T O N | F | 90.2 | 75.0 | 85.0 | 83.4 |
| | G | 84.0 | 93.7 | 88.5 | 88.7 |
| | H | 85.5 | 88.2 | 93.6 | 89.1 |
| | I | 90.0 | 88.7 | 91.6 | 90.1 |
| | <u>M</u> | 87.4 | 86.4 | 89.6 | 87.8 |
| P O M O N A | J | 78.0 | 72.0 | 82.2 | 77.4 |
| | K | 78.0 | 67.5 | 79.1 | 74.8 |
| | L | 79.5 | 86.7 | 86.1 | 84.1 |
| | M** | -- | -- | -- | -- |
| | N** | -- | -- | -- | -- |
| | <u>M</u> | 78.5 | 75.7 | 82.4 | 78.8 |
| N O R M A N | O | 76.5 | 74.2 | 71.4 | 74.0 |
| | P | 80.7 | 85.2 | 86.7 | 84.2 |
| | Q | 83.7 | 88.0 | 89.9 | 87.1 |
| | R | 61.7 | 60.2 | 71.1 | 64.3 |
| | <u>M</u> | 75.6 | 76.9 | 79.7 | 77.4 |
| Total <u>M</u> | | 78.5 | 76.0 | 82.7 | 79.0 |

Note: *Criterion Level = 70%

**Participants E, M, and N did not complete internship.

Inspection of Table 5 reveals that overall only three interns failed to reach criterion level. The range of scores for content mastery was from 61.2% to 90.2%. Scores for communication skills ranged from 45.7% to 94.2%. Scores for leadership skills ranged from 71.1% to 93.6%. When these scores are compared against the intern self-evaluations, it can be seen that there is an overall consensus that participants achieved program objectives. This stands to be validated against results of outcome evaluations to be made during Year Three. Outcome evaluations will reflect what advanced participants are doing to implement knowledge and skills attained during the training program in their respective settings.

Advanced Training Program Process Evaluation

The process implemented in the advanced training program was evaluated by means of participant ratings on three dimensions: (a) training activities; (b) training materials; and (c) program organization. The results of advanced training participant ratings of training activities are shown in Table 6.

Table 6
 Participants' Evaluation of
 Advanced Training Seminar Activities

| Activity | <u>M</u> Rating |
|---|--------------------|
| Participating in general discussions | 3.88 |
| Participating in informal discussions | 3.82 |
| Participating in simulation activities | 3.82 |
| Socializing/opening session | 3.76 |
| Participating in observer/reaction teams | 3.76 |
| Listening, banquet session | 3.70 |
| Participating in task groups | 3.70 |
| Being a chairperson/recorder | 3.52 |
| Completing pre-seminar programmed booklet | 3.52 |
| Listening to resource persons | 3.47 |
| Reading supplementary references | 3.13 |
| Reading assigned references | 2.93 |

Note: Rating Scale - 1.00 (low) to 4.00 (high)
 n = 18
 Criterion Level - 3.20

Inspection of Table 6 reveals that all but two activities were rated above criterion level. Discussion and simulation activities were given the highest ratings. The lowest ratings were given to reading assignments. Overall, participants placed the highest value on learning experiences which involved active, as opposed to passive, involvement. Information on planning, implementation, and evaluation, and leadership was presented through required and supplementary references and by presentations by resource persons. There were seven required references and fifty-seven supplementary references on the reading lists. Ratings for readings and resource person presentations for the advanced training seminar are presented in Table 7.

Table 7
Participant Rating* of Readings and Resource
Person Presentations at the Advanced Seminar

| Item | <u>M</u> Rating |
|------------------|--------------------|
| Readings | |
| Required | 3.25 |
| Supplementary | 3.25 |
| Presentations | |
| Resource Persons | 3.38 |

Note: Rating Scale: 1.00 (low)
to 4.00 (high)
n = 18
Criterion Level = 3.20

Inspection of Table 7 reveals that information presented by resource persons as well as that presented in the required and supplementary references was considered worthwhile. All ratings were above the criterion level of 3.20.

Seminar organization was evaluated at the end of the five-day advanced training seminar on four factors: (a) staff qualifications and competencies; (b) program information; (c) time utilization; and (d) conference facilities and services. The results of the ratings of the advanced seminar organization are presented in Table 8.

Table 8
Participants' Evaluation
of the Advanced Seminar Organization

| Organization Factor | Item | <u>M</u> Rating of Item | <u>M</u> Rating of Organizational Factor |
|---------------------------------------|--|-------------------------------|--|
| Staff Qualifications and Competencies | Qualifications and competencies of staff | 3.88 | 3.65 |
| | Qualifications and competencies of resource personnel | 3.41 | |
| Program Information | Pre-seminar information | 3.41 | 3.30 |
| | Pre-seminar programmed booklet | 3.25 | |
| | Pre-seminar materials | 3.23 | |
| Time Allocation | Time for group meetings | 3.17 | 2.95 |
| | Daily time schedule | 3.17 | |
| | Length of seminar | 2.94 | |
| | Time for meeting with staff | 2.76 | |
| Conference Facilities and Services | Seminar living accommodations | 3.35 | 3.04 |
| | Seminar location | 3.11 | |
| | Seminar meals | 2.94 | |
| | Meeting rooms, equipment, lighting, heating, ventilation | 2.76 | |
| Overall <u>M</u> Rating | | 3.14 | 3.23 |

Note: Rating Scale = 1.00 (low) to 4.00 (high)

n=18

Criterion Level = 3.20

Inspection of Table 8 reveals an overall rating of seminar organization above criterion level. Analysis of the ratings of individual factors reveals that the conference facilities and services and the allocation of time were not as desirable as intended. Comments from advanced seminar participants relating to time indicated that the advanced seminar should be lengthened by an additional day, from five to six days. This is, in fact, a positive evaluation of the advanced training program, which is reflected in the depressed rating of the time factor.

The low rating on conference facilities and services presented in Table 8 is a critical factor. This training model places a very heavy weighting on the importance of providing an ideal environment for an intensive, residential program. The entire program can be adversely affected if the conference facilities and services are not up to the desired level. Major ratings of 3.04 reflect an overall improvement from the previous year, yet still indicate a problem. The rating reflects inadequate heating and ventilation and the poor quality of food and food service.

Overall, the process evaluation reflects a viable model for the advanced training seminar. The elements which combined to make up the training process were strong individually, and in combination. The apparent achievement of the advanced training program objectives as reflected by the output evaluation, self-ratings, and basic participant ratings no doubt is in large measure a function of the viability of the training model.

The process evaluation of the internship phase of the advanced training program was evaluated by participant ratings on two dimensions: (a) training activities; and (b) program factors of time, information, and facilities. The results of advanced intern ratings of training activities is presented in Table 9.

Table 9
Participants' Evaluation
of Internship Activities

| Training Factor | Activity | Activity M Rating | M Rating of Training Factor |
|------------------|---|-------------------|-----------------------------|
| Planning | Planning instructional unit | 3.57 | 3.57 |
| Implementation | Simulating unit presentation | 3.71 | 3.78 |
| | Delivering instructional unit | 3.78 | |
| | Supporting delivery of units by other interns | 3.78 | |
| | Supervising basic participant teams | 3.85 | |
| Evaluation | Evaluating unit preparation | 3.42 | 3.61 |
| | Evaluating supervision | 3.64 | |
| | Evaluating self, team, program | 3.78 | |
| Leadership | Participating in daily feedback sessions | 3.64 | |
| | Assisting with administration | 3.50 | |
| Overall M Rating | | 3.66 | 3.63 |

Note: Rating Scale = 1.00 (low) to 4.00 (high)

n = 18

Criterion Level = 3.20

Inspection of Table 9 reveals that all training activities were rated 3.46 or higher on a scale of 1.00 (low) to 4.00 (high). Analysis of individual ratings reveals that supervision of basic participant teams received the highest rating of 3.85. All training activities were rated well above criterion level (3.20). Participant ratings on internship information, time allocation, and facilities are presented in Table 10.

Table 10
 Participants' Evaluation of Internship
 Information, Time Allocation, and Facilities

| Organization Factor | Item | M Rating of Item | M Rating of Organizational Factor |
|-----------------------|---|------------------|-----------------------------------|
| Program Information | Adequacy of pre-internship information | 3.00 | 3.18 |
| | Accuracy of pre-internship information | 3.35 | |
| Time Allocation | Length of internship, 12 days was satisfactory | 3.60 | 3.63 |
| | Sequence of intern activities was satisfactory | 3.66 | |
| Internship Facilities | Facilities for simulations were satisfactory | 3.13 | 2.97 |
| | Meeting room for feedback sessions was satisfactory | 3.06 | |
| | Audio-visual support was satisfactory | 2.73 | |
| Overall M Rating | | 3.21 | 3.26 |

Note: Rating Scale = 1.00 (low) to 4.00 (high)

n = 18

Criterion Level = 3.20

Inspection of Table 10 reveals an overall rating for internship information, time allocation, and facilities which met criterion level. However, analysis of individual factors reveals that more information about the internship would have been helpful. Pre-internship information was deemed accurate and met criterion level for accuracy. Internship facilities were rated below criterion level. Analysis of these ratings revealed that low rating was due to the ratings for facilities at Norman. This was due to the fact that the Center for Continuing Education failed to fulfill their contract of almost one year's standing resulting in the program being located in a student dormitory instead of a conference center. The seminar was held in circumstances that were not conducive to an intensive, residential program implemented by the internship.

Participant evaluation of the program including the advanced training seminar and the advanced internship was made by participants. This evaluation reveals a highly positive assessment of the organization and administration of the advanced training program. The following comments support the positive assessment of the advanced training program.

This has been, by far, one of the finest seminars I have ever been involved with. I have doubled my knowledge and skills. I feel that my attitudes have been positively refined, and this is due to the caliber of both the participants and the staff.

Looking forward to working with all these people and the program very, very much!!!

I am a firm and dedicated believer in systems for corrections; of, more specifically PIEC. I am looking forward with delight and enthusiastic anticipation to the basic seminar where I can help someone in corrections.

Well, I'm amazed again at how much I think I know when I come, how much I know when I leave, and how much I need to know after I'm gone. Thank you for the flattery of this invitation to become part of this experience. It is not a task/challenge that I take lightly.

The process of the seminar was excellent, as I expected. In addition to obtaining skills, the human communication skills, or the closeness of the group of people that I had never seen before was GREAT! Thanks for a wonderful experience.

The timing couldn't have been more perfect for my own personal and professional needs. It's good to feel positive again.

I can very honestly say that the passage of time since Princeton (internship) has not diminished my love for you and my friends in corrections. The Princeton experience (internship) is not yet a fond memory, it is still a vital force in my life. More importantly, we are putting to use many of the exciting concepts that are taught at the PIEC seminars.

It is with a great deal of appreciation and a sense of personal and professional enrichment that I write to thank you for the opportunity of participating as one of your staff (intern) at the Norman seminar. . . . In particular, I feel it was an opportunity to contend with new challenges out of which new growth always comes. I assess myself as having realized a new dimension of capability both personally and professionally, which I would not have realized without the experience (internship) at Norman.

Thanks for giving me one of the most rewarding experiences of my life.

I thank you for the opportunity for leadership during the internship, and for your personal concern for my future. I most warmly appreciate your offer to stand ready to help in any way possible.

This was a really special experience for me. I think that we had an exceptional team (intern) in terms of balancing and meshing personalities. I appreciate the opportunity to practice management skills in a mini-environment with short range applicability.



