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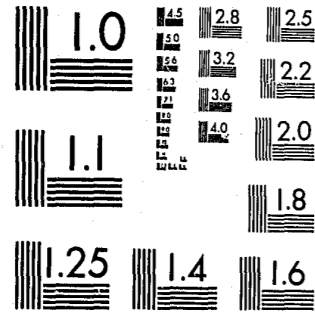
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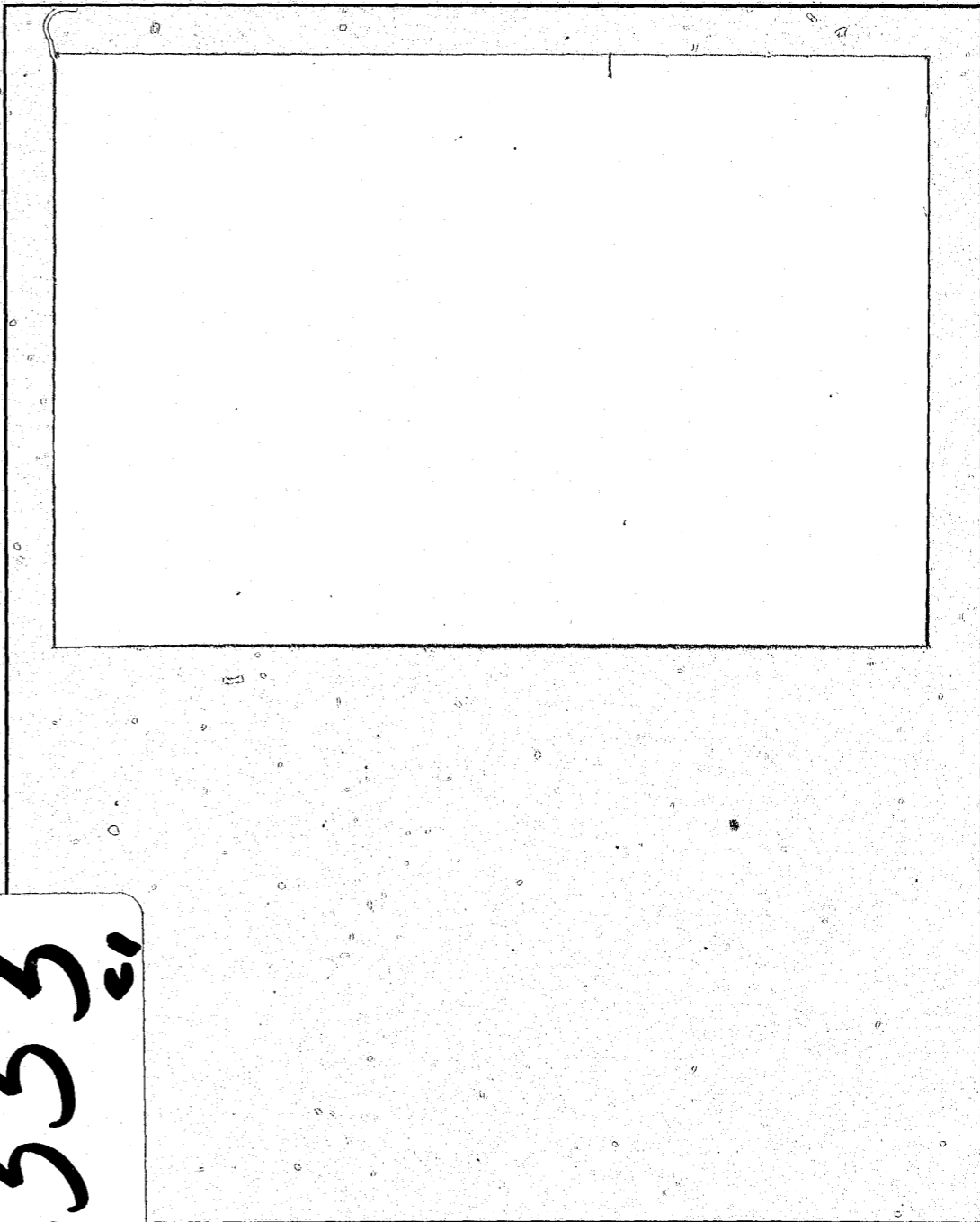Washington, D. C. 20531

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NATIONAL EVALUATION PROGRAM PHASE I
ASSESSMENT OF CORRECTIONAL PERSONNEL TRAINING PROGRAMS

VOLUME 4. APPENDIX

Howard C. Olson
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Technical Report

March 1980

R80-2

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SITE VISIT REPORTS

SITE VISIT REPORT

Agency Visited: <u>California Parole and Community Services Division</u>

California Department of Corrections
714 P Street
Sacramento, California 95814

Mr. Al Smith, Divisional Training Coordinator

Date of Visit: February 5-6, 1979

ARRO Research Team: Ms. Sharyn Mallamad
Ms. Nancy Yedlin
Mr. Howard Olson

Background

The California Parole and Community Services Division is a branch
of the California Department of Corrections. The CP&CSD has an hier-
archical structure with the Division composed of four geographical regions,
each region subdivided into three or four districts with each district
subdivided further into several units. The training services of the
CP&CSD parallel the organizational structure of the Division with each
level assuming various training responsibilities.

Approximately five years ago, training within CP&CSD became central-
ized, establishing the position of Divisional Training Coordinator, and
appointing Mr. Al Smith to that position. As the head of training, Al
Smith has been instrumental in establishing a high quality training pro-
gram.

Training funds are allocated by the state and are distributed through
the Department of Corrections. Federal money directed toward corrections
in California is filtered through the Office of Criminal Justice Planning;
however, none of these funds reach training. Approximately $250,000 is
allocated to training subdivided into the following areas:

(a) training travel (per diem, tuition, facility rentals,
etc.)   50%

(b) training consultants   10%

(c) training "overlap"   40%

These figures do not include salaries or other hidden costs of training, which when accounted for, greatly increase the actual cost of training (approximately $1,000,000).

Each regional training supervisor is provided with funds for his region to be allocated at his discretion. Regional funds total about $27,000 per region and are spent on travel, tuition, books, and consultants. Total training costs per employee are estimated at $124 per year.

Training Staff

Departmental Training Officer. The departmental training officer is responsible for planning, coordinating, and evaluating departmental training programs, which includes managing the departmental training budget and supervising the two training academies. The departmental training officer focuses primarily on institutional training, although he or she is involved in programs that cross institutional/parole lines.

Southern training academy--located at CRC. Specialized training for a wide range of staff from clerical to administrators. Training programs include: Casework Institute, Women's Studies, Report Writing, Fiscal Management, Personnel Management, Introduction to Management, Advanced Supervision, and Basic Supervision. There is no cost to the Division for the training at the Southern Training Center.

Modesto academy--located at the Criminal Justice Training Center in Modesto. This academy conducts preservice training for all new correctional officers and specialized training for institutional ancillary staff (cooks, work leaders, MTA, etc.).

Divisional Training Coordinator. The divisional training coordinator is responsible for conducting divisional training programs and for coordinating training in the four regions. The coordinator monitors all training for quality and under the direction of the Deputy Director and Assistant Deputy Director identifies training needs establishing the direction, content, and priority of mandated training responding to these needs. The

Training Coordinator has primary responsibility for all training which involves staff from more than one region. For example, he schedules and coordinates all centralized training such as the Parole Agent Institute, 832 P.C./Correctional Law, and Crisis Intervention. The divisional training coordinator also provides assistance in the development of regional training programs, including such things as contract assistance, identification of consultants, budgetary assistance, etc.

Regional Training Supervisor. The regional training supervisor (RTS) identifies training needs, plans training programs and is responsible for the implementation and evaluation of the training in the region. The regional training supervisor works closely with the District Administrators and Unit Supervisors to see that staff receive necessary training, whether mandated or individualized. The RTS is available to the Unit Supervisors to assist in the planning and, if needed, implementation of unit training. The RTS is knowledgeable about training sites and consultants, and generally is available to provide needed assistance in any area of training. The RTS has available such things as moving picture projector, slide projector, and audio-video tape equipment. A variety of films, video tapes, slide presentations are available in the regions or can be obtained from centralized libraries.

The RTS works at the direction of both the Regional Administrator and the Divisional Training Coordinator, who has the potential for placing counter demands on the RTS. Under the current administration, RTSs meet as often as possible with the training coordinator in a joint team effort to develop new programs.

The RTS position was originally a staff development position with a specified tenure of two years. Such a policy has the effect of replacing experienced trainers with newcomers to the training field. To counterbalance the displacement of experienced RTS's, they may be called back (with the permission of their supervisors) as valuable resource people for various training programs. With the hiring freeze currently in California, there is a tendency for people to remain longer in RTS positions.

Trainers. The unit supervisor, as the first line supervisor, assumes much of the responsibility for training, not only in identifying training needs for individual employees, but in many cases providing that training. The role as trainer has been traditionally overlooked or placed low on the list of priorities for a supervisor.

Training at the unit level can and does take place in both informal and formal settings and situations. An informal example is the Case Conference, which to a large extent is a training exercise in that information, both of a casework and policy nature, is exchanged. The unit meeting also includes training as do many informal contacts between the supervisor and the employee. Unit supervisors are responsible for identifying new staff and assuring that they participate in entry-level training. In this, the supervisor works closely with the regional training supervisor who is responsible for scheduling the training and working out the attending details.

Parole agents from various districts and regions also serve as trainers periodically. These agents train in addition to their full time caseload. The agents act as trainers out of their own interest in training with benefits occurring mostly in terms of increased visibility and possibly compensatory time off, but no caseload relief.

Training Program Development

Regional training staff members meet with the training coordinator as frequently as possible to contribute jointly to training development. There is minimal use of consultants, who are employed primarily to train the trainers. The program development process generally involves several stages:

1. Identify needs. Much of the training content is prescribed by law, thus, training needs and priorities change with new legal requirements and mandates. The distribution of an attitude survey to consumers of training, observations and perceptions of training staff members and supervisors, and a limited task analysis are the primary methods of assessing additional training

needs. There are no existing performance standards that can be applied specifically to most training. What the officer needs to know to stay alive is the bottom line question asked in setting priorities for training.

2. Locate and obtain content material. Resources and materials for a program are obtained through extensive search and review of prior research, literature, and previous training efforts. Program planners or trainers may attend special classes such as university-sponsored programs offering information on topic material.

3. Seek policy support for training. The CP&CSD staff members are acutely aware that all performance problems are not resolvable through training, especially when training content is not backed by organizational policies. Before work is continued on the development of a training program, there is an effort to obtain administrative approval and policy support for changes to come about through training.

4. Develop lesson plan. If the agency directors and administrators demonstrate support for the training, then design of training curricula, specific lesson plans, and the development of resource materials is resumed.

5. Select and train instructors. Trainers are chosen from regular staff who volunteer for the position by regional and district supervisors. The selection criteria are unclear, since the choice is left entirely up to the staff members. The perspective trainers complete a special 60-hour course. They are first familiarized with the course content materials, then receive instruction on training techniques. The second portion of the course includes teaching tips like how to involve a class, how to pose questions to elicit participation, and how to pace material.

6. Trial run and modification. The course is presented once. Based on feedback from instructors and participants, the course is then restructured for final packaging and implementation.

Training Process and Content

Training definition. Training is a meeting, conference, workshop, or other approved activity where the primary purpose is to improve the employee's performance by teaching new skills, presenting resources, improving existing skills or altering attitudes.

(a) In-service training means any formal employee training or development program which is sponsored by an administrative state agency other than the University of California or the California State University and Colleges.

(b) Out-service training means any formal training or development program which is sponsored and conducted by a nonstate agency or organization, the University of California, or the California State University and Colleges.

Training process model. The training personnel at CP&CSD have developed a training process model which is quite detailed and comprehensive. The model systematically illustrates each step in training program development from the initial analysis of job requirements and training needs, through goal setting, planning, selection, and developing media and materials, to actual scheduling, implementation of training, and measuring behavior change. (The model is similar to the project Instructional Systems Operation Model, in that it addresses each necessary component included in program development.)

Also of much concern to the staff are the real life logistical considerations which enter into the success or failure of a program. Detailed planning for each program takes into account factors such as characteristics of the training environment that may affect the mental and physical comfort of the trainees (i.e., size, comfort, distractions, location--near restrooms, available parking, meals, etc.).

Divisional training. Certain training programs are required by divisional policy. This is particularly true in the area of entry-level training for new employees. A maximum of 204 hours of entry-level training is required of all new parole agents during their first year of employment. This is in addition to the ongoing unit training and any individualized training programs. The entry-level training includes the following:

Entry-level orientation: The new agent receives a total of 80 hours off-caseload training during the first 10 days of employment. Aside from basic orientation to departmental components, regulations, policy and unit functioning, this covers a variety of areas that prepare the employee to assume a caseload. The course includes information on how to process forms, prepare reports, manage a caseload, and use community resources. Additional background information on components of the criminal justice system and their functions, how the offender is processed through the system, and laws related to parole is provided. Finally, the trainee is is familiarized with specifics regarding the local geography in which he will be working. Each region is responsible for developing its own delivery system for the training. Some of the modules are done in the region, others in the unit. The regional training supervisor schedules the location of the training and designates the trainers. While a standardized lesson plan/content is used in the training, it is possible to adjust the orientation depending on the needs, prior training, etc., of the trainee. This determination is made jointly by the trainee, unit supervisor, and the regional training supervisor.

832 P.C./correctional law: A 40-hour course combining the 832 P.C. training (26 hours of arrest, search, and seizure) and correctional law (14 hours of training in current correctional case law, handling and seizure of evidence, safe

handling of firearms, courtroom testimony). 832 P.C. is required by law during the first 90 days of employment. Failure to comply will result in loss of peace officer powers. This training is conducted on a statewide basis, normally at the Southern Training Center, and is certified by the Peace Officers Standards and Training (POST). Whereas POST sets the requirements and standards for 832 P.C. training, no funds are provided through POST to meet these standards.

Crisis intervention (CI): A 40-hour course dealing with procedures and techniques for handling crisis situations. It includes such areas as safety, defusing, brief interviewing, mediation, referral, cultural issues, and legal issues. An advanced CI course which deals with the handling of psychiatric cases, suicide issues, and psychopharmalogical medication is now underway. This is also conducted on a statewide basis. The effects of CI training on the training program at CP&CSD have been significant and are discussed elsewhere in this paper.

Parole agent institute: A 40-hour training course that focuses on the role of the parole agent in relation to his/her clients. This is an experimental, attitudinal program that includes a 26-hour role reversal, emphasis on small group "rap sessions" and human relations (race relations, affirmative action, etc.). This program is very unique, and will be discussed again later in the report.

Defensive driving: A 4-hour course required during the first year of employment and then every 3 years thereafter. The course focus is on safe driving techniques. It is conducted locally by the State Defensive Drivers staff. A 40-hour entry-level training program has been developed for clerical employees. The content of the training has been standardized throughout all regions and a control/record form has been developed. The regional training supervisor is responsible for implementation and works with the unit supervisors in scheduling, record keeping, etc.