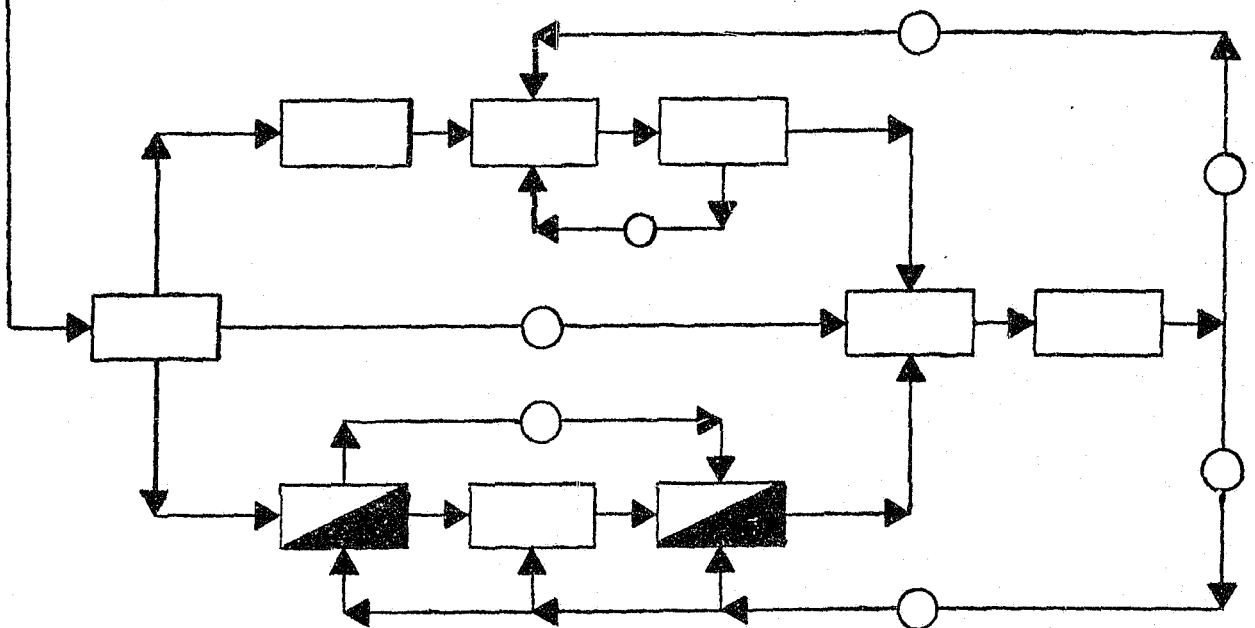
BASIC TRAINING

Places and Dates:

| | |
|------------------------------|--|
| <i>Chicago, Illinois</i> | <i>January 02 to January 12, 1977</i> |
| <i>Princeton, New Jersey</i> | <i>January 30 to February 09, 1977</i> |
| <i>Pomona, California</i> | <i>February 20 to March 02, 1977</i> |
| <i>Norman, Oklahoma</i> | <i>May 08 to May 18, 1977</i> |

Purpose: This series of regional seminars was developed to contribute to the accomplishment of the mission of corrections by giving specialized training to develop planning, implementation, and evaluation knowledge and skills of corrections personnel who will be retained in correctional agencies and institutions, and to assist participating teams in the design of models for corrections programs to be implemented in their respective agencies or institutions.

Participants: The participants selected for these four regional seminars were chosen from correctional administration, treatment, and security. These participants represent a cross-section of the functions implemented in correctional systems. All participants had some responsibility for planning, implementation, and evaluation in correctional systems. All participants were selected on the basis of their potential for contributing to and benefiting from participation in the seminar.



BASIC TRAINING PARTICIPANT ROSTER

| | |
|---|--|
| Ms. Sharon A. Andrade Criminal Justice Planner- Corrections Governor's Justice Commission East Providence, Rhode Island | Mr. Ronald Y. F. Chun Planning Director Parole and Community Services State Department of Corrections Sacramento, California |
| Mr. David P. Biblow Senior Probation Officer Department of Northern Saskatchewan LaRonge, Saskatchewan, Canada | Mr. George Clark Corrections Coordinator Department of Northern Saskatchewan LaRonge, Saskatchewan, Canada |
| Mr. John D. Boren Training Specialist State Department of Corrections Oklahoma City, Oklahoma | Mr. Alfred Collins Corrections Planning Specialist Office/Criminal Justice Plans/Analysis Washington, District of Columbia |
| Mr. Lemuel Boyd Chief Probation Officer Department of Social Services Regina, Saskatchewan, Canada | Mr. Jack G. Cowley Associate Warden Oklahoma State Reformatory Granite, Oklahoma |
| Mr. Joseph Bradley Deputy Director, Management Services Kansas State Penitentiary Lansing, Kansas | Mr. Leslie D. Crabtree Assistant Superintendent Oklahoma City Community Treatment Center Oklahoma City, Oklahoma |
| Mr. John F. Brooks Planner, Corrections Connecticut Justice Commission Hartford, Connecticut | Major Michael J. Cunningham Operations Officer/Directorate of Custody United States Disciplinary Barracks Fort Leavenworth, Kansas |
| Mr. Melvin Brown Educational Specialist Federal Correctional Institution Texarkana, Texas | Mr. Robert M. Dickover Research Manager II State Department of Corrections Sacramento, California |
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Basic Training Method

Participants in the Basic Training Seminars

Participants in the basic training program were selected from among those nominated and those who applied directly. Since the intent was to give priority to female corrections, jails and detention facilities, community corrections, and youth corrections, a concerted effort was made to distribute announcements of the training program to these groups. An information bulletin was sent to agencies, associations, organizations, institutions, and others with interests in these special groups. This announcement was followed by letters inviting nominations. The nomination letters were sent to state directors, wardens, superintendents, sheriffs, directors of community programs, territorial corrections directors, Law Enforcement Assistance Administration regional and state administrators, United States Bureau of Prisons central office staff, regional officers, and institutional administrators, United States military corrections staff.

In the letters inviting nominations and in the information bulletins the priority areas were emphasized and the selection criteria were specified. This procedure was followed to maximize chances for getting a group of corrections personnel with optimum chances for success in the program and to minimize the number of rejections of applicants. Nominators were encouraged to nominate two to four individuals to constitute a participant team representing an institution, agency, or state. The training program made an effort to develop teaming skills so essential

for decision-making, and it was considered important for individuals to receive supervised practice in team planning.

The criteria for selection specified in the announcement bulletin and nomination letters were as follows:

capacity for personal and professional growth

commitment to use skills developed in the program to improve corrections

capability for making a contribution to the program

potential for leadership development

education or experience to benefit from training

capacity for developing stress tolerance

capacity for developing logical thinking

capacity for developing interpersonal skills

capacity for developing communication skills

The first four criteria were weighted more than the last five.

The training program sought to provide retentional institutes, which, in fact, would have the effect of developing planning, implementation, and evaluation skills and enhancing leadership skills of individuals who would be retained in corrections and would use these skills to the end of improving correctional systems, particularly in female corrections, jail and detention facilities, community corrections, and youth corrections. Therefore, it was considered important to select individuals who had a commitment and dedication to corrections and motivation to bring about positive change to corrections.

Maximum effort was made to publicize selection criteria and to elaborate in detail the training goals and methods. Table 11 presents a breakdown of nominations invited by addressee affiliation and type of agency or institution of nominator.

Table 11
Nominations Invited by Affiliation and Type of Agency
or
Institution of Nominator

| Affiliation of Nominator | Agency | | | | | | | | | | | | | | | Institution | | | | | | | | | | | | | | | Total | | | | | | | | |
|--------------------------|--------|----|-----|-------|----|-----|---------------|----|-----|------------------|----|-----|-----------|----|-----|-------------|----|-----|-------|----|-----|-------|----|-----|---------------|----|-----|------------------|----|-----|-------|----|-----------|-----|----|----------|-------|----|-----|
| | Adult | | | Youth | | | Youth & Adult | | | Jail & Detention | | | Community | | | Subtotal | | | Adult | | | Youth | | | Youth & Adult | | | Jail & Detention | | | | | Community | | | Subtotal | | | |
| | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | M* | F* | MF* | | | |
| United States | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Corrections | - | - | 4 | - | - | - | - | - | 7 | - | - | - | - | - | - | - | - | - | 11 | 54 | 1 | 11 | 4 | - | 1 | - | - | 10 | - | - | 11 | - | - | 78 | 1 | 13 | 78 | 1 | 24 |
| Planning | - | - | - | - | - | - | - | - | 10 | - | - | - | - | - | - | - | - | - | 10 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 10 |
| Education | - | - | 12 | - | - | - | - | - | 17 | - | - | - | - | - | - | - | - | - | 29 | 22 | 1 | 9 | 4 | - | 1 | - | - | - | - | - | 25 | 1 | 11 | 25 | 1 | 40 | | | |
| State/Territory | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Corrections | 8 | 2 | 144 | 1 | 1 | 89 | 1 | - | 88 | - | - | - | 3 | - | 19 | 13 | 3 | 340 | 308 | 36 | 11 | 169 | 28 | 84 | 3 | - | 5 | 7 | 1 | 4 | 62 | 4 | 24 | 549 | 69 | 128 | 562 | 72 | 468 |
| Planning | - | - | 3 | - | - | - | - | - | 59 | - | - | - | - | - | - | - | - | 62 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 62 |
| Education | - | - | 63 | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - | 64 | - | - | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 2 | - | - | 66 |
| County/City | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Corrections | - | - | 2 | - | - | - | - | - | 3 | - | - | - | - | - | - | - | - | 5 | 8 | 2 | 1 | 1 | - | - | - | - | 1 | 1 | - | - | 1 | 1 | - | 11 | 2 | 4 | 11 | 2 | 9 |
| Planning | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Education | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Canada | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Government | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Corrections | 8 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 8 | - | - | 6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 6 | - | - | 14 | - | - |
| Planning | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Education | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Provincial Government | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Corrections | - | - | 9 | - | - | 3 | - | - | 18 | 1 | - | - | - | - | 1 | - | - | 30 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | - | 30 |
| Planning | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 |
| Education | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL | 16 | 2 | 237 | 1 | 1 | 93 | 1 | - | 20 | 1 | - | - | 3 | - | 19 | 22 | 3 | 552 | 398 | 40 | 34 | 178 | 28 | 86 | 3 | - | 6 | 18 | 1 | 6 | 74 | 4 | 24 | 669 | 73 | 158 | 691 | 76 | 710 |
| | 255 | | | 95 | | | 204 | | | 1 | | | 22 | | | 577 | | | 472 | | | 292 | | | 9 | | | 25 | | | 102 | | | 900 | | | 1,477 | | |

Note. M* = Male
F* = Female
MF* = Male and Female



All nominees were invited to make application for the basic training program, and all individuals returning the coupon from the announcement bulletins were sent application packets. Selection of participants was made from among those completing the application forms. No discrimination was made on the basis of race, color, sex, or national origin. Final selection was based upon three factors: (a) recommendation of nominator; (b) geographic location of employment; and (c) rating on selection criteria.

An enrollment fee for each basic participant was borne by state and local agency, institution, foundation, or private organization. Basic participants received assistance and support from a number of funding sources, including participants', state and local training funds, state departments of corrections budgets, state planning agencies budgets, state institutional budgets, local and state industries budgets, universities, and foundations. This was considered important as a component of the basic training program since there was a tangible, monetary commitment on the part of the sending agency or institution which would be reflected in subsequent support for implementation of models designed by the participant teams. Further, it was seen as a major factor in contributing to coordination among agencies and institutions at different levels and locations.

Setting of the Basic Training Program

Four ten-day basic training seminars were held between January 02 and May 18, 1977. The first seminar, primarily for participants from midwestern states, was held at the Center for Continuing Education, University of Chicago, Chicago, Illinois, from January 02 to 12, 1977.

The second seminar, primarily for participants from southern and eastern states, was held at the Henry Chauncey Conference Center, Educational Testing Service, Princeton, New Jersey, from January 30 to February 09, 1977. The third seminar, primarily for participants from western states, Alaska, Hawaii, and Pacific Basin Territories, was held at the Kellogg West Center for Continuing Education, California State Polytechnic University, Pomona, California, from February 20 to March 02, 1977. The fourth seminar, primarily for participants from southwestern states, was held at the Center for Continuing Education, University of Oklahoma, Norman, Oklahoma, from May 08 to 18, 1977. It was intended that the settings for the four basic training seminars would have the capability of providing a self-contained, live-in environment for learning and living which would contribute to achievement of basic training objectives and facilitate the development of teamwork.