Reactive training: (Firearms; new parole model; supervision update on crisis intervention.) In addition to the entry-level training, the Division from time to time develops training programs for journeyman staff. These training programs must react to the continually occurring needs of the whole division. Examples of such programs would be training in reaction to new firearms regulations (Parole Agents can now be armed in California), the new parole model (new administrative directives), and needed improvements in case supervision. These programs are coordinated through the regional training supervisors who are responsible for necessary planning, development, and scheduling. The regional training supervisor works closely with field staff in scheduling and other logistical problems.

Regional training: In addition to the divisional training, the unit supervisor selects staff from his/her unit to participate in regional training programs. On occasion, the training will be for all staff; on other occasions, only selected staff participate in the training. In the instance where selection is to be made, such things as individual needs, interest, career development, etc., are considered in selecting staff to attend. Regional training is primarily voluntary and originates from needs expressed by the parole agents. Examples of regional training programs are Stress Management, Report Writing, and Basic Office Mathematics. Thirty-five percent of the regional training uses out-service programs, with the RTS responsible for registering and paying for attendees. Such training would include personal development classes such as "communication by objectives" or writing skills.

Unit training: The Departmental Administrative Manual requires that each parole unit schedule training "not less than two hours nor more than four hours per month." The type and subject of training is left to unit determination; however, it is mandated that 8 hours a year will be "safety training." Safety training includes such areas as methods of arrest, transportation of prisoners, safe handling of firearms, etc. Unit training also includes inviting outside people, such as lawyers and fire department rescue squads, to discuss topics of interest to the unit.

Training Participants

CP&CSD training responsibilities include all staff members within the four regions and their subdivisions. A rough estimate of the number of people involved is approximately 850 trainees. Training is directed primarily at line officers, with limited special courses for managers and supervisors. Attendance in training is either mandatory or participation is on a volunteer basis, depending on the laws, the region or district, the course, and the trainee's status. Trainers prefer to limit class size to a maximum of 20 individuals, in order to be able to effectively tend to individual needs and answer questions about course material. Classes usually contain a mix of trainees from different units, as training staff feel the officers need be aware of and able to deal with cultural differences that exist within the large division. Although managers and supervisors do not attend the same session as line staff members, the trainers encourage upper level staff to preview the training their subordinates will receive.

Teaching Methods

Training staff members use a wide range of instructional methods and techniques, varying to some extent with particular course content, characteristics and abilities of the trainees, and personal preference of the instructors. There is an effort to keep lectures to a minimum; emphasis is placed on small group activities, discussions, and exercises that enhance learning through participant involvement and encourage trainees to share

their feelings and address attitudes related to the job. Video tapes are used a good deal by the CP&CSD staff. The facilities for and quality of video tape techniques at CP&CSD are impressive and staff feel that these techniques add greatly to the success of their programs. Hand-outs are distributed frequently as resource documents to either restate or provide greater depth to the information. With orientation training on a unit basis, whenever possible, trainees tour institutions, community organizations, and other units.

A special program, generally conducted once a year by the Parole Agent Institute, involves experiential training or role reversal. The trainees, for 26 hours, adopt the role of a recently released parolee. They are set out on the streets with little money (about $7.00), no job, no personal ties, no means of private transportation (and a prison record, to boot). The trainees are instructed to try to use services available for ex-offenders such as halfway houses or self-help agencies. Completing this unit has come to be seen almost as a "rite of passage" by the new officers.

Feedback and Evaluation

There is no formal evaluation of training at CP&CSD, although training participants do fill out a critique following each module of training. (Aside from this limited and informal input, trainees have little influence on the development of training courses.) Trainee performance is usually assessed by administering a pretest and posttest that purportedly reflects learning of information presented during the session. The only failure for completing a course, however, is if trainees fail to receive firearms certification. In such cases, the action taken is simply to ensure that the trainee is not armed on the job. Training staff members report that drop-out and attendance problems in courses are very rare. In the case of absenteeism, the supervisor generally arranges for a substitute. If a trainee is dismissed from training for poor performance, the supervisor is informed and handles the matter as a staff disciplinary problem.

Trainees receive no formal reward for their participation in training or any incentive for doing well. Those who perform well occasionally receive a pat on the back, and word of their efforts may be passed along to their supervisor. This situation is similar to that of the trainers, who, as was pointed out earlier, receive no formal reward for their efforts and no caseload relief.

Comment

Impediments to training

(1) A major problem for training planners in CP&CSD is the fact that staff strength is determined by a number of felon and non-felon cases. At the present time, no new staff members have been hired in 18 months. Prior to this hiring freeze, much of the training effort centered on entrance level training. Advance planning and efficient scheduling for training are hindered by this hiring procedure. For example, entry-level training which may be required for only two people, makes it impractical to provide centrally located training.

(2) The geography of California has a significant influence on training programs developed for the various regions. The regions differ with respect to urban/rural dimensions, cultural/political orientation, and racial composition. These differences affect the regional definitions and attitudes concerning the role and duties of parole agents.

(3) There is no institutionalized coverage for a parole agent's caseload when participating in training. Coverage for a trainee's work is very much dependent on the unit supervisor's attitude toward training. The backlog of work which faces the parole agent on return from training may have a negative impact on the agent's continued participation in future training programs.

(4) It is very difficult to establish performance standards for parole agents, especially with respect to the two opposing roles they are expected to play, that of social work vs. custody. Establishing standards becomes even more complicated in California, since the cultural differences across regions cause the importance of these two roles to vary.

(5) The nature of training is very reactive. In many instances training must respond immediately to important needs of its users. As a result of changes in the law and/or administrative mandates, the immediacy of the training programs thwarts attempts to follow procedures known to lead to effective training.

It is also a fact that training is one of the first areas for budget cutbacks because it is seen as one of the less essential services. But developing, testing, and revising training programs takes both time and resources. When these are out of the control of the training administrator and staff, producing an effective training effort depends almost entirely on the existence of a talented and capable staff.

(6) Often, training is cited as the solution to problems which are not training problems, but organizational problems. Training can deal with employees' performance and attitude deficiencies, but frequently the problems are really caused by a lack of clarity by management in the Statement of Policy and Procedure. When training is used in an attempt to correct organizational problems, it is removed from its legitimate domain and becomes a form of discipline for management. It is then easy for the concept of training to become corrupt, the result being suspicion and resistance on the part of line personnel.

(7) A major cause of ineffective training is the inability to relate the training to job behavior. Unless the training is aimed at developing skills directly applicable to the job, trainees may not be able to make the connection. This problem may be of most

concern when outside training unrelated to parole is utilized, as in courses aimed at self-development or communication skills.

Training facilitators

(1) The crisis intervention training has had a marked influence on the entire training program at the CP&CSD. CI is a very effective program and has subsequently served as a model process for other types of training. The following list of salient characteristics of the CI program merits inclusion in any training effort:

    (a) Training content has been based on a thorough consideration of what skills are needed for the job; training is designed to impart these skills to the trainee. Built into the training program is an initial phase directed toward establishing the validity of the skills, competence of the trainers, and needs of the trainees. There is very little attempt to directly alter attitudes, yet considerable attitude change has been noted as a side effect of skill attainment.

    (b) The "packaging" of CI training is excellent and the training staff have come to believe that the presentation of training is 60% of the effort. However, a high quality presentation is no easy task. CI training has been continually revised over the past 10 years. The program has been perfected to the degree that most of the reactions, and/or problems of the trainees are anticipated. This type of planning can only be achieved after much experience with and reworking of the program.

    (c) The training of CI trainers is exceptional. Not only are trainers taught the content of the course, but they are taught to teach the course. The value of good trainers cannot be over-emphasized. CI training centers around team

teaching, a technique which seems to be quite effective. Team teaching allows one trainer to monitor class reactions while the other teaches and also permits variation (changing speakers) in the lecture format. CI "trainer" training is a good example of the effect of skill training on attitudes. After the intensive 7-week training program for trainers, the training staff felt much more positive and confident about their teaching. They no longer felt the need to rely on outside consultants to provide training when these consultants were often unfamiliar with parole operations and were not cost efficient.

(2) The training program within CP&CSD is very much integrated within the administrative structure of the division. The training staff have an influence on policy making and participate in various task forces.

The training staff is aware that the effects of training on behavior change is very limited if compliance and supervision are not synchronized with the training effort. Every attempt is made to have the content of mandated training become written policy prior to the training effort. Further, training is provided to managers and supervisors first in an effort to get their support. It has been noted that it may be best to present the training to this group alone for two reasons: it avoids putting supervisors on the spot to be the best in the training program, and it may be easier to get a verbal buy-in from this group when they are trained alone.

(3) A positive influence on training in general would result by changing the image of training. The bad image of training is characterized in terms of being wasteful, boring, irrelevant, ineffective, and an opportunity for rest and relaxation. The quickest and possibly the only way to change people's attitudes toward training is to provide good training which actually proves useful to the trainee. It has been noted, that participants' criteria for training programs has become quite sophisticated in CP&CSD after experiencing CI training.

Training needs. At each site location, trainers were asked to identify the unmet needs of their trainee population. The following list outlines the direction for potential training programs within the CP&CSD:

(1) Parole agents are individually responsible for large caseloads with the entailing record keeping, report writing, and scheduling. It is believed that training could be beneficial in the areas of individual organization and time management.

(2) Training could facilitate the development of self-understanding and understanding one's impact on others due to the authoritarian role of the parole agent. Improvements in communication skills could also be the focus of training for parole agents. However, for maximum effectiveness, these types of training must link the course content to job behavior.

(3) Recent social developments have made it necessary that parole agents be well informed with regard to the legal aspects of their jobs. Training is one vehicle whereby changes in the law and the consequent effects on the agents' rights and duties can be clarified.

(4) Employee safety is a crucial area which can be impacted upon by training. Of immediate interest to the CP&CSD is the recent ruling that parole agents may be armed. This is a perfect example of the reactive state in which training is forced to remain if it is to meet the needs of its trainee population satisfactorily.

(5) There is a growing support for the opinion that training should be used to familiarize parole agents with the effective use of community resources in the performance of their jobs. Such training would be forced to take into account resistance from those who believe that the involvement of community resources would violate the agent's independent supervision over his caseload.

(6) There is a need to repeat training. Training programs are presented in a very comprehensive and compact form. Yet only so much information that can be processed and retained by trainees in a set period of time. Learning may be increased significantly, if refresher courses are provided which would allow trainees to review information and brush up on previously learned skills.

SITE VISIT REPORT

Agency Visited: National Institute of Corrections Jail Center

                    P.O. Box 9130
                    Boulder, Colorado 80301

                    Mr. Craig Dobson

Date of Visit: February 12-13, 1979

ARRO Research Team: Dr. Merri-Ann Cooper
                    Ms. Shelley Price
                    Ms. Nancy Yedlin

Background

The National Institute of Corrections (NIC) was created in 1972 as
a leadership resource for the field of corrections. Originally establish-
ed as a joint project sponsored by the Law Enforcement Assistance Admin-
istration and the Federal Bureau of Prisons in 1974, through an Act of
Congress, NIC became a separate federal agency within the Bureau of
Prisons. The Institute received its first appropriation for FY77; since
then, the budget has expanded to $8.5 million for FY79.

NIC's policy is determined by a 16-member Advisory Board, comprised
of 6 federal officials serving ex-officio, 5 corrections practitioners,
and 5 private citizens who have demonstrated an active interest in cor-
rections. The Institute serves as both a direct-service and grant-giving
agency. It's basic objective is to strengthen state and local corrections
agencies. NIC carries out five legislatively mandated activities: Train-
ing, Research and Evaluation, Clearinghouse, Technical Assistance, and
Policy Formulation and Implementation. Resources are distributed among
four areas established by the Advisory Board: Staff Development, Field
Services, Offender Classification, and Jails.

The massive number of jails coming under litigation demonstrated
that jails presented serious problems in corrections and prompted NIC to
deal with the jails through establishment of a jail center. The NIC Jail
Center was established in 1977, with a goal of improving management, oper-
ations, and services in jails. Wishing to maintain a working relationship
with an operational institution, the Board surveyed and visited jails
across the country in search of a site for the Center. The Center was
located near the Boulder County Jail for several reasons. The management
of the Boulder County Jail falls under the jurisdiction of the Sheriff's
department. NIC investigators found the department to be managed by a
competent and cooperative staff that maintains a good working relation-
ship with the surrounding community. The jail itself offers a modern and
innovative facility that is used as a field resource for training. Boulder
is easily accessible, located 27 miles from Denver, a major transportation
center. In addition, the Jail Center is able to work closely with and
share resources with the University of Colorado. NIC is currently develop-
ing six additional jails as resource centers throughout the country to
serve as extensions of the Boulder Jail Center.

Training Staff

The Jail Center staffing structure is variable, as several staff
members are on loan from the county system, members of the Boulder County
Jail participate in Center activities, and outside resources are employ-
ed to contribute to the design and implementation of training programs.
At the time of our visit, the Center had a total of 10 full-time staff,
including 3 county employees on loan (the loan period is usually 2 years),
and 6 corrections/jail practitioners. The staff are able to maintain ex-
tensive contact with people in the jails and have prior training experi-
ence. The NIC trainers present themselves to the trainees as "one of
you," to decrease discomfort and enhance communication in training classes.

Each staff member is responsible for contributing to the review of
grant proposals; monitoring grants; providing technical assistance to
jails throughout the country; designing, setting up, and conducting train-
ing programs. An NIC staff member takes responsibility for a training
program and is involved in developing the content, locating resources,
selecting consultants and instructors, publicizing the training program,
selecting trainees, coordinating and helping teach the program. Staff
meet with each other frequently to coordinate activities and modify con-
stantly changing training programs. The workload is heavy and hours are
long.

Training Program Development

The NIC Jail Center sponsors and carries out a variety of training programs. In addition to standard programs offered on a regular basis, they present special seminars several times a year. Selection of training topics is based on a survey of needs revealed by experienced practitioners in the field--ex-trainees, sheriffs, and jailers--and a few persons from the academic community. Course content is developed by Jail Center staff members, or a staff project monitor coordinates training preparation with the grantee. If a Center staff member has primary responsibility for course development, information is gathered through interviews with practitioners and academics who specialize in the content area, review of current literature and research on the topic, and attendance at relevant seminars and workshops. Usually, a staff member, as well as personnel from the Boulder County Jail, contribute to course planning. The objectives of the training are, of course, particular to program content, but a few goals dominate all training: There is an effort to reach the highest constitutional performance level in the jails. It is intended that trainees will develop the skills and ability to start with well formulated policy and procedures, and implement these in practice. A major goal is for trainees to leave committed to plan for and effect change within their organization. Credit for some of the training courses is available through Continuing Education Units (CEU's) at the University of Colorado at Boulder.

Training Process and Content

A training program is run by the grantee or the institute itself. If the training is done by the grantee, the NIC staff member acting as project monitor maintains contact with the training party. Grantees are selected through review of grant proposal concept papers, established credibility of the grantee, and a standard application procedure. NIC training takes place in Boulder, at the College Inn Conference Center (a facility rented by the Center for about 45 weeks a year), may be located on-site, or at a meeting place chosen primarily for its proximity to the majority of participants.