Program for the Basic Training Seminars

The curriculum for the basic training program was designed during the advanced training seminar. This was done to provide real-life supervised practice in program planning, and to develop advanced planning skills of the advanced participants. The basic program, which was designed during the advanced seminar, consisted of five units, each of which was simulated to test its effectiveness in relation to the program objectives it was designed to accomplish. The simulation of the units provided advanced participants practice in developing evaluation skills. Revisions were made using feedback from the simulations. Each learning activity was designed to meet the criteria of relevance to the objectives and for the participants, responsibility placed on participants, and

reinforcement to participants. Program development involved definition of training objectives, arrangement of the learning environment, provision of learning experiences, and assessment of program effectiveness.

Goals for the basic training seminars which were implemented in the syllabus in behavioral objectives, were for participants to acquire understandings of concepts and principles of planning and to develop skills of planning. It was also intended that participants would enhance their personal and professional growth and development.

The environment for learning which was created at each basic training seminar was intended to be as free from distractions as possible to reinforce the learning experiences and contribute to the achievement of training objectives. Maximum effort was made to provide good food, good service, and comfortable living accommodations. It was intended that meeting rooms would have adequate heating, ventilation, lighting, electrical outlets, large tables, and comfortable chairs. Facilities were selected which would accommodate arrangements for large groups, small groups, and individualized activities. Support services, including audio-visual hardware and software, typing services, reproducing services, and personal services were considered critically important components of the learning environment. Displays and wall charts were used at each seminar to contribute to the learning environment and stimulate motivation of the participants.

Learning experiences were created to achieve basic training seminar objectives. Each experience, with supporting hardware and software, was designed to achieve a specific learner objective. Group and individual methods were used in organizing learners. Techniques included lecture,

group discussion, simulation games, slide-tape presentations, reaction panels, evaluation panels, field trip, film presentations, and task groups. Planned social modeling and planned reinforcement were implemented to increase participant motivation and develop positive attitudes toward implementation and evaluation. Hardware and software were selected or designed to ensure support of learning experiences.

Each basic training participant was assigned responsibilities to contribute to professional growth. These responsibilities included being chairperson, recorder, group leader, reactor, panelist, observer, evaluator, team leader, or team member. The program was designed so that basic training participants would acquire understanding of concepts and principles of systematic planning and implementation and would have supervised practice in applying related planning skills. During the evening hours, with supervision from an advanced intern and the program director, basic training participants worked in teams to apply planning skills in developing plans for their respective agencies or institutions. Each team completed a plan with an implementation guide during the course of the ten-day seminar. The models were to be implemented during the year.

The scope and sequence of the basic training program were carefully and systematically planned to implement training objectives. The first day and a half was devoted to mastery of systems concepts and principles, and acquisition of skills in using systems techniques for planning. The next five and a half days were devoted to developing planning knowledge and skills. The remainder of the seminar was devoted to implementation and evaluation. The basic training program was intensive and

comprehensive. Formal activities were scheduled daily between 8:00 a.m. and 5:00 p.m. Several hours each evening were devoted to supervised team work, staff consultation, and independent study. Informal activities and meetings were included as part of the schedule.

During the ten-day seminar, participants developed an understanding of conceptual frameworks for corrections programs in the various settings represented by the priority areas, learned basic principles and techniques for making a systematic needs assessment, developed an understanding of the process involved in creating a management plan, learned principles relating to planning system implementation, and, finally, developed an understanding of the process involved in planning an evaluation for a corrections program.

Effectiveness of the basic training program was determined by assessing each learning activity on a continuing basis during the course of the individual seminars, as well as by assessing the knowledge, skills and attitudes of basic participants at the beginning and end of each seminar. Process evaluation was made by rating elements in the seminar process. An outcomes evaluation of the basic training program was projected for a future date to obtain an idea of post-training impact of the program on participants and their respective agencies or institutions.

Basic Training Program Results

Basic Training Participants

The selection process is an important component of the Systematic Planning, Implementation, and Evaluation in Corrections Program.

Seventy-nine individuals were selected for participation out of 213 individuals who applied for the basic training program. Placed on an alternate list were 134 persons. It has been found over the past seven years that it is not uncommon for an internal disturbance or other institutional or agency problem to occur making it impossible for a team to participate. In such a case, as long as there is sufficient lead time to notify an alternate team, it is possible to allow participants from the alternate list to take the places of the team members who had been forced to withdraw. There were no rejections of those completing applications since all did, in fact, meet selection criteria.

Participants in the four basic seminars came from 18 states, American Samoa, Guam, and Canada. The location of residency for the basic participants is presented in Table 12.

Table 12
 Location of Residence of Basic Training
 Participants by Seminar Location

| State/Territory/ Country | Seminar Location | | | |
|-----------------------------|------------------|-----------|--------|--------|
| | Chicago | Princeton | Pomona | Norman |
| American Samoa | -- | -- | 1 | -- |
| California | -- | -- | 10 | -- |
| Connecticut | -- | 3 | -- | -- |
| District of Columbia | 2 | 5 | -- | 1 |
| Guam | -- | -- | 3 | -- |
| Illinois | -- | -- | -- | 1 |
| Indiana | 2 | -- | -- | -- |
| Kansas | 1 | -- | -- | 3 |
| Massachusetts | -- | 3 | -- | -- |
| Michigan | -- | -- | -- | 3 |
| New Hampshire | -- | 1 | -- | -- |
| New Jersey | -- | 2 | 2 | -- |
| New York | -- | -- | -- | 1 |
| Oklahoma | 6 | -- | -- | 6 |
| Ohio | 1 | -- | -- | -- |
| Pennsylvania | -- | 2 | -- | -- |
| Rhode Island | -- | 2 | -- | -- |
| South Carolina | -- | 1 | -- | -- |
| Texas | -- | 3 | -- | 2 |
| Washington | 1 | -- | -- | -- |
| Canada | 2 | -- | 5 | 4 |
| Total | 15 | 22 | 21 | 21 |

Inspection of Table 12 reveals that basic participants in the Chicago seminar came from four midwestern states, Indiana, Kansas, Oklahoma, and Ohio, one eastern state, the District of Columbia, one western state, Washington, and Canada. Nine states were represented at the Princeton, New Jersey seminar: Connecticut, the District of Columbia, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, South Carolina, and Texas. Participants in the Pomona, California seminar came from two states, two territories, and Canada: American Samoa, California, Guam, New Jersey, and Canada. The Norman, Oklahoma seminar, designed to accommodate participants from southwestern states, included participants from California, New York, the District of Columbia, Illinois, and Michigan. There was one delegation from Canada. The rest of the participants were from southwestern states of Kansas, Oklahoma, and Texas.

Participants in the basic training program ranged in age from 23 to 54, and about one-sixth of the selected participants were female. Table 13 presents the sex and age of basic seminar participants for the four seminar locations.

Table 13
Sex and Age of Basic Training Participants
by Seminar Location

| Personal Characteristic | Seminar Location | | | | Total |
|----------------------------|------------------|-----------|-----------|-----------|-----------|
| | CHI* | PRI* | POM* | NOR* | |
| <u>Sex</u> | | | | | |
| Female | 3 | 5 | 5 | 1 | 14 |
| Male | <u>12</u> | <u>17</u> | <u>16</u> | <u>20</u> | <u>65</u> |
| Total | 15 | 22 | 21 | 21 | 79 |
| <u>Age</u> | | | | | |
| 20-24 | 1 | -- | -- | -- | 1 |
| 25-29 | 4 | 8 | -- | 10 | 22 |
| 30-34 | 5 | 3 | 5 | 4 | 17 |
| 35-39 | 2 | 5 | 5 | 3 | 15 |
| 40-44 | 3 | 3 | 8 | 2 | 16 |
| 45-49 | -- | 2 | 2 | 1 | 5 |
| 50-54 | -- | <u>1</u> | <u>1</u> | <u>1</u> | <u>3</u> |
| Total | 15 | 22 | 21 | 21 | 79 |
| Median Age | 32.0 | 34.5 | 37.3 | 30.5 | 33.7 |
| Range | 23-43 | 25-50 | 31-53 | 27-54 | 23-54 |

Note. CHI* = Chicago
PRI* = Princeton
POM* = Pomona
NOR* = Norman

A comparison of Table 13 reveals that women made up approximately one-third of all participants in all seminars except Norman. Overall, women comprised nearly one-sixth of enrolled participants. Nearly one-third of the participants were between the ages of 25 to 29. The range of ages for basic training participants was from 23 to 54 years of age. Participants in the Norman seminar were generally younger than participants in the other three seminars. The median ages for basic training participants in the Chicago, Princeton, Pomona, and Norman seminars were 32.0, 34.5, 37.3, and 30.5, respectively.

A comparison of basic training participants' educational backgrounds and employment status is presented in Table 14.

Table 14
 Educational Backgrounds and Job Titles
 of Basic Training Participants
 by Seminar Location

| Participant Education and Employment | Seminar Location | | | | Total |
|---|------------------|------|------|------|-------|
| | CHI* | PRI* | POM* | NOR* | |
| <u>Participant Education</u> | | | | | |
| Less than B.A./B.S. | 1 | 3 | 5 | 1 | 10 |
| B.A./B.S. | 3 | 8 | 6 | 6 | 23 |
| M.A./M.S. | 10 | 10 | 9 | 14 | 43 |
| Ph.D./Ed.D./J.D. | 1 | 1 | 1 | -- | 3 |
| Total | 15 | 22 | 21 | 21 | 79 |
| <u>Participant Job Title</u> | | | | | |
| <u>Agency/Department</u> | | | | | |
| Commissioner/Secretary/Director/Assistant Commissioner/Secretary/Director | 2 | 1 | -- | -- | 3 |
| Consultant/Planner/Specialist | 6 | 11 | 10 | 7 | 34 |
| Supervisor/Coordinator | 1 | 3 | 1 | 2 | 7 |
| Agent/Officer | 1 | -- | 4 | -- | 5 |
| <u>Institution</u> | | | | | |
| Warden/Superintendent/Assistant Warden/Superintendent | -- | 3 | 1 | 2 | 6 |
| Program Specialist/Shift Commander/Principal | 1 | 3 | 3 | 10 | 17 |
| Counselor/Instructor/Custody Supervisor | 2 | 1 | 1 | -- | 4 |
| Correctional Officer | 2 | -- | 1 | -- | 3 |
| Total | 15 | 22 | 21 | 21 | 79 |

Note. CHI* = Chicago
 PRI* = Princeton
 POM* = Pomona
 NOR* = Norman

Inspection of Table 14 reveals nearly 90% of basic training participants held at least the Bachelor's degree, and over one-half had earned the Master's degree. It can also be seen that basic training seminar participants in the four seminars held similar jobs. Three-fourths of basic training participants were employed in middle or upper management positions in correctional agencies or institutions. Analysis of job titles presented in Table 1 reveal that roughly two-thirds of the basic participants were employed by corrections or corrections related agencies, and that the other one-third were employed by correctional institutions. Analysis of individual applications of basic training participants revealed that over two-thirds of participants were from agencies which served female offenders, including co-correctional institutions.

Basic training participant affiliation by type of agency represented is given in Table 15. Inspection of Table 15 reveals that roughly two-thirds of the participants were employed by state corrections agencies. The other one-third of the participants were employed by federal or local corrections agencies. This includes basic training participants from the Canadian correctional system. Roughly 37% of the basic training participants worked in correctional institutions.

Table 15
Participant Affiliation by Type of
Agency Represented

| Correctional Agency | Seminar Location | | | | Total |
|------------------------------------|------------------|------|------|------|-------|
| | CHI* | PRI* | POM* | NOR* | |
| Local Diversion Programs | 1 | -- | -- | -- | 1 |
| Local Jails | -- | -- | 1 | -- | 1 |
| Local Probation Agencies | 2 | 3 | 3 | 2 | 10 |
| State Adult Corrections Agencies | 5 | 6 | 13 | 6 | 30 |
| State Youth Corrections Agencies | 4 | 6 | 2 | -- | 12 |
| State Corrections-Related Agencies | 2 | 7 | 1 | -- | 10 |
| Federal Corrections Agencies | 1 | -- | 1 | 13 | 15 |
| Total | 15 | 22 | 21 | 21 | 79 |

Note. CHI* = Chicago
 PRI* = Princeton
 POM* = Pomona
 NOR* = Norman

Basic Training Program Output Evaluation

The primary purpose of conducting the four basic training seminars was to develop basic training participants' capabilities for systematic planning. This goal was implemented in three objectives: (a) developing basic participants' knowledge about planning, implementation, and evaluation, (b) developing basic participants' planning skills, and (c) increasing basic participants' professional and personal growth and development. Major emphasis was placed upon planning knowledge and skills in the basic training program.