Training programs are publicized in technical journals, digests, organizational newsletters, and through mailing lists sent to the National Sheriff's Association, State Corrections Departments, Standards and Inspections Divisions, and State Planning Agencies. NIC staff are currently working on a catalogue of training offered yearly.

ARRO project staff interviewed trainers involved in developing and teaching several of the programs offered by NIC. The Institute provides a series of Special Issues Seminars and intensive training programs directed toward current operational problems of jail personnel. A brief description of these programs follows. (The Center sponsors and conducts many training programs; this list is not exhaustive, and more elaborate course descriptions can be found in NIC publications.) Since prior information applies to the majority of the training programs, only particulars are mentioned.

The NIC program, "How to Open an Institution," began two years ago, and is now preceded by "Planning for a New Institution," after NIC staff detected a need to reach the jail constituents earlier in the process. The seminar is designed to assist jurisdictions planning on building new facilities or substantially renovating their jails. The course involves participation of four-person teams made up of a jail administrator, the sheriff, a representative of the county government who has decision-making authority regarding funds and planning, and an individual involved in the renovation or construction of the facility. The team approach confronts a crucial training issue of obtaining local support and assistance for change. If necessary, to involve the community in "total systems planning," two NIC staff members visit the site to conduct an awareness session and encourage planning. If the community and jail staff demonstrate a commitment to plan and work together, the team is invited to Boulder for the Planning for a New Institution seminar. Program content covers topics dealing with legal issues, facility programming, architectural design of a jail, and how to work with a consultant, with the end result of trainees given the task of designing their own facility using a given set of resources, materials, and constraints. Each participant

is provided with a workbook, resource notebook, and team packet. Through the use of techniques emphasizing the planning process, the program is designed to gear the individual to the needs of the home community. Technical assistance is offered, and 3-month and 1-year follow-ups are scheduled.

A 5-day special issues seminar, "Women in Jails" was developed by an NIC staff member in response to a crucial, but little-dealt-with topic in corrections. Information for program content was obtained through review of the literature on women in jails and contact with practitioners involved in working with women, who in turn, identified further resources. The seminar provides an overview of female offenders, presenting a profile of women and their treatment in the criminal justice system. Legal, medical, mental health issues, prejudice, and special programming needs are discussed. Mind expansion exercises, films, role playing, guest lectures, a tour of Boulder County Jail, and Action Planning are instructional devices. The original program was almost entirely redesigned after the first run. Changes in program content, instructors, teaching techniques, and participant selection contributed to a more smoothly running course. More emphasis is now placed on the screening of trainees, planning for expectations, and feedback sessions. The Women in Jails seminar provided us with a picture of the modification and reworking a program goes through before staff are content with the outcome. Additional seminars offered or sponsored by the Jail Center are:

- Practical Law for Correctional Officers:

    The National Street Law Institute conducts this training program under a grant from NIC. This seminar has arisen in response to a need for corrections personnel to be aware of legal implications and liabilities of their job. The thrust for legal training has increased greatly with growing court intervention into jails--many participating organizations are currently under litigation. The curriculum materials, developed primarily by the Street Law staff are designed to be easily complemented by relevant state and local law.

- Toward a Constitutional Jail:

    This project is provided by NIC to assist counties in determining what the constitutional requirements are for their counties and to develop and implement a strategy toward meeting the standards. The requirement is for agency and community participation using the team approach to form a strong partnership between the county board and the sheriff's department. Personnel in seven systems selected to attend the program receive instruction in trends and legal issues, how to develop policy and procedures manuals, tests for staff, training programs, audit systems and forms. Technical assistance grants and access to other Jail Center training programs are additional services provided to help each system carry out its plans for change. The progress of each agency is measured by periodic audits conducted by the organization staff, and compliance with state standards and court orders.

- Classification and Intake Services:

    This special issues seminar is designed for a two-person team of individuals representing both the classification/intake and custody functions within a county jail. The content of the formal program includes presentation of information on the mission of a jail, legal issues and classification, screening for risk in jails, intake information and program planning and evaluation of classification decisions. As with other programs, informal interaction between class and NIC staff is frequent in developing action plans and exchanging information and ideas. All participants receive a resource guide with additional aids. Follow-up training assistance is available upon request.

- County and Corrections:

  This management training program is designed to encourage
  cooperation between correctional administrators and county
  officials. Through the recognition and reduction of dif-
  ferences in philosphy and perceived responsibilities, the
  program attempts to provide time for examinations of cor-
  rections problems and identification of priority solutions.
  The National Association of Counties works with NIC in
  assisting participant teams of sheriffs and county com-
  missioners to work together in developing plans for
  change. Three-month post-program feedback indicated an
  improved relationship between county partners--i.e., a
  narrower gap between partners' perceptions of each other
  and their county's correctional role.

- Institute for Jailer Training and Development Management
  and Administration:

  Grantees at WICHE (Western Interstate Commission for
  Higher Education), also located in Boulder, conduct an
  8 1/2-day management training program for participants
  from Western states. The ARRO team members had the op-
  portunity to speak with representatives from this organ-
  ization. Four trainers from WICHE and NIC staff conduct
  sessions for about 45 trainees several times a year.
  Participant team members include sheriffs, jail admini-
  strators, and county commissioners. The focus is on
  maintaining a humane constitutional jail and developing
  management capabilities. Program content includes legal
  issues, classification of inmates, medical and mental
  health care, emergency preparedness, management theory
  and principles, and communication skills. Through heavy
  participant involvement and the "proactive" management
  approach, there is a special attempt to apply learning
  to the specific home organization. Based upon pre- and

post-tests results of cognitive knowledge, it is estimated
that trainees increase their knowledge base by 25-30 per-
cent.

Training Participants

Selection of training participants is based on completed applications,
past records of trainee performance, need for training (how much training
the county/organization has received already), similarity between the
trainee's job and course content, national geographic representation, and
demonstrated commitment to use the training received. Training is con-
ducted for jail administrators, county commissioners, county attorneys,
jail inspectors, staff trainers, jail supervisors, jail program personnel,
and line officers. The majority of NIC training is for upper- and middle-
management personnel, with a limited number of programs provided to train-
ers and line level personnel. It is felt that providing programs for top-
level personnel is the most effective device for change in jail policy and
practice. Jail center staff anticipate processing approximately 1,800
trainees for FY79. It is estimated that around 50 percent of the appli-
cants for training are provided services.

Although there is an attempt to reach small jails which are in need
of training for staff (through a special seminar for rural jails), there
is some concern that the majority of the smaller rural jails with scanty
budgets are not receiving training, due to lack of money or personnel to
replace staff in training. The inability of an institution to operate
without staff who are in training is a fundamental problem. While NIC
provides training participants, the costs of air travel or its equivalent
to the training site, and the costs of housing and food at the training
facility in Boulder, overtime and replacement costs of the employee must
be absorbed by the participating facility, which does not really remedy
the problem.

Teaching Methods

NIC programs are provided to teams of people from a community. The
team generally is made up of a member of the jail staff (jailer, jail
administrator, sheriff), and a county official who is involved in policy

and funding decisions, or a lawyer from the municipality. Who the team participants are, of course, varies with the program content. Managers in the program too often must return to their home facilities before training is completed. This interruption does not contribute to the objective of team training; bringing together the individuals who must work together to produce change within the facility and the community.

In addition to team training, the NIC training process is designed to develop skills that can be used to effect change upon return to the home facility. The format for the training programs is basically the same, with heavy emphasis on participant involvement through role playing, group discussion, planning, and learning exercises. Training usually begins with trainee discussions of their expectations of the program, followed by a presentation and explanation by instructors of the training agenda, and program goals and objectives. Training classes are composed of a diverse range of individuals in terms of job experience and knowledge in corrections. The trainees are encouraged to discuss their own institutions and experiences--this process of sharing information is intended to increase learning between participants and allow for team members to see each other's positions, constraints, and viewpoints.

The format of a typical training program usually includes short specific lectures (10-15 minute lecturettes), which are followed by team or group activities, role playing, "fish bowling," and discussions. Most courses include a field trip to the Boulder County Jail. Films, diagrams, flip charts, slides, and various instructional media are presented and discussed. Trainees are provided with notebooks containing course materials and additional literature. The average training session runs from 3 to 7 days with some programs extending longer. Training is intensive, with long information-packed days, in order to provide the greatest amount of learning possible within a week. Participants are often required to complete reading assignments in the evening. About 30 trainees attend each session; usually, several instructors and guest lecturers are involved in the teaching.

An NIC training strategy oriented to practical problems called "Action Planning" is employed at the Jail Center; it involves each team in tailoring the learning to their home institutions. Action Planning is a collaborative planning process to develop strategies for change. Briefly, the steps in the process are: (1) define the problem, (2) describe the ideal situation, identifying obstacles and resources involved in its solution, and (3) develop detailed, concrete problem-specific plans for change. The underlying assumption of NIC staff in introducing Action Planning in training programs is a belief that people will support what they create, and the sharing of responsibilities encourages effective change. The process is goal-oriented, allowing for identification and prioritization of problems, revision, and review of change. Trainees are offered technical assistance from NIC staff to help with implementation of their action plans upon return home. Based upon 3- and 6-month follow-ups and the number of requests for technical assistance, it is estimated that about 50 percent of the training participants do make efforts to carry out their plans for change.

Feedback and Evaluation

Trainees are invited to provide input and to comment on program content and instruction. In turn, participants are provided feedback from instructors on their activities and progress in training. Program content and agenda undergo continuing revision and modification in an effort to meet the needs of trainees and their organizations, respond to feedback from participants, and keep up with changes in law and policy.

The majority of evaluations of NIC training efforts have in the past been trainee ratings at the conclusion of a training session. These dealt primarily with participant satisfaction--what they liked or disliked about the program. More recently, there has been a concern with the impact of the training. While providing technical assistance at various post-training intervals, NIC staff are able to observe some long-term effects of training. The Jail Center has contracted with a private research firm for more extensive study of training impact. The proposal calls for a survey of past trainees, plus site visits to facilities sampled from training

participant organizations to assess training impact and change. Starting
in July, training programs will be selected randomly for evaluation using
an experimental design with control groups.

Comment

Unfortunately, research team members were unable to observe training
sessions at the Jail Center or interview trainees participating in a train-
ing program. However, we made other site visits to training programs
sponsored by the Jail Center and discussions with personnel at these sites
revealed that Jail Center activities are quite well known to corrections
practitioners across the country. Training personnel interviewed had
frequently attended "Training for Trainers" workshops, sponsored by the
Center and designed to encourage and equip jail personnel to develop in-
house training capacities. Training programs presented by Center staff
provided a model for practitioners in their efforts to develop and imple-
ment independent organizational training programs. "Action Planning,"
requiring participants to develop a plan for their own facilities, is
seen as an especially attractive training technique.

In providing services and resources to jail personnel--members of a
field that in the past has been neglected--the Center has acquired a wide-
spread favorable reputation. Through the conduct of training, the Center
has provided impetus for the establishment of jail policy and practices
that allow for staff development and improved services, recognition of
problems within the jails, and the development of contacts among personnel
that facilitate a sharing of resources and ideas to work toward solution
of these problems.

SITE VISIT REPORT

Agency Visited: New England Correctional Coordinating Council

31 St. James Avenue, Suite 355
Boston, Massachusetts

Mr. James Casey

Training for Trainers
Wakefield, Massachusetts

Date of Visit: February 22-23, 1979

ARRO Research Team: Ms. Shelley Price
Ms. Nancy Yedlin

Background

The New England Correctional Coordinating Council, Inc. (NECCC) is a
corporate organization serving correctional, law enforcement, and judicial
personnel in six New England states. The Council was created with the
support of the New England Governors' Conference and the Law Enforcement
Assistance Administration in an effort to coordinate services, improve
communication, and information sharing among components of the Criminal
Justice System. Membership includes correctional administrators, from a
wide range of agencies--probation, parole, correctional institutions, and
community facilities--both adult and juvenile, the Executive Directors of
each State Planning Agency, and the Executive Director of the New England
Governors' Conference.

In addition to coordinating correctional planning, development, and
research, a major goal of NECCC is to provide training to management per-
sonnel, staff trainers, and line correctional officers. The Council re-
ceives its training funds from the National Institute of Corrections. This
federal support provides for the training of approximately 1,500 corrections
officers in New England prisons and jails annually.

The Training for Trainers Workshop, held in Wakefield, Massachusetts
during the 3rd week of February, is part of a larger plan to develop
"Technical Service Training Teams" in the states of Maine, Vermont, and

Rhode Island. The plan to organize and develop resource teams to deliver training and technical assistance to local jailing agencies emerged in response to impending mandatory training laws, growing union demands, court orders, statutory requirements, and public pressure forcing administrators to deal with unmet training needs within the three states. A predecessor project, organized by NECCC, using a mobile intrastate team to provide training for corrections personnel, demonstrated the effectiveness of such services and allowed for the identification of critical training needs.

The current plan to use state training teams provides possible resolution to several training difficulties. The plan is seen as a means for upgrading the competence and number of trainers in each target state. Resources and program development tasks can be shared, reducing overlapping work done independently. The use of mobile trainers may be used to help overcome the problem of releasing workers from their facilities to attend centralized training programs. Although the primary impact is directed toward delivery of line staff training, the team should be able to meet the need in Rhode Island for management training, which at the time is not provided due to a shortage of manpower at the State Training Academy.

Planning for the "Development of Technical Service Training Teams" began in the summer of 1978; soon afterward, several representatives from each target state became involved in the planning process as members of a Project Advisory Committee (PAC). Each state formed a project steering committee headed by state PAC representatives to oversee implementation of the Technical Teams, formulate criteria and standards for recruitment, assemble, and commission team members.

The Training for Trainers workshop was the first meeting of Technical Training Team recruits. The seminar was held at the Colonial Hilton Inn, in Wakefield, Massachusetts. Trainees were provided with housing, meals, and travel expenses by NECCC.

Training Staff

The course was taught by two trainers. An NIC trainer (part of WICHE consulting staff; an NIC grantee) who had been involved in the development and previous presentations of the program, worked with the senior project consultant. The consultant and co-trainer is president of a private consulting firm specializing in training programs for trainers and criminal justice personnel. Both trainers had extensive experience with programs of this type and conducted the class with ease. They were sensitive to the needs of the trainees; they summarized points, responded to questions and provided illustrations to clarify difficult issues.

The instructors were aware of the difficulties involved in working with a large class, having only a short amount of time to cover a lot of material (less than a week). In an attempt to compensate for this, they made themselves available after class hours to help the trainees with course materials. In addition, the trainers adjusted their goals for the program to fit the circumstances. An effort was made to present a program that would sensitize the participants to the formal and generic process of training and familiarize them with the skills and tools needed to develop self-reliant, in-house training capabilities. Emphasis was placed on the creation of a network for the sharing of resources and dissemination of information to facilitate training efforts.

Training Program Development

Members of Project Advisory Committees from each state attended preliminary meetings where they discussed criteria for legitimate training, specific needs of personnel, and services to be provided at the workshop. The project consultant-trainer was present at these planning meetings to assist state representatives and become familiar with training goals set by committee members. The means of defining needs appears to have been left primarily to state representatives. Input from sheriffs and other state corrections personnel contributed to plans for the workshop. Members of the Vermont PAC, in a preliminary meeting, discussed the distribution of a Needs Survey to state institutions.

Project goals centered around the plan to develop training capabilities of existing staff and provide for sharing of training resources and knowledge. It was decided that the workshop would offer intensive instruction

in the process of training. The workshop trainers, having previously conducted training for trainers workshops, were able to draw upon materials they had developed in the past, to meet the needs established by PAC members.

Training Process and Content

The first part of the training week involved a presentation of information on developing and implementing a training program. Prior to each lesson, a handout was issued, stating behavioral objectives for that unit. Participants were familiarized with technical aspects of developing a training program such as needs assessments, survey of resources, writing explicit program goals and objectives, and sequencing of elements. Instruction on preparing materials, classroom arrangement, scheduling, and motivating the learner was included in a section on implementation of training. Elements of teaching, such as drawing up lesson plans, use of various instructional media, and encouraging participant involvement were covered. Training evaluation was briefly discussed, with instruction in development and use of pre- and post-tests and feedback into course design.

Trainees were placed in four groups of about six people each, the first day of the seminar. Group assignment was accomplished through a warm-up exercise. Through the grouping process, the trainers made an attempt to account for the diversity of trainees' jobs, experience in corrections, knowledge level, and geographic location by mixing along these factors. After receiving several days of instruction on the technical structure of training program design and implementation, trainee groups were given an assignment to design and present a mini-training course to the rest of the class, using the techniques learned that week. ARRO team members had an opportunity to observe these presentations. Although each group dealt with the assignment somewhat differently (regarding choice of training topics), the presentations were in many ways similar.

Each group became instructors for 20 minutes and selected a topic for presentation to the class. Some groups used techniques such as need assessments and pre- and post-tests, which they gave to class members. Goals and behavioral objectives of the training were presented and displayed on a flip chart. Individual groups put on training demonstrations using techniques of lecture, role playing, flip charts, blackboard illustrations, and simulations with the use of props and costumes. Most groups ended with summaries and a question and answer period.

After each group had given a presentation, the trainers led a class discussion commenting on the specific examples given in the demonstrations in reference to lessons taught earlier in the week. Issues were applied directly to instances that occur within the trainees' home organizations and facilities.

Training Participants

Criteria for Technical Team members from each state turned out to be similar although state planners developed the standards independently. State representatives agreed on the need for individuals selected to be career-oriented practitioners, to have some prior training experience or training as a trainer, to be highly visible and accessible, to have knowledge in one or two substantive areas, and to have a personality and manner to compliment the training task. An effort to recruit the best qualified and potentially most effective staff trainers was seen as essential. In addition to the lengthy list of qualifications, was the need to recruit individuals who could be released from their present jobs to spend approximately 40 days per year to give time to gain expertise as a trainer and to meet requests for training and assistance within the state. The opportunity for personal and professional growth was seen as an incentive in the recruitment process.

A total of 24 representatives from Maine, Rhode Island, and Vermont attended the workshop. Trainees were drawn from all areas in both adult and juvenile corrections--jails, penitentiaries, probation and parole agencies. Several of the trainees were law enforcement officers. Individual experience in the criminal justice system ranged from several

years to several decades of service in the field. As was anticipated, the structure and sophistication of correctional programs varied by state and the three groups of trainees were accustomed to dealing with different issues. Although no time was allotted during training for participants to publicly introduce and discuss their facilities, it was an unstated goal of the program that trainees be given the opportunity to interact on an informal basis. Information about trainees' various programs, jobs, and organizations flowed back and forth outside of class.

Teaching Methods

The format of the training included presentation of information by way of short lectures, use of flip charts, a blackboard, and class hand-outs. One film was shown as an ice-breaker early in the session. Efforts were made to encourage trainee discussions and active participation in the learning process. Group activities and presentations were a major part of the program. Each trainee was provided with a large notebook that she/he filled with course materials and additional literature as it was handed out. Due to the intensive fast-paced nature of the work-shop, materials provided were primarily for use back home.

Feedback and Evaluation

The trainees were provided with feedback on their performance in training through the trainers' responses and class critiques of group demonstrations and activities. The feedback provided by the trainers can more aptly be described as encouragement. The instructors responded to participants' needs by applying principles learned in training to situations the trainees described in their facilities. Although the content and format of the course were part of a training package, rele-vant examples and discussions followed each presentation by the trainers.

Trainees were required to complete evaluation forms on the program. The workshop was evaluated by a program developer from the Connecticut Department of Corrections. Follow-ups to encourage and assist program participants in translating the training into action is to be provided as part of the program. The trainers emphasized that they would be available for consultation and assistance.

Reactions to the training varied. For many individuals, the workshop served as a refresher course, re-sensitizing them to issues in training. Although a trainer estimate of how many trainees would in fact use their learned skills to implement changes back on the job was as low as 15 per-cent, the program did have other side effects. An important impact of the training resulted from the opportunity trainees had to exchange views, share experiences, and discuss common problems. By bringing together in-dividuals working in the same state systems, the workshop allowed for the state employees to present a unified front to take action and demand more from administrative training personnel. This became more apparent when trainees formed state groups to work on Action Planning, at the close of the training session. Action Planning is a training strategy oriented to practical problems that involves each team in developing detailed problem specific plans for change. State group members drew up plans for action upon return home. For example, staff from Vermont set a tentative date and agenda for a group meeting with the state Training Director to discuss how they could work as a state-wide training team.

Comment

Time constraints on the part of the project coordinator and planners prohibited us from gaining knowledge and a perspective from them concern-ing elements of the training program. Additionally, specifics regarding funding for the workshop were unavailable. Therefore, our report is basically an overview based on available literature provided to us, our limited observation of two training sessions, and brief interviews with the trainers and a number of trainees. Interviews with trainees revealed several questions concerning:

1. Trainees were not always clear on why they had been selected to attend the training session.

2. Trainee participation was not always voluntary.

3. Trainees were not always apprised of the plan to in-volve them in a larger project as members of Technical Service Training Teams.

4. Trainees were not always able to see how they would fit the training received into their jobs upon return to their home organizations.

Plans drawn up for the project detail that individuals selected to be members of the training teams should be provided with information concerning the above topics. A look at problems within the correctional system reveals how the confusion could have occurred. The Council, in its attempts to provide better training services, is dealing with issues in corrections that go beyond the immediate scope of training responsibilities.

NECCC discovered the need for project personnel to conduct numerous meetings with correctional administrators to obtain their cooperation and active support for the training project. A turnover of administrative staff within the states complicated this task. Efforts to implement project plans were inhibited by inadequate communication among decentralized state agencies. Communication within agencies was often poor due to the bureaucratic and heirarchical structure of organizational control. NECCC project staff had the added responsibility of attempting to resolve departmental conflicts and establish effective communication networks within each state system.

The NECCC plan to develop state-wide training networks represents a unique attempt to tackle training needs on a broad scale. Such an undertaking entails extensive planning, coordination, and follow-through efforts. The Council appears to be successfully working with the state training personnel. An 8-week follow-up discussion with the NECCC project coordinator reveals that trainees from Vermont have met and developed plans for implementing Interpersonal Communication Skills (IPC) training for state correctional officers. The individuals who participated in the Wakefield program will conduct the training sessions. The other states are also moving toward the development of training programs using as resources the persons who attended the workshop.

SITE VISIT REPORT

Agency Visited: State of New York Department of Correctional Services
Training Academy

1134 New Scotland Road
Albany, New York 12208

Mr. John Cassidy, Director

Date of Visit: February 26-27, 1979

ARRO Research Team: Dr. Merri-Ann Cooper
Ms. Shelley Price

Background

In 1971 the New York State Department of Corrections started planning to expand its correctional officer training, which had been given since the 1930's. The expansion was the result of: the availability of LEAA funds for training; a recommendation for the development of training academies mentioned in the report of the 1967 Presidents' Commission on Crime and the Administration of Justice; the desire by the then-Commissioner and the then-Executive Deputy Commissioner of Correctional Services to professionalize the guard staff; pressure from unions for better training; and political and community pressures for methods to avert the type of riots that had occurred in Auburn in 1970 and Attica in 1971.

The New York State Correctional Training Academy is located outside of Albany in a former seminary. Three separate agencies use the site for training. Sixty percent of the space is allocated to the New York State Department of Corrections for an academy for the training of correctional officers; 20 percent to the Division of Probation for basic, advanced, specialized, and management training; and 20 percent to the Commission of Correction for the training of local and county correctional personnel. Because of the large number of correctional officers being trained at the Correctional Academy at any one time and the almost constant use of the site for this type of training (i.e., classes are given all year, except 2 weeks at Christmas), much of the training for the Division of Probation and the Commission of Correction is given outside of the Academy in area motels.

The Academy is the site for pre-service training for all correctional officers in the 34 New York State prisons and residential treatment facilities. In addition, in-service training for correctional officers, correctional administrators, line supervisors, and non-uniformed staff is coordinated, often developed, and sometimes presented at the Academy.

The 1977-1978 budget for the Academy was as follows:

Staff Salaries (Academy staff only)	$ 518,429
Temporary Services	7,028
Supplies	42,735
Travel	123,745
Utilities, Rent, and Contractual Services	344,446
Equipment	374
TOTAL	$1,036,857

Training Staff

The training facility is composed of a permanent training staff at the Academy, and training staff from the facilities who teach at the Academy for one or two sessions and serve as counselors to a class of 30 pre-service trainees (see Figure 1 for structure of staff). At the time of our visit, there were six classes present with a total of 175 trainees. Since there are two instructors/counselors for each class, there were 12 outside counselors at that time, as well as the permanent instructors/ counselors at the Academy. These counselor/instructors teach classes, tutor after class, inspect the trainee's rooms, prepare evaluations of the trainees, advise and counsel the trainees.

The training facility is made up almost exclusively of former line officers. Correctional officers who are interested or seem talented are asked to teach by the directors of training, the training lieutenants, at the state correctional facilities. The training lieutenant may then recommend the person to the Academy. The facility trainer will be asked to come up and teach and serve as a counselor for one or two sessions. If the evaluations of the trainer are good, he/she may be asked to stay on permanently. The new trainers are given no formal training, but often will work with an Academy staff member initially in teaching a course.

Director
(In charge of all training of correctional personnel in the state)

Captain
(In charge of training at the Academy and the training lieutenants)

Lieutenant-Recruit Training
(Academy security and discipline)

Lieutenant-In-Service Training
(Coordinate and monitor in-service training)

Lieutenant-Specialized
(Schedule, develop, and evaluate recruit training)

Training Lieutenants (18)

Sergeant
(Time & records)

Sergeant
(Discipline)

Sergeant
(Physical training & defensive tactics)

Sergeant
(Emergency response training)

Instructor/Counselor   Instructor/Counselor   Instructor/Counselor   Instructor/Counselor   Instructor/Counselor   Instructor/Counselor
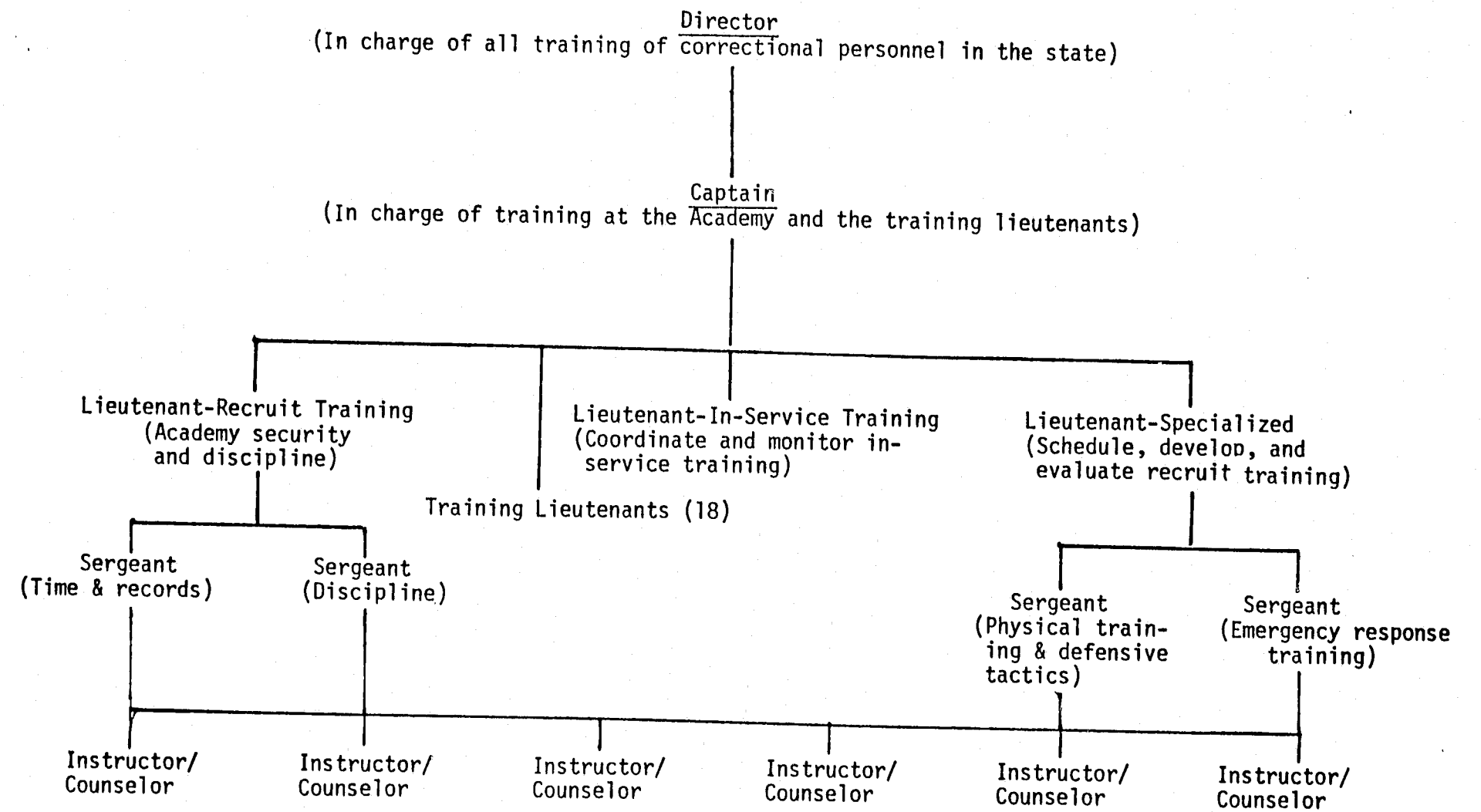
Figure 1. Academy Structure

Certain courses require certification to teach--firearms, chemical agents, and first aid. For the other courses, staff members most expertise in an area teach the course. Guest lecturers (e.g., district attorneys) come regularly to speak to classes.