A pretest was administered as part of the input evaluation to establish the levels of planning knowledge and skills at the onset of basic training. Data from the pretests provide the basis for adjusting for

individual differences. Evaluation of the basic training program output, that is, the level of knowledge and skills of basic participants at the termination of the basic seminar was made by analyzing scores on a posttest administered at the conclusion of each seminar. These scores were analyzed in terms of the extent to which basic participants in each seminar reached criterion level of achievement of objectives related to acquisition of knowledge and development of skills for planning and implementation. Scores were analyzed further to provide an index of change from pre- to posttest. Validation of posttest scores was made by correlating objective posttest scores against self-ratings made by participants on achievement of training objectives.

Criterion levels for achievement of knowledge and skills were 28 and 42, respectively, with criterion level for the total set at 70. Table 16 presents the percent of basic participants reaching criterion level at the four seminars.

Table 16
Percent of Participants Reaching Criterion Level* on Posttest of Achievement of Objectives by Seminar Location

| Total Score | Seminar Location | | | | M |
|-------------|------------------|---------------|---------------|---------------|-----|
| | CHI** n=15 | PRI** n=22 | POM** n=21 | NOR** n=21 | |
| 70 - 100 | 27 | 45 | 29 | 47 | 37 |
| 60 - 69 | 47 | 36 | 47 | 26 | 39 |
| 50 - 59 | 26 | 19 | 18 | 22 | 21 |
| 40 - 49 | -- | -- | 6 | 5 | 3 |
| Total | 100 | 100 | 100 | 100 | 100 |

Note. *Criterion Level = 70
 **CHI = Chicago
 **PRI = Princeton
 **POM = Pomona
 **NOR = Norman

Inspection of Table 16 reveals that, overall, 37% of the basic training participants reached criterion level on the posttest on achievement of objectives related to planning and implementation knowledge and skills. Roughly 75% of the participants were above 60. Analysis of individual tests revealed that most basic training participants were within five points of criterion level.

Comparison of pre- and posttest results by seminar location is presented in Table 17.

Table 17
Mean Scores on Pre- and Posttest for
Achievement of Training Objectives
by Seminar Location

| Objective | Mean Scores by Seminar Location | | | | | | | |
|---|---------------------------------|-------|-----------|-------|--------|-------|--------|-------|
| | Chicago | | Princeton | | Pomona | | Norman | |
| | Pre* | Post* | Pre* | Post* | Pre* | Post* | Pre* | Post* |
| Knowledge of planning, implementation, and evaluation | 18.67 | 38.80 | 21.72 | 39.13 | 20.95 | 35.88 | 20.29 | 39.63 |
| Skills in planning | 8.93 | 41.86 | 6.14 | 41.59 | 9.66 | 41.94 | 7.48 | 42.42 |
| Total <u>M</u> Score | 27.60 | 80.66 | 27.86 | 80.72 | 30.61 | 77.82 | 27.77 | 82.05 |

Note. Pre* = Pretest
Post* = Posttest

Inspection of Table 17 reveals that the mean scores of pretests in all of the basic seminars were well below criterion level of 80. Participant scores at the four seminars were about the same. Inspection of posttest scores reveals that the mean scores for participants at the Chicago, Princeton, and Norman seminars met or exceeded criterion level. The mean scores for the four seminars were about the same. However, the mean score of the Pomona seminar fell below criterion level by two points. One possible explanation for this is that there were only three members of the intern team, compared to four at other basic seminars. Further

inspection of Table 17 reveals that in all basic training seminars, mean posttest scores of basic participants were more than doubled from the pretest scores.

Validation of the results of the objective posttest was made through basic participants' self-evaluation. The results of the self-evaluation by basic participants is given in Table 18.

Table 18
Participant Self-Evaluation of Achievement
of Training Objectives by Seminar Location

| Objective | Mean Scores by Seminar Location | | | | <u>M</u> |
|--|---------------------------------|--------------|--------------|--------------|--------------|
| | Chicago | Princeton | Pomona | Norman | |
| Knowledge of planning, implementation, and evaluation* | 33.53 | 36.33 | 34.93 | 32.90 | 34.42 |
| Skills in planning** | <u>50.70</u> | <u>55.65</u> | <u>50.25</u> | <u>49.35</u> | <u>51.48</u> |
| Total Mean Score*** | 84.23 | 91.98 | 85.18 | 82.25 | 85.90 |

Note. *Possible Score = 40
 **Possible Score = 60
 ***Possible Score = 100

Inspection of Table 18 reveals that mean scores of basic participants' self-evaluation met or exceeded criterion level at all four seminars. There is no significant difference between mean posttest scores and self-evaluation scores in the Chicago and Norman seminars. There is a difference in mean posttest scores and self-evaluation scores in the Princeton and Pomona seminars. Mean scores of self-evaluation in the Princeton and Pomona seminars were higher than the mean scores of the objective posttest. The difference in mean score of the objective posttest and the higher mean score of the self-evaluation in the Princeton seminar is 11.26 points. The difference in mean score of the objective posttest and the higher mean score of the self-evaluation in the Pomona seminar is 7.36 points.

In addition, participants made a self-evaluation of their personal and professional growth and development which could be attributed to the basic seminar experience. Participants' mean scores for this variable were 78.75, 85.75, 86.75, and 85.25 at Chicago, Princeton, Pomona, and Norman, respectively. These scores suggest that the basic training program, in fact, did have a significant, positive value in terms of contributing to career growth of the basic training participants. It is felt that this positive contribution to career growth of the basic training participants is a critically important factor in relation to retention in corrections of personnel who are not only equipped with planning and implementation skills, but equally important are developing leadership capabilities, decision-making skills, and motivation to continue seeking ways to achieve improvement in the corrections field. This is considered to be particularly important in the priority areas.

Basic Training Program Process Evaluation

The process implemented in the basic training program was evaluated by means of basic training participant ratings on three factors:

(a) training activities; (b) training materials; and (c) program organization. The results of basic training participants' rating of training activities is given in Table 19.

Table 19
Participant Evaluation of Basic Training Activities
by Seminar Location

| Activity | Mean Ratings by Seminar Location | | | | <u>M</u> |
|----------------------------------|----------------------------------|-------------|-------------|-------------|-------------|
| | CHI* | PRI* | POM* | NOR* | |
| Participating in team activities | 3.62 | 3.67 | 3.76 | 3.58 | 3.65 |
| Resource person presentations | 3.31 | 3.43 | 3.94 | 3.47 | 3.53 |
| Informal discussions | 3.26 | 3.55 | 3.53 | 3.75 | 3.52 |
| Task group activities | 3.85 | 3.38 | 3.24 | 3.52 | 3.49 |
| General discussions | 3.31 | 3.40 | 3.47 | 3.76 | 3.48 |
| Simulation activities | 3.69 | 3.29 | 3.29 | 3.17 | 3.36 |
| Dialog with resource persons | 3.15 | 3.25 | 3.59 | 3.47 | 3.36 |
| Dialog with staff | 3.15 | 3.71 | 3.35 | 3.05 | 3.31 |
| Reaction panels | 3.07 | 3.05 | 3.47 | 3.76 | 3.22 |
| Opening session | 3.00 | 3.24 | 2.75 | 3.52 | 3.12 |
| Field trip/demonstrations | 3.38 | 2.57 | 3.06 | 3.17 | 3.03 |
| Intern presentations | <u>2.85</u> | <u>3.38</u> | <u>3.06</u> | <u>2.76</u> | <u>3.01</u> |
| Seminar <u>M</u> | 3.30 | 3.32 | 3.37 | 3.37 | 3.34 |

Note. Rating Scale = 1.00 (low) to 4.00 (high)
Criterion Level = 3.20

CHI* = Chicago
PRI* = Princeton
POM* = Pomona
NOR* = Norman

Inspection of Table 19 reveals that those activities which allowed for active participation were rated higher than those activities which were passive. When mean ratings of all four seminars are combined those activities receiving the highest ratings were team assignments, resource person presentations, informal discussions, and task group activities. When mean ratings of four seminars are combined, it can be seen that three activities were rated below criterion level of 3.20. Analysis of

the mean rating for the opening session for each seminar reveals that the ratings varied greatly between seminars. An explanation of this is that there were different opening speakers for each seminar.

Basic participants were also asked to rate required readings and papers prepared by resource personnel. The results of these ratings are presented in Table 20.

Table 20
Participants' Evaluation of Required Readings and
Resource Person Presentations by Seminar Location

| Item | Mean Ratings by Seminar Location | | | | <u>M</u> |
|-------------------|----------------------------------|-----------|--------|--------|----------|
| | Chicago | Princeton | Pomona | Norman | |
| Required Readings | 3.66 | 3.57 | 3.94 | 3.47 | 3.66 |
| Resource Papers | 3.08 | 3.44 | 3.36 | 3.15 | 3.26 |

Note. Rating Scale = 1.00 (low) to 4.00 (high)
Criterion Level = 3.20

Inspection of Table 20 reveals that there is little difference among mean ratings for the required readings among the four seminars. Relatively high mean ratings of 3.66, 3.57, 3.94, and 3.47 were given by basic training participants at Chicago, Princeton, Pomona, and Norman, respectively. The high mean ratings given by participants at each basic seminar appear to indicate that readings were valuable in contributing to achievement of training objectives. Further examination of Table 20 reveals that there was little variance in the competencies of the resource persons at the four seminars. Those at the Chicago seminar were rated lowest, overall, with a rating of 3.08. The highest rating, 3.44, was given to resource persons at the Princeton seminar. This was followed by mean ratings of 3.36 and 3.15 given resource persons at Pomona and Norman, respectively. When the mean ratings of the four seminars are combined,

it can be seen that the rating for resource personnel does, in fact, meet criterion level.

In order to provide an environment conducive to learning, attention was given to dissemination of pre-seminar information, arrangement of conference facilities, and allocation of time. These facilities in the basic training program organization were rated by basic participants at the four seminar locations. Mean ratings of basic training seminar organization and administration are given in Table 21.

Table 21
 Participants' Evaluation of Seminar Organization
 and Administration by Location

| Organization Factor | Item | Seminar Location | | | | <u>M</u> | Factor <u>M</u> |
|------------------------------------|--|------------------|------|------|------|----------|-----------------|
| | | CHI* | PRI* | POM* | NOR* | | |
| Program Information | Adequacy of pre-seminar information | 2.50 | 2.05 | 2.35 | 2.11 | 2.25 | 2.37 |
| | Accuracy of pre-seminar information | 2.58 | 2.38 | 2.71 | 2.29 | 2.49 | |
| | Seminar <u>M</u> | 2.54 | 2.22 | 2.53 | 2.20 | | |
| Time Allocation | Time for group activities | 2.77 | 2.00 | 2.35 | 2.58 | 2.42 | 2.40 |
| | Time for informal meetings with other participants | 1.92 | 1.90 | 2.35 | 2.00 | 2.04 | |
| | Time for meeting with staff | 2.31 | 2.47 | 2.53 | 2.88 | 2.54 | |
| | Length of the seminar, 10 days | 2.46 | 2.57 | 3.00 | 2.47 | 2.62 | |
| | Daily schedule | 2.46 | 2.24 | 2.53 | 2.41 | 2.41 | |
| Seminar <u>M</u> | 2.38 | 2.24 | 2.55 | 2.46 | | | |
| Conference Facilities and Services | Location of the seminar | 3.08 | 3.67 | 3.71 | 3.00 | 3.36 | 3.38 |
| | Coffee Service | 3.46 | 3.71 | 3.94 | 3.29 | 3.60 | |
| | Meal Service | 3.08 | 3.81 | 4.00 | 3.11 | 3.50 | |
| | Living accommodations | 3.54 | 3.81 | 3.59 | 2.64 | 3.39 | |
| | Working facilities | 3.08 | 3.61 | 3.57 | 2.76 | 3.25 | |
| | Meeting rooms/furniture and size | 3.62 | 3.62 | 3.82 | 2.82 | 3.47 | |
| | Lighting, ventilation, heating | 3.31 | 3.28 | 3.18 | 2.88 | 3.16 | |
| Seminar <u>M</u> | 3.31 | 3.64 | 3.68 | 2.92 | | | |

Note. Rating Scale = 1.00 (low) to 4.00 (high)
 Criterion Level = 3.00

CHI* = Chicago
 PRI* = Princeton
 POM* = Pomona
 NOR* = Norman

Inspection of Table 21 reveals a problem with information about the seminar. Analysis of basic participant comments reflect the need for getting information to basic participants sooner. Three of the four conference centers at which the seminars were held were rated high. The mean ratings of conference facilities and services were 3.31, 3.64, 3.68, and 2.92 at Chicago, Princeton, Pomona, and Norman, respectively. The low mean rating for the Norman conference center was due to the last minute change in the original contracted location from a conference center to a student dormitory. This created many unnecessary and imposing problems. The officials at the Oklahoma Center for Continuing Education were apprised of the unsatisfactory conditions, and, in fact, this facility will not be used for future staff development activities in this Program.