Besides training given at the Academy, training is offered to correctional personnel at the larger correctional facilities. Eighteen training lieutenants and their training staffs are responsible for training in the facilities. These training lieutenants, who are selected by the State Director of Training and the head of the facilities, are authorized to coordinate the training for the staff of the facility, do some teaching, recruit their training staffs, develop or work with someone else to develop training courses in the facility, and advise the Academy of new training needs.

Training Program Development

The goal of pre-service training is to teach officers basic information about prisons, relevant laws, and the role of correctional officers, and basic skills in self defense and the use of firearms. Information about specific institutions and the development of other skills are left to the two other phases of paid pre-service training--2 weeks observing and on-the-job training with a more experienced correctional officer at one of the larger prisons, and 4 weeks of work under supervision at the facility to which the officer is finally assigned.

The goals of in-service training are to teach information or practices needed at the facility, to teach about new laws or policies, and to retrain skills to keep them up-to-date. The purpose of the management courses is primarily individual career development.

Training needs are determined in several ways. The topics for some courses are mandated legally, e.g., use of firearms, first aid. Other courses result from a crisis at the facility indicating a problem in staff performance, observations about a problem made by Academy staff when visiting a facility, changes in laws or policies, requests from a facility, or, on occasion, from a formal needs assessment.

Pre-service training courses have been developed primarily by the training staff at the Academy. In addition, training staff in the facilities, consultants, and individuals in the facilities who are considered experts on a topic are also involved in developing some courses. Courses are frequently revised and updated based on changes in laws and policies, and on course evaluations.

Academy staff, the training staff at the facilities, experts in one of the facilities or in the Department of Corrections, and consultants are involved in developing most of the in-service courses. Sometimes the Academy staff will handle a training request by linking up a facility with a problem or a request for a special program with a facility which has handled the problem or has such a program. The management development courses were developed by Academy staff working with faculty members at Russell Sage and John Jay Colleges, who now teach the courses at the Academy.

Training Process and Content

Pre-service training is extensive. After passing a Civil Service Exam and being hired by the Department of Corrections, each correctional officer is required to go to the Training Academy for 6 weeks of paid (at the rate of $10,600 per year) course work. After training, the officer is on a probationary period for one year and his/her salary increases to $12,000 per year.

The majority of courses given during the 6-week academy training are concerned with security and control procedures. Also, there are courses dealing with: the prison environment; the role of the correctional officer; prison problems (e.g., alcoholism, use of drugs), supervision and communication skills; legal rights and responsibilities; physical training and defensive tactics. (A list of courses is attached.) In addition to training skills and knowledge, the Academy attempts to instill general discipline. The combination of the military structure of the institution (e.g., the titles and uniforms), the strict rules governing dress and behavior; and the requirement to live at the Academy, is intended to teach the officers to be careful of everything they do, and to be able to present themselves as self-controlled and self-disciplined.

STATE OF NEW YORK

DEPARTMENT OF CORRECTIONAL SERVICES

THE STATE OFFICE BUILDING CAMPUS

ALBANY, N.Y. 12226

RICHARD D. HONGISTO
COMMISSIONER

TO: Whom It May Concern

FROM: Director, Department of Correctional Services Training Academy

RE: CORRECTION OFFICER TRAINEE _____ SS# _____

DATE: FROM _____ TO _____ SESSION _____

During initial Academy training, the above named trainee received the following hours of training. Subject areas 1-6 were each followed by one or more written examinations and reviews as indicated:

1. EMERGENCY RESPONSE PROCEDURES	HOURS PRESCRIBED	HOURS RECEIVED
Chemical Agents (Exam)	9 1/2	
Firearms-Departmental Policies	4	
Firearms-Range (Exam)	21 1/2	
First Aid Multi-Media (Exam)	8	
Other		

2. COMMUNICATION AND SUPERVISION TECHNIQUES (COMPREHENSIVE EXAM)		
Attitudes in Supervision	3	
Decision Making Techniques	3	
Interpersonal Communication Skills	8	
Introduction to Human Relations	2	
Leadership and Motivation Theories	3	
Stress Simulation Exercises	Var.	
Other		

3. LEGAL RIGHTS AND RESPONSIBILITIES (COMPREHENSIVE EXAM)		
Attendance Rules	2	
Chapters V and VI (Exam)	9	
Department Objectives and Goals	2	
Employee Rules-Employee Manual (Exam)	7	
Inmate Rules and Regulations	3	
Legal Rights and Responsibilities-Firearms	1	
Legal Responsibilities of Correction Officers	3	
Mechanics of Inmate Disciplinary Procedures	3	
Other		

4. PHYSICAL TRAINING AND DEFENSIVE TACTICS (EXAM)	HOURS PRESCRIBED	HOURS RECEIVED
Formation and Drill Exercises	2	
Introduction to Physical Training & Self Defense	1	
Physical Training	19	
Unarmed Defensive Tactics	26	
Other		

5. SECURITY PROCEDURES (COMPREHENSIVE EXAM)		
Cell Frisking Exercise	2	
Contraband and Frisking Procedures	4	
Counting Inmates	2	
Drug Awareness (Exam)	6	
Facility Security Posts	3	
Facility Tour-Coxsackie Corr. Facility	5	
Facility Tour-Great Meadow Corr. Facility	6	
Graft and Bribery Recognition	1	
Hostage Survival	3	
Inmate Gangs	2	
Inmate Packing Procedures	2	
* On-The-Job Training	80	
On-The-Job Training Briefing	1	
Preservation of Evidence	2	
Receiving the Inmate	1	
Recognizing Abnormal Inmate Behavior	3	
Supervision of Food Service Areas	2	
Supervision of General Housing	4	
Tool and Key Control	2	
Transportation of Inmates	4	
Visiting and Package Room Procedures	2	
Visiting Room Role Playing Exercise	3	
Other		

6. WRITTEN COMMUNICATIONS		
Inmate Incentive Allowance Program	1	
Report Writing (Exam)	13	
Other		

7. CONCEPTS AND ISSUES IN CORRECTIONS		
Academy Orientation and Processing (Pre-Test)	15	
Correction Commission and Probation Overview	1	
Current Trends in Corrections	1	
Facility Operations	1	
Mental Hygiene Satellite Program	2	
Minority Group Manpower	1	
Overview of Criminal Justice System	2	
Perspectives in Alcoholism	1	
Program Services	1	
Higher Education	3	

REMARKS:
* Trainees will receive two weeks of On-The-Job Training following the Academy training under the direction of the Training Lieutenant at the assigned facility.

Revised 2/79

There are four types of in-service training presently given by the Department of Corrections. The first type is the 32 hours of training given to all correctional officers each year (as required by the union contract). The training is given during work hours at the correctional facilities. There is a staff of officers, one for each 54 correctional officers at a facility, whose job is to replace officers while they are in training classes.

Ten hours of training are legally mandated each year--firearms, use of chemical agents, and fire and safety. Other training (e.g., first aid) is mandated to be given every certain number of years. Beyond these hours, the rest of training is determined by the director of training at the facility (the training lieutenant), and is based on the officer's requests, supervisory evaluations, and specific problems or requirements of the facility.

The second type of in-service training concerns special projects. This includes programs developed for certain groups of correctional employees, and programs developed for facilities with special needs or problems. In addition, the Academy staff develops a program, usually concerning a new policy or law, for the yearly meeting of the correctional facility superintendents.

The third type concerns management development. Although programs are planned for other levels, at this time there is only a program for middle managers--those persons with some supervisory responsibilities. There are four courses--a basic survey course on management, and courses on personnel, budget, and communications. These course areas were selected by training staff, training lieutenants, and deputy commissioners as being the most needed. The advisory committee generally selects managers with the greatest potential and interest in management.

The fourth type of in-service training is a program to encourage higher education. The purposes of this program are to professionalize the staff, to increase skill levels, and to meet accreditation standards. In order to encourage correctional personnel to return to school, counseling and advising is provided, some courses are offered at the facilities and 50 percent of the costs are reimbursed for courses related to criminal justice or courses in a criminal justice degree program. This higher education project seems successful in encouraging college attendance; 1,400 individuals are matriculated in college programs now.

An additional program is presently being planned. All nonuniformed correctional staff will be given the same courses, except for firearms and chemical agents training, given to new correctional officers. It is planned that the staff will be given 1/2 day a month off for this training.

Training Participants

After being hired by the Department of Corrections, all correctional officers attend pre-service training at the Academy.

In-service training is handled differently depending on the persons being trained, or the material being presented. Ten hours of training are mandated for each correctional officer each year. Additional training is mandated every certain number of years. Further training is given for officers with special needs. Special programs may be developed for all employees at a facility or for groups of employees, e.g., social workers at different facilities. In order to be admitted into management development courses, the manager must volunteer for the course, be recommended by his/her supervisor, show potential for training by past involvement in training or higher education courses, and be selected by the training advisory committee at the facility.

Teaching Methods

Most of the pre-service training courses are taught primarily with lecture (with obvious exceptions like physical training, defensive tactics, and the use of firearms), with some discussion, role playing, and use of films and videotapes. The curriculum is based on legal requirements, departmental policies and procedures, ideas of the training staff in the Academy and at the facilities, problems that have arisen (e.g., drug use, gang activities) that training may be able to alleviate, and feedback from

former trainees about needs at the facilities. Most of the content is applied, rather than theoretical, and is usually directly related to departmental policies and procedures, which make up much of the reading required in the courses.

There is more flexibility in in-service training. Some of the classes have lecture format. Other courses have more opportunity for the active participation of trainees.

The management development courses are taught in the format of a college-level seminar, and can be used for college credit. There is an exam and a research paper required. The format for each course involves some lecture, small group discussion, role playing, and group projects.

Feedback and Evaluation

All of the pre-service and most of the in-service courses have either exam or course paper requirements. The most extensive form of evaluation is for the pre-service training programs. For these courses, there are course exams and four comprehensive exams on laws, communications, supervision, and security. Trainees are required to get an average of 70 percent on their exams in order to pass training. Passing training is required before officers can work. Three days of unexcused absences also results in failure. One day of absences results in loss of a day's pay. About 13 percent of the 1,500 trainees last year failed or dropped out of training.

In pre-service training, failing students are formally notified of their poor performances. Counselors are available to both tutor and advise trainees who are performing poorly.

There are several types of informal and formal evaluations of courses. The training staff evaluates the courses they teach. Trainees evaluate each course. Supervisory staff at the Academy frequently sit in on classes. Individuals from the Commission of Correction observe classes, as well as look over the detailed outlines of course content and instructional methods developed for each course.

Comment

The pre-service program is traditional in content, stressing security and control procedures, and traditional in method (lectures extensively). The content of the courses seems very relevant. The network linking the Academy to the institutions--the use of training lieutenants, and having institutional training staff teach at the Academy--assures that the courses meet institutional needs. Having a training staff made up of former line staff increases the authority and legitimacy of the trainers. The training lieutenants, without a great deal of resources, must shoulder a number of training responsibilities. They may even be given too many jobs; since we did not visit any of the lieutenants, this concern could not be verified. The buddy system that is part of training should be useful in giving the trainee a "hands on" feel for the job while being supported and observed by an experienced colleague.

We were impressed by the concern and involvement of the staff in training and in the trainees. The use of trainer/counselors seems especially effective in conveying this concern. Several trainees mentioned how their counselors had tutored them and discussed problems with them. At first, we found the discipline and military-like atmosphere at the Academy intimidating. However, the discipline must have some positive consequences. The argument that discipline makes correctional officers more aware of their duties and responsibilities seems reasonable. We wonder if trainees should not see a prison somewhat earlier in training. Several trainees expressed the feeling that they didn't really know what prisons were like.

SITE VISIT REPORT

Agency Visited: <u>Illinois Correctional Training Academy</u>

3900 W. 103rd Street
Chicago, Illinois 60655

Mr. Jess Maghan, Director

Date of Visit: February 28-March 1, 1979

ARRO Research Team: Dr. Robert Johnson
Ms. Sharyn Mallamad
Ms. Nancy Yedlin

Background

The Illinois Correctional Training Academy was created in October 1973, and officially began operation on the campus of St. Xavier College, Chicago, in 1974. The Academy was created to offer mandatory pre-service training to all new correctional employees and annual in-service training to regular correctional personnel. The emphasis of training has been on providing programs for new and incumbent line correctional officers of penal institutions. The training program for line officers was developed with the assistance of selected senior correctional officers and a grant from the Law Enforcement Assistance Administration. Between 1973 and 1977, Academy funding was gradually taken over from LEAA by the State of Illinois. Line officer training programs were augmented over the same period to include a variety of special training programs for non-security personnel. (In fact, 2,800 such persons were trained at the Academy between 1973 and 1977). The Academy was nominated as an "exemplary program" by the Illinois Law Enforcement Commission in 1976, and is viewed by many in corrections as a national model for correctional academies.

Our site visit focused on the pre-service training program offered to line correctional officers. This training program entails 3 weeks of formal instruction at the Academy, followed by 1 week of formal instruction and 2 weeks of on-the-job training at the home institution. The training appears integral to the careers of new personnel, in that employees are

designated as correctional officer/trainees until they complete their training, whereupon they are officially christened as full-fledged correctional officers. Efforts were in progress at the time of our visit to make promotions similarly contingent upon completion of appropriate training programs.

Training Staff

At the time of our visit, the Academy included 37 staff members, of whom 18 were trainers. Of these 18 trainers, 4 were correctional line officers, responsible for the pre-service and in-service training of line officers working in the state correctional institutions. Their credentials involved a mix of related work experience and education, with experience afforded more weight in the personnel selection process than formal education.

Line officer trainers have considerable autonomy at the Academy. They play an active role in shaping and evaluating the training program. Their professional development is encouraged. Both trainers we interviewed completed the National Institute of Corrections "Training for Trainers" course, and were reinforced in their efforts to infuse their learning into training sessions and general program development.

Training Program Development

As stated in a recent annual report, the objectives of the Academy are as follows:

- To acquaint new and incumbent employees with Department goals and policy.

- To provide employee feedback for Department consideration and action.

- To increase employee effectiveness through training for promotion, skill development, increased knowledge of job duties and responsibilities, and improved understanding of the effect of employee and resident attitudes.

- To assist in the improvement of personnel management through reduction of staff turnover, overtime pay, absenteeism, and grievances.

- To enhance Department operations and program effectiveness through improved inter-personal communications, application of management skills, and identification of staff potential.

These objectives were developed with the assistance of outside consultants, including corrections and management specialists. Selected senior correctional personnel played a central role in program development, and were the first persons to receive training at the Academy.

A "Training Resource Center," located on the Academy grounds, provides an impressive array of library and media services to the trainers, to assist them in curriculum development and instruction. In addition to provision and production of resources, center activities include the conduct of program evaluations and periodic needs assessments. Needs assessments are conducted with three populations: line staff, supervisors, and corrections department personnel. The information produced is shared with the Academy director and the trainers, who attempt to respond to perceived training needs. As a consequence, the content of specific courses varies from year to year. Course content is revised annually, and is considered an area in which fluidity and flexibility are essential to keeping in touch with the needs of line officers.