Participant Evaluation of the Program

Evaluation of the Program was made by the participants in the basic training seminars. The Program overall was highly rated.

1. Chicago Seminar

The seminar was excellent in terms of content and process. Personally, I had a lot of difficulty with the goals and objectives test and would have liked to spend more time on the task activity in that. The group had a wealth of experience.

Learning theory maximized! Thorough. A reasonably complex and detailed program in 10 days. It was exhausting, but worth it. I feel I have a new, valuable skill I never would have gotten on my own. I understand why there is so little teacher-student dialog. I am not by temperament a tightly programmed individual. It was a great program. The taxpayer got his money's worth.

I feel that this program is very good. I would like to say that I have learned a lot about planning. I did enjoy the social interaction. There are some very fine people attending this seminar with some valid views on corrections. I only wish there had been more time to socialize and discuss these views with them as I feel that this is very much a learning process also. I thought most of the speakers were excellent.

Since seminars have team members from every facet of the correctional setting, that a little more time should be given to get to know the other teams. With the amount of work that goes into these models and as much detail, I would suggest the possible use of single rooms.

So well run! I would suggest the use of some rubber stamps and stamp pad which would say "Team 1", "Team 2", etc. that each team could use to positively identify each page of their narrative. Save much valuable time and eliminate the chance of mixing up some others.

The program is of high quality. I appreciate the respect for time and self-discipline. I do feel the agenda needs to be more flexible. I feel this could be done without losing the quality of the program. I would encourage more selections of individuals in the field of Psychology. This would be good for all concerned.

The interns were very helpful. But it seemed a number of times they were unavailable when we needed them (due to meetings). Some of the speakers were awfully hard to listen to. With a program like this a small error seems magnified so speakers must be good. This has been a good experience. I am ready to go 10 more days. I believe in this method. I will try to sell Indiana on using it.

This conference will stand out as a "peak" experience in my professional life. I have been motivated to look at corrections as an area of possible future professional commitment. As an educator, I am committed to improving my ability to implement the best knowledge of human learning and cognition in a sound and innovative method for structuring the learning experience.

I think that the balance of resource persons was adequate. I do feel strongly about opposite opinions. For example, Edith Flynn in her presentation was severely critical of Bob Martinson, whom we may or may not have been familiar with. Both people are dynamic and have opinions in the correctional field. The use of simulation games was utilized effectively.

I feel I grew a great deal personally and professionally. I also feel that we need more mechanical instruction or training.

Our program needs delivery system models for community programs and short term institutions. (average stay one year)

We need to do more on simulation and time management next year.

Our program needs delivery systems for institutions, staff training, and a total delivery system of justice.

Our program needs training for all correctional personnel within the entire system. Our program also needs delivery system models for coordinated planning, service delivery, and evaluation for correctional line agencies.

I would recommend Mr. Hardy Rauch, Warden, Federal Correctional Institution, Lexington, Kentucky, as a resource person to speak about client community-staff communication systems.

As a result of your seminar, we carry with us a greater enthusiasm and commitment to good planning in corrections in the north and feel the effects of the seminar will be long-lasting. We both would like to express again our personal thanks to you for this excellent seminar.

Thank you, thank you, thank you . . . for a most enjoyable experience. I will always treasure the certificate you gave each of us. It is displayed on my library wall in a place of honor. I did enjoy working with you and your team of advisors, especially, Jim and Bob. I hope to work with you again, sometime, since the last time was so enjoyable.

Presently, I am working on the preparation of a systems program and timetable for the prison which will complement the state model . . . I would like to be ready with a viable program when we get the 'green light.' Best wishes for an exciting spring and summer. It will be great when our paths cross once more.

2. Princeton Seminar

The seminar went beyond my expectations! Thank you.

This is an outstanding program and Dr. Ryan is an outstanding instructor. The interns are very capable.

Program was of tremendous value. My concepts in planning, implementing, and evaluation will have a much broader perspective. I have more knowledgeable tools to work with than before entering the program. A splendid experience that can be applied to everyday living.

This was a very valuable learning experience for me, not only as a correctional administrator but for personal growth. The results of these experiences will be cherished and long lasting. I thank Dr. Ryan, the interns and representatives for a valuable 10 days.

It was truly a rewarding and enriching experience. It will, I hope, always be internalized in my work. I have also learned something more about stamina and dedication to work. I wish all of you continuing success. Dr. Ryan, you are truly a remarkable person.

I was quite impressed with the expertise and leadership ability of Dr. Ryan and received tremendous help from the interns. The quality was outstanding.

The program did accomplish its mission in training me. There was not enough time to perform adequately. You and the interns are to be commended.

Dr. Ryan, you and your staff are the greatest!!! Thanks for everything.

The seminar in content, presentation, and ability to improve people is outstanding. Would recommend in pre-information that scope of plan to be accomplished be described with information as to data requirements spelled out so that people can relate to its use. Suggest electric typewriters, also raising the fee. Completion of plan should be done automatically based on time factor.

I felt very pressured to get a task done, but I learned a lot, probably more than I ever have in 10 days. Course well organized. I would suggest that the preassessment quizzes should be given back to us. This would allow for time after to study and find out where and why the mistake was made.

This type of program could (and should) be adapted for use for any branch of criminal justice. Course material excellent!

The course content was excellent, the seminar was concentrated.

I'm committed and will always be ready to grow. Up with positive action! I really would like to keep abreast of the SOD news on a continuous basis. Thank you for your beautiful smile and selfless devotion to helping others grow.

Overall a very rewarding experience. I would highly recommend it. I'll come again, if invited. Our program needs to interface with other law enforcement agencies to provide a totally integrated training program.

Personally, the seminar was beneficial to me overall. I feel that I am more dedicated than most individuals I've met, yet I exceeded by limits. I noticed that many people had trouble with the lack of humidity in the facility. Climate control, i.e. moisture, could be introduced in the facility.

It was definitely a worthwhile experience.

The planning process we experienced is excellent. Although the required night assignments were demanding, I think that it is helpful and should not be changed.

Your teaching was tremendous. I learned and that was my primary purpose for being there.

This was really a special experience for me. I think we had an exceptional team in terms of balancing and meshing personalities. We really worked together and took care of each other. It's nice to do that without other interference.

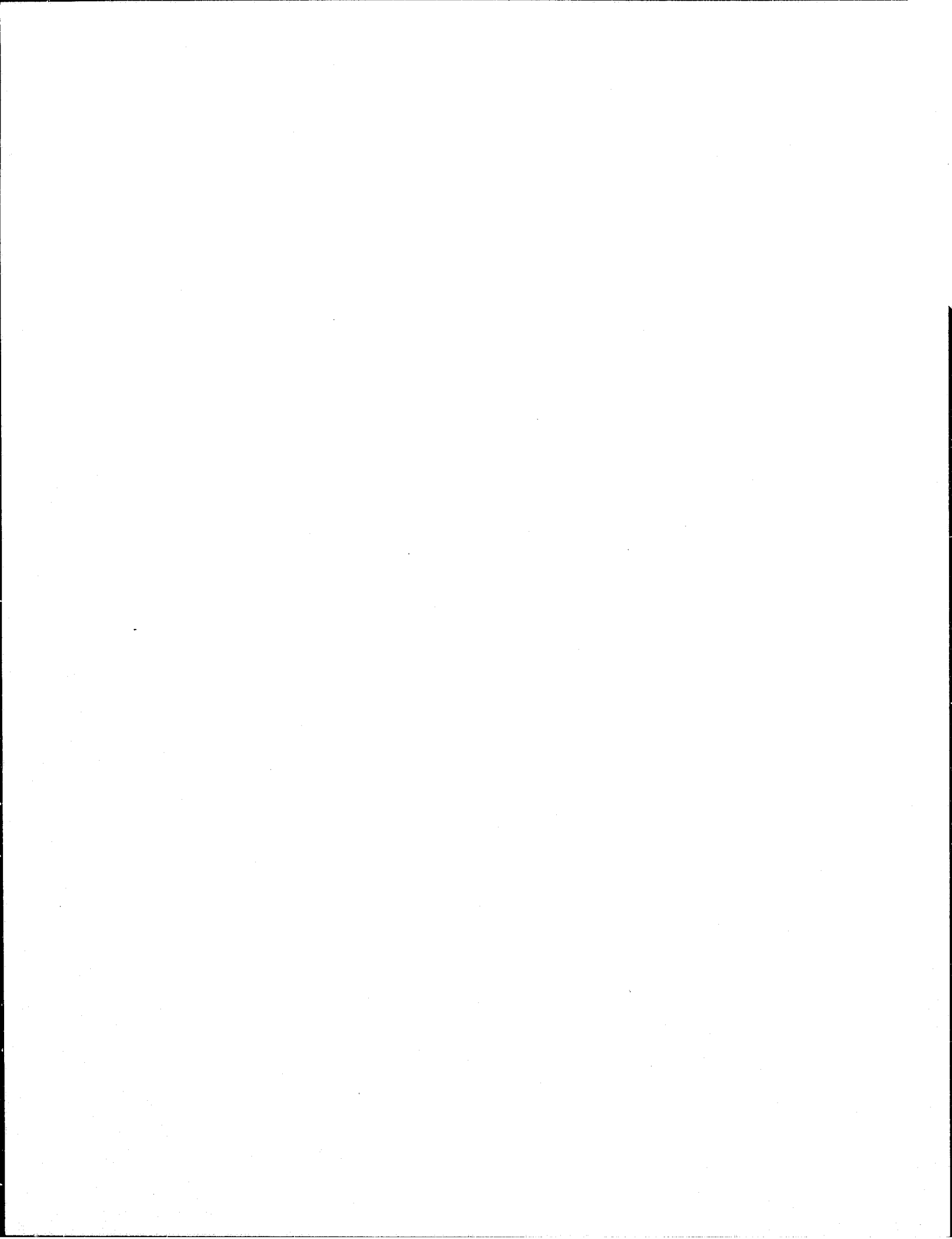
I recommend that Dr. Jerome G. Miller, Commissioner, Child and Youth Department of Public Welfare, Commonwealth of Pennsylvania, be used as a resource person. Dr. Miller can talk about change in corrections and would be good to loosen up conservative thought.

The best points were: (1) quick introduction to LOGOS, (2) PPBS, and (3) PERT.

Our staff needs skills in clearly and concisely presenting appropriate material to others and it needs greater use of implementation techniques/strategies.

The seminar, under your direction, was a learning experience which I will never forget. I will certainly keep in touch and again my sincere thanks for your assistance and support during the seminar.

I enjoyed the training session and am certain that I will realize in the future the great amount of knowledge and skills I acquired while in Princeton.



CONTINUED

1 OF 2

It is difficult to put into words the feelings I have about the ten days we spent in Princeton, but I have never experienced a more rewarding learning process in my life. When co-workers ask if it was "enjoyable and fun," those adjectives cannot in any way capture the feelings. In a certain context it was, but it definitely has a deeper significance to have been through the seminar. I don't want this letter to deteriorate into sentimentality or maudlin drivel, but I want you to know how T. A. Ryan's dedication, stamina, and knowledge inspired one student.