Training Process and Content

The core of the pre-service training regimen is offered at the Academy. Classes are conducted principally in a large lecture hall. The hall has a seating capacity of approximately 200 persons, but typical pre-service classes range in size from 60 to 90 trainees. The hall is equipped for the use of audio-visual devices and includes a center stage suitable for role playing.

The trainees usually come to the Academy within a few weeks of being hired by the Department of Corrections. Many come to the Academy with no on-the-job experience. They encounter a 3-week program run along military lines, trainers dress in uniform, and rigid rules of etiquette in effect. The stated aim of the program, in the words of then Academy director, Jess Maghan, is "to make the trainees think of training as a

regular duty post." The Academy, then, simulates something akin to the line officers' world for the new recruits. The hope is that a basic training agenda, covered in an appropriate context and manner, will equip the trainees to carry out the rudimentary tasks of the correctional officer. An allied hope is that a recurring emphasis in lectures on the theme of human relations, will alert the trainee to the legitimate needs of prisoners and soften, or place in perspective, the need for strict prison discipline.

The trainers think of the pre-service curriculum as a standard example of the genre, though perhaps somewhat longer and more detailed than equivalent programs elsewhere. Each week-long block of courses (the Academy program runs for 3 weeks) contributes to the genesis of a basic line correctional officer. Week 1 entails an overview of the justice system, the prison, the prisoner, and the meaning of custody, offered in conjuction with a daily regimen of physical training and self-defense. Week 2 includes exposure to the logistics and tools of custody, with a continuing focus on physical training and self-defense. Week 3 includes consideration of larger issues bearing on custody (such as inmate and officer stress), a continued preoccupation with physical fitness, plus a host of ancillary concerns, ranging from basic services (First Aid) to basic communication skills (Report Writing).

The end result of this training, taken on its own terms, would be a reasonably fit custodian, with a minor in riot control. Actually, this isn't too far from what the line officer should be, as seen by the Academy trainers and some experts in the field. The trainers wish to convey a picture of the prison as a controlled jungle, "a serious place, not a vacation spot." Officers must be alert, principally to prevent violence from erupting, but also to offer a helping hand to the prisoner who would otherwise brood over his problems, perhaps exploding with resentment at the next officer who happens to cross his path. Officers are explicitly admonished to "think green," meaning that the uniform (which is green) must command loyalty at all times, transcending the divisive appeals of race, rank, region (within the state), and social class. Officers also

must become aware of the various departments, units, and personnel that make up the prison, so that they (a) are aware of the formal resources at their disposal, and (b) can develop a sense of teamhood with their fellow staff members. Finally, the budding line officer is advised to use his authority in a "firm but fair" manner. The exact parameters of an authority that is "firm but fair" was never clearly delineated in the many lectures and films in which the concept was urged upon trainees. This did not deter the trainees, however, who appeared to see this as an appeal to use common sense on the job--an appeal they found reassuring (since it gave them options beyond those specified in the rule book) and easy to understand.

Training Participants

The requirements for entry-level positions in the Illinois Department of Corrections are exceedingly modest. There is no civil service examination for correctional officers, and the institutions hire men and women directly upon application. All the applicants must possess is a high school degree or its equivalent (equivalency is subjectively assessed during the job interview), and the capacity to fill out the written application.

Teaching Methods

The principal teaching method used at the Academy is the lecture, which is liberally supplemented by audio-visual materials highlighting standard prison problems posed for the line officer, as well as the various approved and disapproved modes of response open to the officer. The large class size is seen as requiring lectures and making alternative teaching techniques, like role playing, impractical. The trainers would like more classroom time allotted to training, in order to allow for more comprehensive lectures, more films, and more opportunities for role playing and other individualized techniques of instruction.

Feedback and Evaluation

Trainee attitudes about training are routinely assessed and evaluated in terms of their implications for curriculum development and implementation. Based on paper-and-pencil evaluation forms used at the end of each course and after the completion of the program, trainee attitudes regarding the following topics are measured: (1) the necessity of training; (2) the extent to which the training is clear and understandable; (3) the relevance of the training; (4) the effectiveness of the various training techniques used; and (5) the appropriateness of the environment in which the training takes place.

The amount of information and/or skills acquired by trainees is also routinely assessed in terms of trainee performance on written examinations. Examination scores are used to indicate, in broad terms, whether the courses are too demanding, or, instead, need to be made more rigorous. Generally, test performance validates the judgments of the trainers as to the extent of comprehension achieved by the trainees.

Neither the transfer of learning from the Academy to the work environment, nor the impact or lack of impact of such transfer of learning, are regularly assessed. Academy staff did, however, conduct one 6-month follow-up of trainees in which the trainees were interviewed at their work sites and tested as to retention of information disseminated in training. According to the Academy director, the study concluded that, among other things, the content of training offered at the Academy was very much in line with the challenges faced by officers on-the-job.

Comment

The Illinois Correctional Training Academy provides a reasonably comprehensive training program for pre-service line correctional officers. The physical facilities and support services are impressive. The trainers possess respectable credentials, are encouraged to expand their skills, and are afforded a significant role in development and implementation of the training curriculum. The Academy director (at the time of our visit) shows a strong commitment to training and to professionalizing the correctional officer.

The problems faced by the Academy are mostly exogenous ones, such as racial conflicts that occasionally emerge among trainees, the literacy problems shown by many trainees, the sometimes obtrusive monitoring role played by correctional employee unions, the court decisions complicating the tasks of all correctional personnel, the "old-timers" who counsel trainees to "wise-up" and forget their training, and the general sense that corrections is an increasingly tough and unrewarding business. Additionally, the Academy has always had to fight to retain its autonomy from the separate correctional facilities. It was winning that fight at the time of our visit. Today, however, the Academy has been dismantled, ostensibly to allow for sweeping organizational changes prior to its relocation and reopening this May in Springfield. Be this as it may, the future of the Academy remains unknown.

SITE VISIT REPORT

Agency Visited: Pacemaker Planning, Inc.

                      3617 Lexington Road
                      Louisville, Kentucky 40207

                      Mr. John L. Grenough, President

Date of Visit: March 6, 1979

ARRO Research Team: Dr. Albert Glickman
                      Mr. Howard C. Olson

Background

Pacemaker Planning specializes in evaluation of criminal justice training programs. The organization has been involved in the evaluation or design of national-scope training programs for the National Crime Prevention Institute, the National Fire Academy, and the National Institute of Corrections. Pacemaker Planning terms its evaluation technique as a "training-for-results approach," based on the concept that training is valuable only if it is utilized. The essence of their frame of reference is represented by the following quotation from their organization literature: "By focusing on utilization and training for results, a training program's expected impact can be specifically predicted; its actual impact can be measured; and its cost effectiveness determined." The key questions of this "training-for-results" approach, based on the utilization concept, are: (1) What specific results should the training produce? and (2) What results are actually being achieved?

In addition to John Grenough, Roy Dixon, a full-time consultant to Pacemaker, participated in our discussions. These two men are the principal professional capability of the firm. Their office is a converted house trailer, which is quite sufficient for themselves and a secretary. In general terms, the training-for-results system works as follows:

1. Problem, training need. A determination is made that specific knowledge and skills must be utilized by appropriate people to resolve an identified problem.

2. Course design, development. A training program is designed around the knowledge and skills needed and their expected utilization. Learning objectives, lesson plans, teaching techniques, testing, and student selection criteria are developed so as to maximize the expected utilizations.

3. Training delivery, assessment. Training is delivered and immediately assessed, again along expected utilization lines, in terms of student learning and performance, and student reactions to the training.

4. On-the-job utilization, impact. Participants of the training program are systematically surveyed after their return to their job; actual utilization (or the lack of it) of the training is measured both to validate initial assessments of the training and to set the stage for impact measurement. Impact measurement determines whether, and to what extent, the knowledge-skills being utilized by the training participants is resolving the identified problem.

5. Program cost effectiveness. Finally, the net effect of the training on the initial problem is determined, the costs of achieving that effect are calculated, and the results-costs information are on hand for making the management decision to continue, modify, or terminate the program.

Related questions that Grenough and Dixon emphasize as central to their approach are such as the following: How do trainers expect the trainees to use the training? What impact does training have upon the agency (more so than on the individual) in terms of operational effectiveness? In elaborating on this theme, Grenough and Dixon drew from the several evaluation projects that they had conducted, not only from the NIC management training.

They emphasize the need to distinguish between trainee satisfaction and actual training requirements. Over-reliance upon the satisfaction index (e.g., quality of an instructor, interest level of a component of curriculum) may cause one to give undue emphasis to the "popular" component, away from the actual critical requirements.

They note that often the primary objective of training is not set down. Particularly in the case of management-oriented training, evangelism--creating a "mind set"--may be the essential factor, rather than technology.

They stress the need for instructors and trainees to know what people are going to do with the information they receive. This approach, they feel, avoids the obfuscation induced by the use of profession jargon (as, for example, in the case of analysis of curriculum objectives).

In their review of evaluative information that had been collected in the course of the university training program for correctional managers, these observations were highlighted:

- There were no need assessments carried out before the training was initiated.

- There were no common systematic elements to the evaluation process.

- A great deal of emphasis was given to evaluation of minutia, such as ratings of instructors and participant satisfactions.

- Little attention was given to evidence of utility of the learning or to organizational impact.

- No systematic monitoring was evident.

- The focus was on the achievements of the high achievers (self-selected, elite), rather than upon the marginal types of trainees (testimonials).

Rationale and Approach of Principal Pacemaker Study

Pacemaker Planning has a contract for Evaluation of High Level University Training Programs for Managerial Personnel in Corrections carried out by four universities (principally Wharton School at University of Pennsylvania and University of Southern California) over a 5 year period (1972-1976) covering seven courses at these universities (see NIC abstract). The data for this study were collected in 1978 and early 1979. The report is due in August of 1979.

Major sources of information were 276 people who had participated in these training courses. These people provided retrospective information. Among the principal instruments used was a ten-item questionnaire, "Correctional Management Importance-Effectiveness Ratings." The respondents were asked to recall and rate the ten items reflecting their management style and practices before and then as of today on two dimensions: (1) influences upon your management approach and practices, (2) effectiveness in using this capability. (They anticipated a response rate of 60 to 75 percent, all responses had not been received.)

A follow-up telephone interview was being conducted with a sample of 60 of the trainees. It provided open-ended questions dealing with: (1) management training's impact on your professional ability, (2) agency management changes resulting from your post-training efforts, (3) evolution of management in corrections, (4) in retrospect. The average length of interview was 45 minutes.

The seven courses that were to be studied were analyzed applying a systems concept, giving attention to the curriculum goals. This lead to the definition of ten management skill-knowledge areas:

1. Understanding of the agency or program mission and translated into goals and objectives.

2. Identification of available resources within and outside the agency or program and determination of how they can be used toward achieving agency goals.

3. Anticipation of problems within and outside the agency or program that can interfere with attainment of objectives and determination of how to resolve them.

4. Involving others in a participative management fashion to develop strategies and work plans for attaining agency objectives.

5. Developing policies and procedures and assigning responsibilities to carry out agency work plans.

6. Monitoring progress toward objectives, making adjustments in objectives and/or work plans.

7. Maintaining awareness of trends and developments in the correctional field for application to the agency or program.

8. Keeping abreast of concepts, principles, and techniques in the management field for application to the agency or program.

9. Making decisions in time of crisis to alleviate problems and prevent their recurrence.

10. Maintaining communications with the groups that affect or are affected by the agency or program.

While the analysis is just getting underway, the preliminary findings are that low self-ratings of effectiveness are given. As a check upon the validity of the retrospective reports of "before" estimates, a recent sample of people entering the Wharton program was asked to give "before" responses. The profile of the true "before" group was consistent with the retrospective profiles. The mean levels were higher for reported responses in terms of importance for the more recently trained.

The more intensive interviews of 60 people dealt with the training elements used and not used. Also indications were solicited of what forces would be operating on corrections management in the future.

In line with the Pacemaker emphasis upon utility, major attention was given to the potential impacts upon the organization and less upon the changes brought upon individuals. Individuals were asked to point out ways they have been able to use what they learned in training as reflected in impact upon their agency. Respondents were asked whether the change has been institutionalized, whether it would be likely to survive their departure, and what institutional changes were taking place.

In terms of perspective outcomes of the study three major objectives were sought: (1) provide a focus on the problem set, including exogenous influences; (2) provide indications of appropriate management techniques; (3) get the trainee to look upon self as manager (How do I look? How do I change?).

Indications of utilization were sought, as well as indications of acquisition of technical skill, knowledge, and techniques; increased sensitivity, greater awareness, and sharper focus upon relevant problems; translation in terms of changes in personal styles; and development of a problem set framework of perception and of problem analysis.

Some Anticipated Recommendations to NIC by Pacemaker

Institute a simple monitoring feedback system that provides information on how people are or are not using training. Having identified major areas of utilization, screen prospective trainees on the basis of manifest interest in at least one or two of these utilizations.

Some Questions of Strategy of Training for Organizational Change

Self-selection played a considerable role in the assignment of people to this kind of university training. Two major groupings of trainees appear to result. One is "truly motivated," the other consists of "turkeys" who welcome the time off from the job, but are not intent upon deriving specific benefits from the training. This raises some questions as to who the legitimate targets of this kind of high level university training are to be. Should the rich get richer; that is, invest in the best? On the other hand, should more attention be given to the less well endowed and motivated who might manifest larger absolute levels of improvement, and

of whom there are larger numbers? That is to say, should the organizational objectives be to make the good better, or to raise the level of the poorer managers?

It appears that the expensive training of the kind given at Wharton and the USC creates a predisposition toward choosing the select people. It is probable that those who attend these courses, if they are to benefit, must be able to meet and compete with high level people. Some minimum threshold level of potential must be exhibited. It is also noted that this line of thinking also embraces the question of trainees in these programs providing stimulation for the application of additional training for others in-house in their organizations.

It is also pointed out that the structure of these programs into several segments is the key to the concept of training linkages. For example, the Wharton program involves three phases. The first and last take place at the university. In between there are regional workshops to which the enrolees are asked to bring two or more co-participants from their organization (two are paid for out of federal funds). Enrolees and their organization are also asked to address the question, "Who should be the next people in their systems to be sent to this training?"

Obviously, the follow-up and feedback is crucial to the successful operation of this design. Another recommendation that Pacemaker anticipates is that provision for continuing evaluation be made prerequisite to the receipt of grants, and that subsequent funding be conditional upon evidence of having carried out such evaluations.

Critique of ARRO Model

We reviewed the Instructional Systems Operations Model with the Pacemaker personnel. They recommended that there be added to the model more explicit representation of expected utilization of training and the manifestations thereof. In this fashion, it is suggested that a clearer representation be obtained of the problem to which training is addressed. This also gives emphasis, from the organizational stand point, that training is part of the organizational problem-solving process. It is also

suggested that feedback loops be shown, which suggests that training out-
comes be measured at several time periods subsequent to the completion of
formal instruction. In addition to the fact that different elements will
mature at different times, the observation was made that the assessments
made more proximate to the conclusion of training are likely to be biased
by the enthusiasm generated by the course and the cohort reinforcements
and the self-justification. The tests of application and utilization
have not yet taken place. Those sets of evidence that are collected at a
later time are likely to be more useful as indicators of actual impact
upon organizational behavior.

It is worth noting that our models are essentially one dimensional.
That is, they are designed to represent the tracking of single projects.
We may think of subsequent development, in the manner of a Chinese checker
board, of a program model in which the single projects accumulate and in-
teract to provide the program evaluation. These, in turn, are then em-
braced within the context of the on-going system and the changes that may
be manifested upon it or from it.

At another stage of conceptual development we may want to show cost
loops.

It might also be noted that our conceptual scheme so far is largely
in terms of a closed system. It might be more complete and realistic to
provide appropriate representation of alternative training process loops.

Trainee-Trainer Contract

A final aspect of discussion centered upon the fundamental require-
ments that the trainers and the trainees have some basic agreement at the
outset of what the trainee is there for. Likewise, management and the
employee should establish agreement. The "contract" that is largely im-
plicit ought to be made quite explicit. Then the question can be addressed:
Was the "contract" fulfilled? "Batting average" can be defined in more
understandable terms. It can be recognized that we have here a principle
of accountability. Where accountability becomes explicit, the question
becomes more compelling: How would you know your program was having im-
pact?

When this type of question was taken more seriously, the issue of
how to get training assessment built in from the beginning to establish
utilization and impact in more meaningful terms (before and after) might
be taken more seriously.

Comment

The consistent emphasis in evaluation that Pacemaker Planning conducts
upon how the training is being used is very persuasive. Pacemaker Planning
awareness of the subtle biases, opinions, and enthusiasm engendered in
trainees by engaging instructors, but which have little relationship to
use in training, is encouraging. Encouraging, because so much evaluation
of training is content to examine only these more superficial affects of a
training program. Pacemaker Planning is much more thorough. We learned
much from this short site visit.

SITE VISIT REPORT

Agency Visited: The Wharton School, University of Pennsylvania

Management and Behavioral Science Center (MBSC)
The Wharton School-Vance 400
University of Pennsylvania
Philadelphia, Pennsylvania 19104

Dr. Charles Dwyer, Associate Professor, Co-Director
Mr. Thomas Gilmore, Senior Research Analyst, Co-Director

Strategic Management in Corrections: A Program for
Correctional Executives

Date of Visit: March 12, 1979

ARRO Research Team: Dr. Ronald J. Weiner
Dr. Merri-Ann Cooper

Background

The Strategic Management program is in its 5th year of operation under
a grant from the National Institute of Corrections. Current funding is at
a level of $270,000 per year. The program is designed for managers and
executives who occupy positions at the top of the correctional agencies
including institutional, probation, and parole officials who are re-
sponsible for policy making in their agencies. The program, participant
travel, per diem, and course materials are provided by NIC.

Training Staff

Training is conducted by a staff of four full-time people assigned to
the program including Mr. Gilmore, the Co-Director. Two of the training
staff are doctoral students working on degrees through the Management and
Behavioral Science Center of the Wharton School. One trainer is a doctoral
student in the School of Social Work at University of Pennsylvania. Other
faculty from within the Wharton School are used as staff for the year-long
program. The four key staff members and Dr. Dwyer are involved in the de-
sign and implementation of the training program. There was little evidence
of the use of outside consultants as part of the training staff.

Training Program Development

The program emphasizes teaching managers to incorporate and develop
a set of skills through a strategic management model described as follows:

- Identifies and assesses the impact of forces in the organ-
  ization's environment.

- Establishes organizational goals in a context of conflict-
  ing values.

- Determines organizational needs and opportunities.

- Generates alternatives to meet these needs and opportunities.

- Specifies the resources required and the ways of generating
  them.

- Selects the most viable alternative and designs an appro-
  priate organizational and management system.

- Implements, evaluates, and controls the solution.

Figure 1 describes the objectives underlying the strategic management
program. The major foci in training is to provide correctional executives/
managers with tools to assess environmental forces, as well as their own
managerial styles and to evaluate the extent to which these enhance or
hinder correctional programs in meeting their objectives.

A partial needs assessment is conducted during the program development
phase. Strategic management staff identified a cluster of common managerial
problems and skill requirements related to correctional executives which
were used in designing and redesigning the program. Performance standards,
however, are not built into the program, although each trainee is expected
to implement a specific project in his or her home institution upon return-
ing there with the concepts and tools learned from their experiences in
strategic management.

Training Process and Content

Six distinct program phases are included in the training design. An
open-systems model of instruction is emphasized by project training staff:

Program Objectives

A. **Environmental Focus:**

 1. Explore what is happening in the environment;
 2. Assess how environmental forces affect corrections;
 3. Priortize problems that will have to be dealt with;
 4. Evaluate various approaches which can be used to deal with problems in the environment.

B. **Personal Focus:**

 1. To expand the self perceptions of correctional managers in order to assess their own biases and preferences towards certain issues;
 2. To reexamine the constraints correctional managers impose on themselves and how these constraints impede their managerial effectiveness and creativity as problem solvers;
 3. Correctional managers encouraged to experiment with their managerial behavior and assess outcomes.

Program Methods

Strategic Management Process Methods:

 1. Residential Conference
 2. Regional Workshop
 3. Field Consultancy
 4. Collaborative Project
 5. Final Residential Conference

Figure 1. Strategic Management in Corrections

Input Phase

- **Program development.** Selection of participants and initial contact with the participants to learn more about their particular needs and capabilities. Participants in the previous year's program are encouraged to contact new participants in order to share their experiences and help the new participants capitalize on the resources available in the program.

Conversion Phase

- **First residential phase.** A 6-day intensive presentation of strategic management concepts and application of these concepts to the participants' specific management concerns. Leading management faculty present key elements in the process and participants--individually or in groups--are encouraged to apply the concepts to their own situations. The closing day is devoted to developing plans for the field phases and selecting appropriate co-participants.

- **Regional field phase.** Three-day workshops incorporating review and application to specific issues are held in each of four regional areas, with participants attending the session in their area. Each participant brings at least two co-participants from his or her organization to be involved in all aspects of the regional program. These workshops will go into greater depth concerning key concepts involved with the Strategic Management Process, and provide an opportunity for each organization to develop a "team" which will have shared perceptions and experiences surrounding the core concepts.

- **Individual field work.** Over a 5-month period, each participant working with his or her co-participants designs and begins implementing a strategic intervention in his or her organization. Support is provided by program staff for planning purposes, and each participant is entitled to

a 1-day field consultation by a member of the MBSC or Wharton staff. The visit should be an integral part of the planned intervention. Participants are expected to commit time during this phase in group consultations to other participants, or to respond to questionnaires or data requests from program staff around issues of mutual interest.

- Final residential phase. The original group reconvenes for a 5-day session having undergone different regional and individual field work experiences. These experiences provide the basis for an intensive working-through of the difficulties of managing change. The participants assume much of the lead in this phase. The use of formal lectures is minimized.

Output Phase

- Networking and follow-up. A 2-month activity in which program staff facilitates the development of networks for the continuing interaction of participants and co-participants after the formal program has ended.

As can be seen, training occurs over a 1-year cycle emphasizing a new set of priorities, which build upon prior phases of training. Participants from prior years of training are actively utilized in helping new trainees acquire some understanding of the program.

During the first residential phase, participants receive 6 days of intensive didactic and experiential training related to the core strategic management process. Upon completion, trainees assume active responsibility for initiating and selecting co-participants from within their own organizational settings to comprise a team which can be brought to the Regional Workshop. The principal trainee participants actively become trainers themselves by orienting co-participants to key strategic management concepts, "collaboratively beginning to use some of the ideas and tools diagnostically to identify some potential issues to work on in the Regional Workshop."

The regional field phase, involving the co-participants selected from the original trainees home organization, is a 3-day intensive workshop "designed to go into greater depth around the strategic management concepts, paying particular attention to the issues/problems of special concern to the "team" that is participating." Emphasis during the 3 days is on creating working units within each organization which possess a similar body of knowledge and set of concepts. While at the Regional Workshop, each team has an opportunity to propose a strategic intervention plan it wishes to accomplish upon return to their own home organization, and discuss in a structured manner issues and problems related to the intervention plan.

One new aspect built into the training program during 1979 is the Collaborative Project involving the original training participants in a mini-workshop designed to plan some interorganizational intervention by regions. Collaborative strategies are discussed and plans generated in consultation with project staff to devise an inter-system change effort involving participants from different organizational settings within a region. The thrust here is to build on prior learning and to have colleagues from different agencies work together on a feasible project, and to process their collaborative efforts.

Field Consultancy represents the next segment in the training design. Each team receives the services of a staff member from the strategic management program during a 1-day intensive session on site. The design and timing of the consultancy depends upon the overall team intervention. Focus is on specific critical issues endemic to that particular organizational setting, and on selecting "those ideas and tools from the strategic management program that are most applicable."

The final residential conference convenes the participants from the initial phase and occurs 7 months after the opening residential conference. The primary emphasis during this phase of training is to assess and evaluate the design of strategies dealing with organizational change through the application of the strategic management concepts learned during earlier

phases of training. Emphasis, therefore, is on helping participants to carefully assess both successful and unsuccessful intervention strategies including anticipated, as well as their unanticipated causes and consequences at both the organizational and inter-system levels. This program thrust emphasizes helping managers come-to-grips with future environmental situations which must be considered in both planning and implementing change efforts.

Training Participants

Brochures are sent nationally to correctional organizations under the auspicies of National Institute of Corrections funding. The largest audience is managers and executives who occupy senior positions in management of the agency. The program is intended for administrators at the policy-making level who enjoy comparable management responsibilities.

In addition to level of management and the description of a significant correctional management issue that the participant has the authority to resolve; geographic location is considered in the selection process. Admissions to the program are jointly determined by project staff and the National Institute of Corrections.

Participants are expected to be involved in the six phases of the program, and are asked to apply only if this commitment can be made.

Teaching Methods

Concepts and techniques:

1. Responsibility Charting
2. Scanning Ideas in Good Currency
3. Interview Design
4. Role Negotiation
5. Critical Path Method
6. Implementation Analyses
7. Vroom/Yetton Theory of Motivation and Leadership
8. Problem Mapping
9. Force Field Analysis

10. Leadership
11. Nominal Group Technique
12. Games Analysis
13. Organization/Personal Learning
14. Ideas in Good Currency
15. "Is/Ought" Nature of Problems
16. Contingency Theory of Organizational Design
17. Lateral Relations
18. Values and "Value Rich" Solutions
19. Idealization and Idealized Planning
20. Feedback
21. Model I/Model II Thinking
22. Environmental Turbulence (loss of stable state)
23. Interactive Planning
24. Problem Setting/Formulation
25. Time Management
26. Espoused Theory vs. Theories in Use

Course materials:

1. Environmental Assessment
2. Problem/Opportunity Perception
3. Values, Objectives, and Goals
4. Formulate and Evaluate Alternative Courses of Action
5. Resources
6. Organization and Management
7. Implementation, Evaluation, and Control

Feedback and Evaluation

Strategic Management in Corrections employs a rather rigorous evaluation procedure as a means of assessing its own programmatic strengths and weaknesses. A follow-up questionnaire is sent to each program participant requesting information on the following:

● Potential contacts participants have had with each other since the program (Networking);

- Post-program perceptions of the overall program;

- Whether program concepts and techniques/tools have some usefulness to trainees.

The evaluation tool requests participants to carefully assess the strategic management model in terms of what their experience actually was and then on the basis of what participants think emphasis should have been. In addition, evaluation is focused on gaining an assessment by trainee participants of the various program concepts and management tools they consider useful and in what context.

Comment

In summarizing the main objectives of training, Tom Gilmore emphasized the importance of helping correctional managers to develop competency and skill in:

- Becoming better at considering the contextual environment.

- Becoming better at considering action alternatives in planning and implementing programs.

- Becoming better at coping and adapting to environmental pressures/stresses.

These three goal dimensions of the Strategic Management Program are designed to "provide managers with some skill in the art of making choices for themselves and in becoming more risky and playful."

Other training staff identified the critical goal of the Strategic Management Program as assisting managers to become more self aware of their own behavior and what impact it would have to either facilitate or hinder a proposed change strategy within an organization.

In terms of self criticism of training, one staff member commented on the need to be aware of potential "group think" problems in designing aspects of their training. It was suggested that a more deliberative approach was necessary in designing innovative training methods or techniques, rather than being caught up in the excitement of trying out something new for the sake of newness. There has been some awareness on the part of training staff that certain aspects of training tend to be confusing to program participants particularly when they are used experimentally.

With respect to drop-out problems, 29 out of 49 participants completed the entire year-long training program. Staff pointed out, however, that most of those unable to complete the program dropped out during the final phase of training as a result of not being able to attend the Final Residential Conference. Some trainees were unable to attend the final phase of the training because of a critical crisis in their employing agency.

On the whole this appears to be an exciting and well designed training program utilizing contingency management theories and ideas, open systems theory, as well as socio-technical systems concepts and theories regarding organization-environment transactions. It is clearly at the cutting edge of advanced management and organizational thinking in terms of improving organizational, interorganizational, and systems effectiveness.

SITE VISIT REPORT

Agency Visited: Colorado Department of Corrections

                       Correctional Training Center
                       P.O. Box 1010
                       Canon City, Colorado 81212

                       Ms. Rini Bartlett, Director

Date of Visit: March 14-16, 1979

ARRO Research Team: Dr. Robert Johnson
                       Ms. Sharyn Mallamad
                       Ms. Shelley Price

Background

Efforts to provide training to corrections personnel in Colorado have increased considerably in the past few years. The growth of the training program at the State Correctional Training Center results primarily from the enthusiasm and persistence of the small staff of trainers, although several outside events influenced the move to provide adequate training to state institutional employees. During the late 1970's, a series of incidents occurring in the state correctional facilities sparked public pressure and inquiries that led to the recognition of a staff-inmate relations problem within the institutions. Viewing this as a training issue, the Director of Corrections sought out established training programs to help resolve the problem. With this support from higher echelon staff, the Training Director has set up an intensive training program, adopting the Crisis Intervention (CI) packet, developed by a private organization, Law Enforcement Training and Research Associates, Inc. (LETRA). By gradually drawing together employees within the correctional system who have received CI instructor certification, the Director has begun operating an effective state training center.

Ninety percent of the funding for training is obtained through a federal block grant that is administered by the State Department of Criminal Justice. Limited state funding from the Colorado Joint Budget Commission provides a ten percent match to federal funds. The Center also applies for special grants (from such sources as NIC) to provide for training of Center staff. Block grants and special grants totaled $75,000 for FY78.

Funds are distributed among personnel salaries, operating costs, equipment, and supplies. Trainees are alotted money to cover expenses for food and travel to the Center. The trainees living out of commuting distance are housed at the facility. A rough estimate sets the cost of training at around $75 per trainee for each regular session.