I personally wanted to let you know the extent to which I enjoyed your seminar. It was one of the most informative and exciting learning experiences I have ever encountered. I have never learned so much within such a short period of time.

I thank you for allowing me to participate in the Princeton Seminar. Unfortunately, so few people are able to experience days filled with activities of the caliber which you have designed. I am sure that very few of the things I will be exposed to in the future will have as great an impact on me as the Princeton Seminar. You certainly have a "tough act to follow."

Dr. Ryan, I love and respect you for all of your dedication and desire to produce the type of Basic Seminar that will make footprints.

3. Pomona Seminar

Organization and planning were superb. Everything was handled for us. More time to interact with other participants and interns would have been a positive addition (maybe a social hour at the end of conference as well as the beginning). Resource persons knew their material but were weak in delivery which tends to lower the percentage of information received. Ventilation in meeting room was awful! I find myself not really having many negatives overall. I did have fun from time to time, as Joe and Dr. Ryan said I would.

It was only at the end of the conference that I came to recognize the value of much of what was done. It only falls into place at the end. **RATING OF T. A. RYAN:** Outstanding in all areas with a special thanks for insisting at all times that the job get done.

I strongly feel that the organization and administration of this seminar are excellent. However, I believe that if the climate were a little more relaxed, there would be a better degree of participant comprehension. Overall, the whole seminar was worthwhile; I certainly acquired a much better sense of understanding in planning and how it could be best justified to bureaucrats.

Generally, I was very pleased with the seminar and feel I learned a lot about planning, implementation, and evaluation. The most productive features were the following: formal lectures, skill development in performing seminar tasks (chairperson, etc.), resource presentations, and project work with project team. I found the task group activities, on the whole, as least productive partly because of time constraints. However, I enjoyed those in which real teamwork was required. (e.g. UGLUG exercise)

As indicated, the seminar was worthwhile. I won't go into this because you probably know why it works. I would suggest, however, that people should have some indication beforehand at what the timing of the tasks will be like (i.e. fast), that there will be a greater volume of work and especially for some people, that they may often feel at sea. If given to understand all of these conditions, people would be able to cope better and turn out a better product.

In retrospect, I feel very positive about the seminar. I believe I learned a great deal about planning. Perhaps a planned--one day off--with a planned mid-seminar party when everyone knows each other would be helpful. All in all, I enjoyed the seminar, even though on thinking back, I was angry at times--Normal? Thanks and good luck.

I would like to attend any training related to any area of corrections if so available. On this same type of seminar, please suggest to take Sunday off for everyone to have a break, and attend churches. More field trips. to see the actual life in mainland prisons. This gives the chance to participants to evaluate and assess the real life and motivate participants.

I am overawed with the organization of the entire seminar. It is very rare that any such organizations are held together from day 1 to day 10. Keeping to schedules was fantastic. Course material was well organized. In fact, everything was so well done that I expected and demanded excellence. The articulation of a multitudinal number of themes was awesome. I am doing a lot of planning. This course gives me more confidence, skills, and tools I need to absorb more of the theoretical rationale--my weakness. Some group activities could have been more directed.

Personally, this conference is the first of its kind. I've never been to a seminar that comes close to this. It is a high-powered session and professionally implemented. I'm amazed at the way things were done--no time wasted--every minute was put to good use. The biggest thing that really hits my mind is that if anybody wants to do something, he can do within a fairly short period of time using the lease method of planning--the systematic way. I like the Blue Book. It's going to be my guide in planning not only for my job, but for anything.

I felt, as being one in model planning, more time was needed to develop my project. Not knowing systems and the language was a handicap for me. The knowledge I think I have gained even though elementary will be of tremendous help in the future.

I believe the seminar should be 14 days. This would permit slightly fewer late nights. I believe that I would have been sponsored even if the seminar were 2 weeks long. It would have been so nice to have the last evening for socializing. If an opening social and closing could not be included, I consider a closing social to have priority because after getting to know each other better, the informal discussions could have been more intimate, therefore, more productive and useful. I feel good about completing the seminar.

I would recommend the use of slides instead of transparencies to place information on and show to the participants. Dr. Ryan you maintained great control of the workshop. It would be extremely difficult for anyone with less ability to motivate participants to achieve at such a high level.

I loved the relationship with Dr. Ryan and the team. Personally, that supportive and intimate team work was great. I found myself being less negative and less defensive between days 3 and 5. It was that team work throughout all the conference that was the most meaningful--I am so thankful for the experience.

The guest speakers were all excellent but we never had enough time for general discussion after their presentations. The last evening together would have been an ideal time to socialize but we worked all night finishing our projects. My personal growth in the seminar has exceeded my expectations. There are many ideas I have assimilated which will be an asset in my professional and private life. The amount of time required to work on the project necessitates better accommodations than the make-shift ones we arrived at by using our ingenuity. Especially critical is a place and proper materials to work on the flowcharts. I came to the seminar without any feeling of what was really expected of me or just what would happen during the ten days. The packet requesting information

to be filled in before we got here could almost scare a person away before he gets here. I hope there is some followup to this seminar. My own concern is that without reinforcement, I may lose some of the skills I acquired here. Dr. Ryan set an admirable example for me and I appreciated the opportunity of being allowed to come to this seminar.

The social hour should be moved to either halfway or toward the end. I benefited from the conference in many other areas not listed.

The organization and the administration of this seminar were great. Thank you for everything!

Dr. Ryan, I'm still pushing, never stop, for my new facilities and also for the programs as planned during our last seminar. Thank you again for your unselfish services rendered to us during our Pomona Seminar. I will never forget. I have submitted a very complete report of my trip to LEAA Director, Commissioner of Public Safety, and Chief of Police, recommending these seminars must be attended. I surely spoke highly of your professional attitude towards us participants and I was very impressed with the way in which you conducted yourself. Your kindness and the way you treated me shall long be remembered.

I can honestly say that I did learn a fantastic amount of knowledge regarding the need and method of planning your objectives and strategies, planning your implementation, and planning your evaluation. There is no question that your generalized planning model could be invaluable to the planners in corrections as well as any other discipline. I find that having gone through your model and for me personally having drawn the model for Saskatchewan, the various components are etched in my mind.

I wish to express my gratitude for the opportunity given me to attend your seminar on Planning and Implementation in Corrections, held at Pomona, California. I now realize that very few people who actually work in corrections are given this opportunity to expand their skills and knowledge. Without a doubt, I believe, your seminar is exceptional especially in the areas of Planning and Leadership. Our superintendent was very pleased with the model that our team developed. It is well on the way to becoming a reality.

I thank you for the opportunity, for the leadership during the Internship, and for your personal concern for my future. I most warmly appreciate your offer to stand ready to help in any way possible.

The seminar was an excellent learning experience and I hope to implement my plan later this year.

4. Norman Seminar

There are many things that I can say, but I want (to) stress this point, that the staff is well balanced and very complementary in terms of accomplishing the mission of this workshop. I noticed that all worked closely together rather than each going off on a "tangent." I have gained greatly from you and your staff and each and every participant. For the assistance I received from the staff and especially Mary, I will always (be) grateful and appreciative. I found each of you warm and very concerned for others' feelings. Lastly, I was amazed at the cohesiveness of the entire group. Just one big happy group. I want to thank each and every one of you for such a splendid workshop.

I am particularly interested in attending the Advanced Planning and Implementation seminar. There is no doubt in my mind that I was able to achieve goals that I had established, both personal and professional, in terms of my participation here. I doubt that I could have attained the knowledge gained elsewhere. Again, I would welcome an opportunity to participate further.

I came totally in ignorance of what should be done before arriving or after I was to get here. However, because of unusual conditions and having been a last minute alternate selection it probably could not have been helped. I thought that Dr. Flynn and Dr. Fogel were such dynamic speakers and that they could sway you to thinking their way and it would be most exhilarating to have them stage a debate to counteract each other's positions. I feel like I learned a great deal about corrections, its purposes, from all people participating, Dr. Ryan, speakers, interns and especially the class. The analytical processes used, I believe will help me for many years to come--Thank you.

This has been a most rewarding experience. To state in words the emotional drain but extreme elation at having been a part of this program seems almost anticlimactic.

General program content and presentation was very good. I feel that many participants are somewhat worried about not having a plan that can be initiated on immediate return to their institutions. Perhaps more emphasis to agency heads that the seminar is to develop planning skills (PIEC) and that in actuality these often may require more work at the institution. Overall feeling was the program is a good one. Would also suggest it be lengthened to a full two week period to give participants more time to get a greater grasp of what they are doing when making a model. Perhaps a complete walk-through of everyone doing some model (abbreviated of course) would prepare participants for more effective use of their time when not engaged in classes.

The facility did not look like any other conference center of this nature I have ever been to. The living conditions were BAD!!! It posed many unnecessary challenges! The knowledge and skills that I developed here will make me a better person, administrator, and teacher to others.

I felt that the program was very beneficial, but due to the location, I feel that this took a lot from the seminar. I would suggest that you PLEASE look for a new site.

I would like to see how much this program has aided my performance.

Teams/individuals had valuable data which was shared--excellent. The bringing together of motivated correctional staff is a genuinely exciting experience.

Persons should be warned in advance to try and limit the scope of their project. There is a tremendous resource built into the program.

Should also consider a test for post evaluation 3 to 6 months from now to see how much people have retained.

Our program needs an internal organizational model; we also need resource areas within urban areas, identifying agencies, listing resources, etc.

I feel that a program is needed designed specifically for associate wardens, executive assistants, or people who an agency designates as having the potential to become a warden.

I enjoyed the experience!

Our staff needs training in short range effective planning techniques.

The Planning, Implementation, and Evaluation in Corrections Program could be used as an instrument in development of personnel for future administrations. Our staff needs an understanding of systems planning.

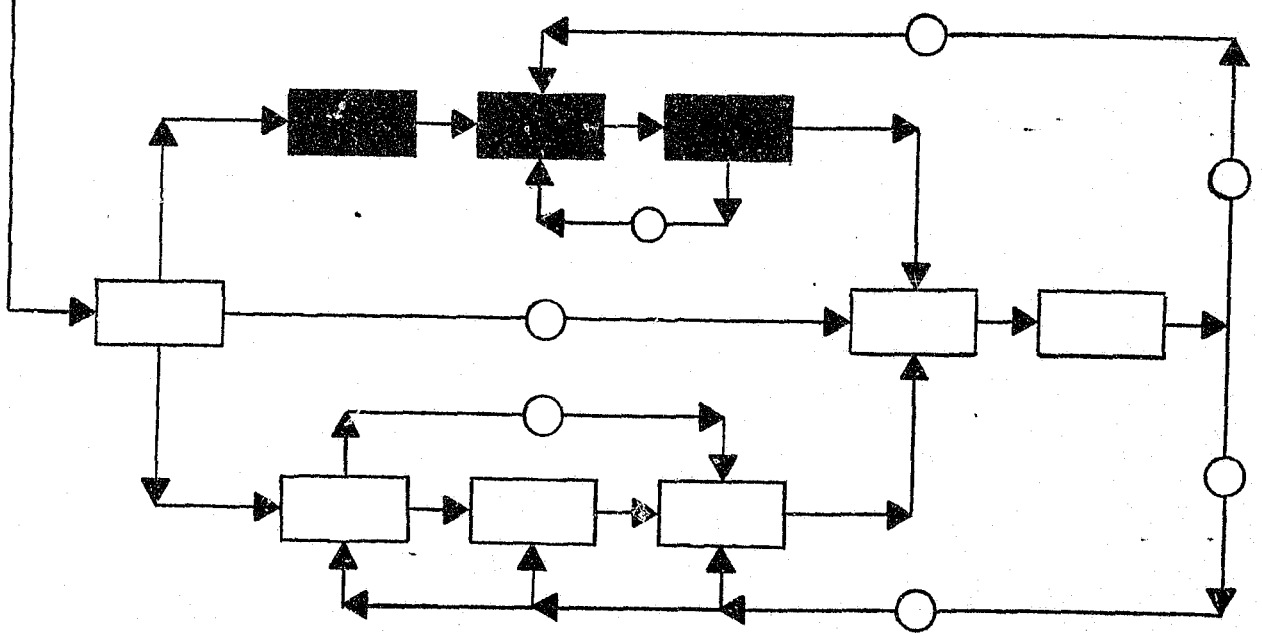
First of all, let me say that the experience was a truly unique one for me, primarily because of its intensity, and I expect that the process of assimilation will continue for some time. In spite of some initial negative reactions to the fast pace, I now believe that this is one of the critical factors in establishing the intensity of the environment and I hope that this element will be retained for future Seminars. It is my suspicion that part of the intent of the seminar was to create a microcosm of the real world complete with all the stresses and frustrations that typify the real world. I could go on for quite some time about other aspects of the experience. . . Again, thank you for your hard work and I, too, hope that we will keep in touch.

I wish to thank you for the excellent course during the seminar.

It is with a great deal of appreciation and a sense of personal and professional enrichment that I write to thank you for the opportunity of participating as one of your staff at the Norman Seminar. In particular, I feel it is an opportunity to contend with new challenges out of which new growth always comes. I assess myself as having realized a new dimension of capability both personally and professionally, which I would not have realized without the experience at Norman. I challenge myself and heartily accept your challenge to reach out yet further for a fuller realization of growth. I feel that this is an effort that must never stop. I count you, therefore, as a most significant person in reinforcing this conviction.



MODEL DESIGN



Methods and Results of Model Design Activities

A systematic effort was made to accomplish Goal 2. to produce approximately 20 delivery system models, that is, plans including conceptual framework, description of current system, assessment of needs, definition of goals, subgoals, and objectives, and descriptions of approaches, strategies, and activities to achieve objectives. A basic assumption that both training and model design are essential for accomplishment of long-term, lasting effects is implemented by the Planning, Implementation, and Evaluation in Corrections Program. It is held that both components are critical, that either by itself is not sufficient. Therefore, delivery system models were being produced at the same time that an articulated training program involving both basic and advanced levels of training was being accomplished. The basic premise of the Program is that plans are essential for correctional agencies and institutions, and that development of staff for effective implementation of those plans is equally important.

Method of Designing Delivery System Models

Goal 2 called for the design of 20 delivery system models. The method used to accomplish this goal was to provide supervision and guidance to the participating teams of basic seminar participants to assist in developing delivery system models for the correctional agencies or institutions represented by the participants.

Advanced seminar participants, serving internships at the basic seminars, were assigned to supervise the various basic seminar participant teams. The program director supervised all teams. Each completed plan was composed of a narrative and a flowchart model for delivering a corrections program in a designated setting.

Results of Designing Delivery System Models

Thirty-one delivery system models were developed and completed. A classification of the delivery system models designed at the four basic seminars is presented in Table 22.

Table 22
 Classification of Models Designed by Type of
 Agency or Institution by Seminar Location

| Type of Agency/ Institution | Seminar Location | | | | Total |
|--------------------------------|------------------|------|------|------|-------|
| | CHI* | PRI* | POM* | NOR* | |
| <u>Adult Corrections</u> | | | | | |
| <u>Agency</u> | | | | | |
| Male | --- | --- | --- | 1 | 1 |
| Female | --- | --- | --- | --- | --- |
| Male and Female | 2 | 3 | 1 | 1 | 7 |
| <u>Institution</u> | | | | | |
| Male | 2 | 1 | 2 | 4 | 9 |
| Female | 1 | --- | --- | --- | 1 |
| Male and Female | --- | 1 | 1 | 1 | 3 |
| <u>Youth Corrections</u> | | | | | |
| <u>Agency</u> | | | | | |
| Male | --- | --- | --- | --- | --- |
| Female | --- | --- | 1 | --- | 1 |
| Male and Female | --- | --- | 1 | --- | 2 |
| <u>Community Corrections</u> | | | | | |
| <u>Agency</u> | | | | | |
| Male | 1 | 1 | --- | --- | 2 |
| Female | 1 | --- | --- | --- | 1 |
| Male and Female | --- | 1 | 1 | --- | 2 |
| <u>Jail</u> | | | | | |
| Male | --- | 1 | --- | --- | 1 |
| Female | --- | --- | --- | --- | --- |
| Male and Female | --- | --- | 1 | --- | 1 |
| TOTAL | | | | | |
| | | | | | 7 |
| | | | | | 9 |
| | | | | | 8 |
| | | | | | 7 |
| | | | | | 31 |

Note. *CHI = Chicago
 *PRI = Princeton
 *POM = Pomona
 *NOR = Norman

Inspection of Table 22 reveals that two-thirds of the delivery system models designed during the four basic training seminars were for correctional programs serving women, jails, youth and community corrections. Eighteen delivery system models were designed for female institutions, co-correctional institutions or agencies serving both male and female offenders. Ten of the models were designed for jails, or institutions or agencies concerned with youth and/or community corrections. Further inspection of Table 22 reveals that many models were designed for more than one correctional area.

The delivery system models were evaluated to determine the extent to which they met the criteria of effective system design. Each model was scored on three dimensions: flowchart, narrative, and systems principles. The flowchart was scored on technical systems criteria. The narrative was scored on clarity in conceptualizing ideas, adequacy of presenting ideas, completeness, writing style, and practicality. The model was scored on implementation of four principles: (a) compatibility, that is, the extent to which the delivery system is uniquely designed to meet the express needs of clients in the particular correctional agency or institution, and to function within the parameters of that setting; (b) optimization, that is, the extent to which the delivery system model can achieve the goals of corrections; (c) wholeness, that is, the extent to which the model included all essential elements for an effective delivery system; and (d) systematization, that is, the extent to which there is integration across departments and functions and articulation from pre- to postrelease in achieving goals. The maximum score possible was 40.00; possible scores for the three components were 5.00, 15.00, and 20.00, respectively. Scores of the thirty-one delivery system models are presented in Table 23.

Table 23
Scores of Completed Delivery System Models
by Seminar Location

| Seminar Location | Team Number | Flowchart* | Narrative** | System Principles*** | Total Model**** | M Model |
|-----------------------|-------------|------------|-------------|----------------------|-----------------|---------|
| Chicago, Illinois | 01 | 1.42 | 4.86 | 15.20 | 21.48 | 25.07 |
| | 02 | 2.62 | 7.80 | 16.75 | 27.17 | |
| | 03 | .42 | 4.92 | 12.75 | 18.09 | |
| | 04 | 1.98 | 8.96 | 17.75 | 28.69 | |
| | 05 | 1.50 | 8.42 | 18.00 | 27.92 | |
| | 06 | 1.42 | 7.30 | 18.50 | 27.22 | |
| | 07 | 1.26 | 7.42 | 16.25 | 24.94 | |
| Princeton, New Jersey | 08 | 1.10 | 7.20 | 18.75 | 27.05 | 26.90 |
| | 09 | 2.45 | 7.04 | 18.50 | 27.69 | |
| | 10 | 3.39 | 9.90 | 19.00 | 32.29 | |
| | 11 | .67 | 7.40 | 19.00 | 27.07 | |
| | 12 | .60 | 4.16 | 9.00 | 17.00 | |
| | 13 | 1.46 | 6.50 | 19.30 | 27.26 | |
| | 14 | 2.33 | 7.40 | 18.10 | 27.83 | |
| | 15 | 1.84 | 6.20 | 17.50 | 25.54 | |
| Pomona, California | 17 | 1.85 | 5.94 | 18.70 | 26.49 | 25.33 |
| | 18 | 2.99 | 9.54 | 19.25 | 31.78 | |
| | 19 | .63 | 5.20 | 18.45 | 24.28 | |
| | 20 | 1.34 | 6.36 | 19.00 | 26.60 | |
| | 21 | .71 | 5.79 | 18.75 | 25.25 | |
| | 22 | 1.35 | 6.65 | 18.50 | 26.50 | |
| | 23 | 1.45 | 4.57 | 16.50 | 22.52 | |
| | 24 | .35 | 4.40 | 14.50 | 19.25 | |
| Norman, Oklahoma | 25 | 0.00 | .08 | 1.00 | 1.08 | 19.68 |
| | 26 | .22 | .39 | 5.00 | 6.61 | |
| | 27 | 1.46 | 4.35 | 18.00 | 23.81 | |
| | 28 | 2.01 | 5.85 | 18.75 | 26.61 | |
| | 29 | 1.67 | 6.30 | 18.50 | 26.47 | |
| | 30 | 1.49 | 8.98 | 18.75 | 29.22 | |
| | 31 | 2.43 | 4.58 | 17.00 | 24.01 | |

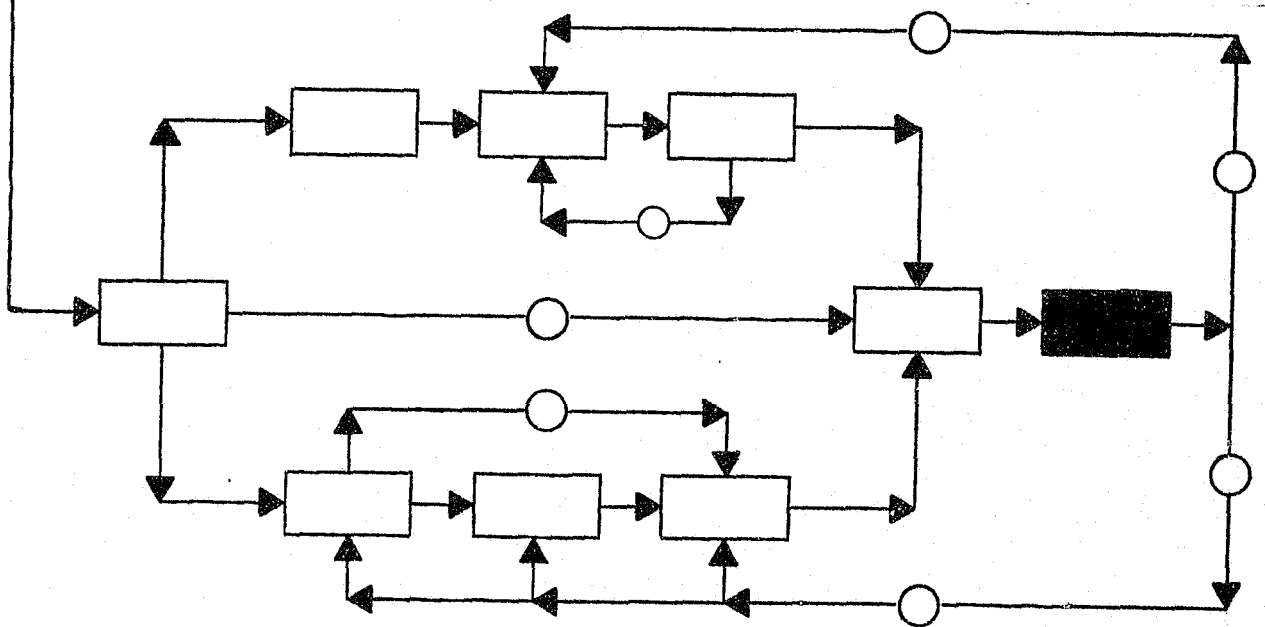
Note. * Possible Score = 5.0
 ** Possible Score = 15.0
 *** Possible Score = 20.0
 **** Possible Score = 40.0
 Criterion Level = 28.0

Inspection of Table 23 reveals that mean scores of models produced at Princeton, Pomona, Chicago, and Norman were 26.90, 25.33, 25.07, and 19.68, respectively. Models designed at the Princeton seminar scored higher than the other models, and the Norman seminar reveals low scores assigned to the models designed by teams 25 and 26. These low scores were mainly responsible for the relatively low overall score for Norman.

Considering the ratings of the models in light of participant achievement of basic training program objectives, it is not unusual to find that the model scores were as near alike as they were. Previous data (Tables 16 and 17) revealed that participants in the four basic training seminars were not significantly different on achievement of the basic training objectives.



TECHNICAL ASSISTANCE



Methods and Results of Technical Assistance

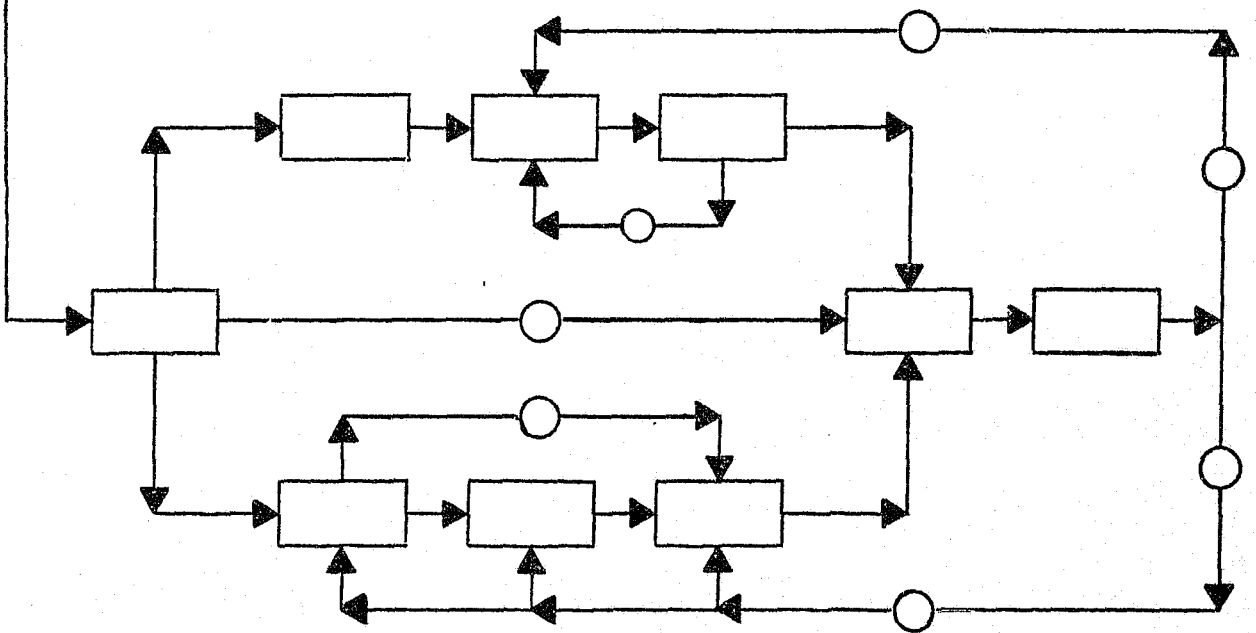
Goal 3 of the Planning, Implementation, and Evaluation in Corrections Program was to provide technical assistance to correctional agencies and institutions in the areas of staff development, program development, curriculum planning, proposal preparation, community needs/resources assessment, and model implementation. It was not possible to totally reach this goal due to budget curtailments and increased operating costs related to inflation. A workshop was conducted to assist our staff in using a systematic approach to writing a five-year comprehensive plan. Four quarterly newsletters describing methods and techniques related to innovation and improvement in corrections systems as well as reports of participants' activities, were prepared and distributed to all participants. A book entitled, Correctional Education: A Projection for the Future, was edited and distributed to participants.

Projections for the coming year, Year Three, in the technical assistance area include the following major activities:

- (a) followthrough by site visits are projected to insure implementation of delivery system models designed during Years One and Two;
- (b) a survey of basic and advanced participants to assess long term outcomes;
- (c) distribution of a quarterly newsletter; and
- (d) a national case study conference in which a set of model implementation case studies will be presented and subsequently disseminated.



OUTCOMES



Program Outcomes

The Planning, Implementation, and Evaluation in Corrections Program was a national effort in staff development, program planning, and technical assistance. The three major goals that the program was designed to achieve were: (a) training 100 selected corrections personnel in theory and practice of systematically planning, implementing, and evaluating corrections programs; (b) producing 20 delivery system models for corrections agencies and institutions; and (c) providing technical assistance to facilitate implementation of the delivery systems, and enhance cooperation and coordination between, among and within units.

The program provided training to 97 individuals, 79 having received basic training, and 18 having received advanced training. The Program was responsible for producing 31 delivery system models for designated corrections settings. In addition, the Program provided technical assistance through distribution of four quarterly newsletters, a book entitled, Correctional Education: A Projection for the Future, and on-site visits, and a workshop to assist in developing a systematic five-year comprehensive plan.

Training Outcomes

It can be said with assurance that the staff development model implemented in the Planning, Implementation, and Evaluation in Corrections Program is viable, when results of the training component of the Program are interpreted in light of the process evaluation. The training program consisted of an articulated program of advanced and basic seminars, closely integrated with the function of designing delivery system models for correctional systems.

Training objectives for both basic and advanced participants appear to have been achieved close to, and beyond criterion levels for participants in the seminars. Results of self-evaluations for advanced participants suggest that results of the objective posttest were depressed. Both the results of the objective posttest and the self-evaluations for basic participants reveal that the training objectives were, in fact, achieved in the four basic training seminars.

Process evaluations for both advanced and basic training programs reveal viable training models. Factors which appear to warrant consideration for modification are time and information. Low ratings on the time factor can actually be interpreted as a positive evaluation of the program. The fact that participants desire the program to be longer indicates they wish to learn more, and they have been highly motivated. Low ratings on the information factor reflects, in large measure, a problem of late processing of enrollments. A number of participants were assigned to teams late in the training year. In several instances alternate teams were called, due to unforeseen contingencies arising at various correctional agencies or institutions. This meant that those participants enrolled late in the year did not receive pre-seminar information sufficiently far in advance to adequately study it.

Model Design Outcomes

A total of thirty-one delivery system models were designed and completed for designated jail, youth, community, female, male and co-correctional institutions of agencies in eighteen states, two territories, and Canada. Each completed delivery system consisted of a narrative and a flowchart model for delivering a corrections program to clients in the designated setting. Each model was rated by an evaluator on the extent to which they met criteria of effective system design.

Technical Assistance Outcomes

A carefully designed program of technical assistance to facilitate implementation of program plans and evaluation of models is accomplished through consultative services. These consultative services are to enhance program installation and operation, survey program achievements and operating variables to determine program effectiveness, and related program information dissemination. This function requires prior completion of delivery system models. It was not possible to perform all of the technical assistance functions, because of the constraints of staff, budget, and time.

Long range effects of the Program can only be inferred, since there has been no provision for conducting a systematic follow-up to assess the impact on participants and their respective agencies and institutions. A file of anecdotal reports has been maintained. Analysis of the contents of the reports clearly indicates the impact of the Program upon: (1) professional growth and career development of participants; and (2) improved systems of corrections for agencies and institutions. Indirectly, the beneficiaries are those who support corrections through their tax dollars and those who are better protected from acts of crime and violence by virtue of having more efficient systems and better trained staff. The feedback suggests the potential for long range program outcomes:

I pray for your continued success in your most important work. As was true of Johnny Appleseed, the fruits of Dr. Ryan's plantings are in blossom throughout the nation. As these young 'corrections trees' cross-pollinate the concepts and principles of TAR---SOD will have ever increasingly larger impacts on the criminal justice system. I am dedicated to the belief that this impact is necessary and irreversible.

My morning mail included the June edition of the SOD news. Hurrah!! You can't imagine how much each of us look forward to hearing about the other fellows and reading refreshing articles pertinent to our interests.

I hope that I will be able to convince the Task Force for Educational Planning to use the model in developing an educational plan for our system . . . I feel that it's time for PIEC to shine for the state of Georgia.

Future Challenge

The challenge to extend the training function of the Planning, Implementation, and Evaluation in Corrections Program implementing the priority concerns of the National Institute of Corrections and the Law Enforcement Assistance Administration is still before us. This challenge can be met in the course of carrying out subsequent planned programs in the coming years. At the same time, it is essential that recognition be given to the specialized training needs related to corrections and that specialized training for systematic planning and implementation of these systems is required. The need remains critical for preparing corrections personnel for leadership roles.

The greatest challenge, of course, is to insure that the plans which were developed and the staff development which was achieved do not fall by the wayside. Staff training must be reinforced and plans must be implemented. When these challenges are met, the investment of this program made in the first two years will continue to pay dividends, as (a) the technical assistance component of the program continues to be implemented on a larger scale, (b) advanced training in leadership is provided to persons completing the Year Two basic training seminars, and, finally, (c) the set of alternative designs is expanded through the completion of a new range of delivery system models for a variety of correctional settings.

There is a great opportunity for providing contributions to professionalism and improvement in corrections through subsequent stages of this Program of Planning, Implementation, and Evaluation in Corrections.

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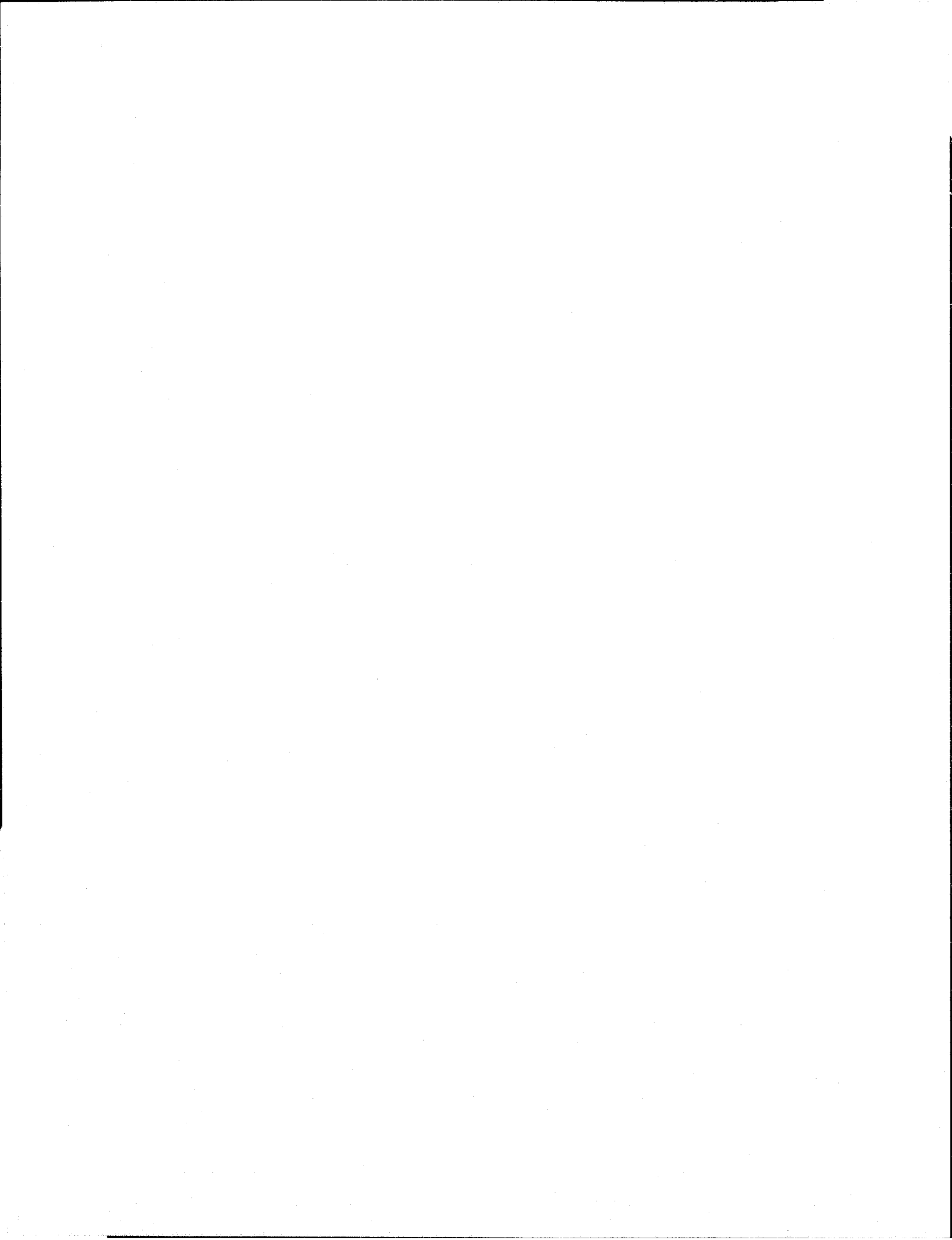
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