The Correctional Training Center is located at the Canon Correctional Facility in Canon City. The facility is set up next to the prison in what was once the warden's house. The house is large, providing offices for the trainers and some of the more sizeable rooms have been partitioned off into classrooms. Trainees are sometimes housed in a residence adjoining the main center. The close proximity of the maximum security facility provides a field site for the training of new employees.

Training Staff

The Training Center is the focus of training for all state institutional employees. Training staff are responsible for providing basic and inservice training to approximately 1,000 adult corrections personnel from the six facilities throughout the state. Currently, the training center employs a training director (who is also involved in the training), two full-time trainers, and two part-time trainers. All of the current training staff have prior experience in corrections. Two of the instructors have worked in Colorado institutions and maintain extensive contact with institutional personnel; they appear to be well liked and respected by their peers. The part-time trainers are currently working in the Colorado Women's Facility and the parole division. The training director has served as warden of a women's institution and has been involved in the design of inmate programs. The trainers have completed the 8-week instructors course in Crisis Intervention. Their diverse skills, enthusiasm, and personal dedication make for a uniquely valuable training program.

In addition to developing and conducting training programs, staff provide a variety of related services to the state facilities. They furnish technical assistance, provide advice on staffing problems and training gaps, respond to needs by developing special programs, and remain on hand for various emergency services, such as the videotaping of institutional disturbances. The trainers are able to keep in touch with issues in the field, as well as establish and maintain credibility with the institutional staff through provision of these special services. Additionally, trainers spend personal time traveling to other states to present the CI program to correctional staff for the National Institute of Correction.

Training Program Development

Except for the CI course, that was designed and developed by LETRA (a private training group specializing in CI), the center staff develops its own training curricula. Staff respond to requests for certain programs from staff in the institutions in determining what topics will be offered. In addition to the Basic Orientation program, the Center staff has developed, or is working on, 8- to 16-hour classes in Leadership, Interviewing, Stress, and Weapons Training. Other special short workshops in response to feedback on needs are held at night or during weeks when training has not been scheduled.

Courses are developed based on the experience of the trainers, analysis of relevant literature, and review of previous training efforts. The course development is a trial and error process--the programs undergo continuous modification and revision with each presentation. The trainers are aware of trainees' job descriptions and performance requirements, although the job specifications are more specific to each institution than is training content.

In designing the programs, the staff formally communicate goals and objectives in the grant proposals, and to a limited extent, in course outlines and hand-outs. These objectives are not always explicit, but there is a shared understanding of goals and intent among staff. The Colorado Department of Corrections has no standard set of policy and procedures. This lack of guidelines can clearly present difficulties for the training staff in developing and implementing programs. The Department, in response to urging from the Center staff, is coming out with a policy manual in the near future.

Training Process and Content

The Training Center is making efforts to meet ACA accreditation standards. This is virtually impossible, however, given present staffing and funding arrangements. At this time, the training staff are striving to achieve the recommended 80 hours of preservice training and 40 hours of inservice training for on-line staff.

All new line personnel are provided with the basic training program usually within a week of their employment. In order to be hired for the position, the employee must pass a written test and oral exam, pass a physical, and receive weapons certification (a personnel condition of employment because of the use of weapons on the job). The first 40 hours of basic training are intended to provide the essential basic knowledge and skills the new employee must have to begin work in an institution. The trainee is familiarized with personnel and organizational policies, security and custody procedures (counts, towers, emergency procedures, supervision, substance abuse, communications), and special issues such as classification, case management, mental health and program services. The classroom orientation training is supplemented by tours of nearby state correctional facilities. The CI program fills the remaining 40 hours of basic training, which is then followed by on-the-job orientation in the facility. The new correctional officer is paired with an experienced officer (each cellhouse has one training technician) who assists him in learning the ropes. The trainee rotates posts, starting with the tower and working the graveyard shift for 9 weeks. He is placed on probation for 1 year and undergoes monthly evaluations by his training technician. Although the trainers at the Center have no formalized routes for follow-up of their orientation program, they tie in with OJT through providing some of the services mentioned earlier. Center staff would like to see more formalized and documented OJT programs.

Aside from basic training and several special programs, Institutional Crisis Intervention constitutes the main bulk of training provided at the Center. Staff concentrate their major efforts on CI, seeing the packet as the best of training--both capable of being applied and effective in easing the job of the corrections officer and enhancing safety in the institution. The CI program is a practical, skill-oriented course, designed to provide the staff member with skills necessary for dealing effectively with dispute and crisis situations encountered when dealing with inmates. Briefly, the 32-hour course provides instruction in specific intervention techniques divided into five stages; safety, defusing conflicts, brief interviewing, mediation, and referral. Also included are sessions on cultural and legal issues. The training concludes with an effort to adjust course content to fit the conditions of confinement in Colorado facilities.

As we noted earlier, the new employees receive CI as a portion of their basic training. There may be a delay before they receive CI instruction, and inservice employees are sometimes required to wait several weeks or months to take the course. The problem is one of inadequate release time for training, and herein lies the major obstacle to training in Colorado. Within the state institutions, staff are short-handed and the facilities simply cannot operate safely when personnel leave for training. The state employs eight Training Relief Technicians (TRT), but there is an obvious need for more employees of this type. It is estimated that 46 percent of the state employees have received CI training at the Center, but it is difficult to get the personnel essential to facility operation released for the course. Compounding the shortage of release time is an inefficient use of time that is available, i.e., coordinating release of key people in the institutions with Center course offerings. General budget priorities place low value on relief staff, yet the money spent on empty seats in small training classes presents a financial loss that should be recognized. The new policy manual calls for a Training Coordinator who will work with institutional staff to coordinate Center programming and employee releases. While the Training Coordinator will have to work with limited release time, in acting as a liaison, he/she will be able to make better use of time by drawing upon staff in key slots which have thus far been overlooked.

Training Participants

Crisis Intervention classes average 15 people per session. Other inservice training classes average 6-7 staff trainees per session depending on the relief available. There is an effort to bring together a diverse group of trainees (respecting job types and experience), as it is felt that the participants can learn a great deal from each other. There is a need to involve in training more personnel holding administrative positions. The Center staff are aware of this gap in their services and encourage management personnel to attend training. Once again, the problem of release time is a factor.

Trainees are encouraged to discuss relevant experiences in class and much informal interaction occurs during breaks. There is some resistance from older long-time employees, who have a reputation for scorning new techniques, that is not overcome by the trainers. The training staff may first have to demonstrate to the "old-timer" what he doesn't know, but by the end of the course, trainees are most likely to be found asking the instructors, "Why haven't we been taught this before?"

Teaching Methods

The CI course and others taught at the Center rely heavily on techniques encouraging participant involvement and small group activities. Learning takes place through trainee participation in discussions, demonstrations, and role plays. Short lectures, presented by the instructors, are supplemented by films, videotapes, and reading assignments. The programs are team taught--two instructors work together in presenting information, leading discussions, and supervising activities. The instructors related to one another in a fluid, natural fashion; where one leaves off, the other picks up, providing additional comments, information, and response to trainee reactions. This method allows each instructor to feel more relaxed and secure in teaching the course, and is an effective device for encouraging trainees to remain attentive and active in the class.

Feedback and Evaluation

Trainees are provided with feedback on their performance in class primarily through use of tests given each day on nightly reading assignments. The tests serve primarily to alert the trainee to issues he or she

is not familiar with, and they allow for the instructors to pinpoint areas they need to emphasize in teaching the material. (Passing or failing a training course is not contingent upon test performance; in the rare event that a trainee fails, it is because of poor behavior or conduct incompatible with the job.) Class participants are critiqued by classmates and instructors on demonstrations and role plays. The use of videotaping and playback is especially helpful in providing feedback.

Trainees are required to fill out an evaluation form on each segment of the training course. Upon completion of training, the participants are asked to write an evaluation of the course as a whole, including comments on the quality of instruction and course content, relevance and applicability of the material, the value of specific teaching techniques, etc. Their comments are taken into account in modifying programs for future presentation. Trainee evaluations, gut reactions of the instructors, and limited feedback from agencies the students come from represent the extent of program evaluation. The Center has neither the staff nor the funds to conduct formal evaluations of their programs.

Correctional employees are not provided with any formal incentives to do well in or complete training, yet there appear to be definite advantages gained from attending the CI session. Payoffs include the acquisition of valuable conflict mediation skills, knowledge of new resources and their effective use, and alternatives to physical control of inmates. Participation in training can be an asset when the employee applies for another job in the system or is up for promotion. Feedback from instructors, extrainees, and selected inmates indicates that officers who have received CI training appear more at ease and less anxious on the job.

Comment

The most prominent aspect of the Correctional Training Center in Canon City is the team climate and enthusiasm displayed by the Center staff. This positive mood was picked up by the trainees interviewed, who spoke highly of their training experiences. Requests for more in-depth training provide the training staff with ideas and goals for future services. A turnabout in how corrections personnel in Colorado view training appears to have occurred over

the past few years; training is now more often looked upon as a valuable service within the state. The training staff at the Center perceive the real obstacles to the growth and success of training in Colorado to be a matter of finance and logistics, rather than the attitudinal problems that typically hinder training efforts.

SITE VISIT REPORT

Agency Visited: <u>National Training Institute on Community Residential Treatment Centers</u>

P.O. Box 18258
Seattle, Washington 98118

Mr. Martin Frank, Executive Coordinator

(Visit was to a training session in Columbia, South Carolina)

Date of Visit: March 19-21, 1979

ARRO Research Team: Dr. Merri-Ann Cooper
Mr. Howard C. Olson

Background

The International Halfway House Association (IHHA), started in 1964, is an organization of managers, counselors, and others interested in community residential agencies dealing with offenders, alcoholics, drug addicts, or mental health clients. During its first 10 years, IHHA members met together in regional meetings to share experiences. These meetings had no speakers or a formal training program, and were paid for by the participants. IHHA finally was able to start formal training in 1975, when in cooperation with St. Louis University, a small grant was obtained for a 12-day training workshop. Having excellent results with this format, IHHA has continued having regional workshops. Since IHHA has no staff, it works with the agency of its president, now Pioneer Cooperative in Seattle, to prepare grants, plan and carry out a training program. In 1977, LEAA awarded IHHA and its president's agency funds for six regional, 10- and 7-day workshops (now called National Training Institute or NTI workshops). In 1978 NIC provided a $250,000 grant to Pioneer Cooperatives to administer the 7-, 5-day NTI workshops. Next year NIC will fund IHHA directly.

Training Staff

Most of the trainers work in halfway houses and have used the concepts and techniques they discuss in their own programs. In addition to halfway house managers, some consultants and academicians also teach. Because the pay is only $135 a day, it is becoming increasingly difficult to hire academicians and consultants as trainers.

The criteria for selection as a trainer (besides knowledge and training ability) are management of or consultation for well-known programs, being an IHHA officer, or being a trainer or a participant from a prior workshop.

Training Program Development

The NTI workshops have four major goals: to provide basic management training; to present certain current issues relevant to the management of halfway houses; to make participants aware of IHHA and other resources they can use; and to increase participants' interest and excitement about their work. To meet these goals NTI has arranged a well-thought-out mix of presentations and activities. The notion of a mix is significant. Since participants have very diverse backgrounds and experiences, NTI staff decided to offer a wide array of topics so that some, but not necessarily all topics would be new and useful for each participant.

These goals were developed by IHHA officers after the first program in 1975. Gathering views from a variety of sources--IHHA members, LEAA and NIC staff, and an advisory committee of practitioners, academics, and speakers at the first workshop--it was decided to focus on management training. The first formal workshop in 1975 and the informal ones before it has concerned both treatment and management issues. It was decided, however, that the greatest unmet need for IHHA members was in the area of management training, since most halfway house managers and administrators had little prior management training or experience and other management training courses were not concerned with many topics of interest to managers of halfway houses.

NTI staff selects halfway house managers and consultants to teach specific courses on general management issues and topics specific to the management of halfway houses. These trainers develop their own courses.

Training Process and Content

IHHA advertises the program widely--in its own newsletter, in the National Criminal Justice News Service, in the Journal of Corrections, and through letters to state planning agencies and departments of corrections.

A number of presentations deal with basic management issues--decision making, determining agency goals, funding, management by objectives, staff development, and evaluation of agency effectiveness. Although these topics are of interest to all managers, there is an attempt to apply the ideas to halfway house management. There are also presentations dealing with issues of particular concern to the managers of halfway houses--accreditation, government regulations, client contracts, and getting community and political support for one's agency.

In addition to having courses dealing with management, NTI tries to increase participants' awareness of resources available to support halfway houses. To do this, NTI uses a mixture of formal presentations and informal activities. First, there are lectures dealing with possible sources to support in the community, in government agencies, and in state legislatures. Second, IHHA presents literature promoting itself as a source of information. The NIC program monitor also mentioned ways in which NIC might offer technical assistance and financial support when he spoke to program participants. In addition, the workshops are structured so that participants will see each other and the speakers as possible sources of information and support. Besides reducing expense, the meetings are kept as regional meetings, so that people from the same part of the country can meet each other. A hospitality suite is opened after the lectures and all participants and speakers are invited. Finally, participants are encouraged to eat together. Although many of these informal contacts are social, many participants discussed the presentations, their own programs, current problems, and ways to handle problems.

Many of the same formal and informal activities are thought to increase the participants satisfaction with their work. The following aspects of the workshop are intended to increase participant satisfaction:

finding out that other managers have the same problems and how they handle them; hearing speakers describe new and exciting programs they have instituted; and learning about resources that are available to help them.

Training Participants

In order to attend the workshops, individuals must fill out an application form for admission and a scholarship. In each workshop, there are generally 45 participants--35 who receive scholarships, covering travel and $35 per day for expenses, and 10 who pay their own way. These 10 people usually live in the city in which the workshop is being held. Acceptance is based on information gotten from the application. NTI wants mostly managers of halfway houses or administrators in agencies dealing with halfway houses, people who live reasonably close to the workshop site, people who seem serious about training, and people who represent a diversity of agencies. The analysis of the 1978 selection of 304 participants from 687 applicants indicates that NTI was successful in reaching mostly managers (88%), people from many states, large and small agencies, and public and private agencies. Most of the managers represented correctional agencies (88%), serving adults (80%), and were white (76%), and male (67%).

Teaching Methods

The regional workshops involve a series of lectures, small group discussions and tasks, a slide show, and some role playing. For the 5 days, there is generally one presentation and one group exercise, experience or discussion in the morning, and two presentations and some activity in the afternoon. Most of the time is spent in formal lectures. At the end of the day the NTI suite is opened and participants and speakers are invited inside. In the evenings participants usually go out together and eat or visit a halfway house in the area.

Feedback and Evaluation

The training in the NTI workshops is evaluated in several ways. Several weeks before the workshop, participants are asked to identify the issues they want covered. At the end of the training they are asked the degree to which

their objectives were met, the sessions which were least and most helpful, and how the workshop might be improved. The participants are also given pre- and post-tests dealing with workshop content. A NTI staff member, Gwendolyn Sid Berry, rates the speakers. The NIC monitor goes to the workshops and provides feedback. Finally, a psychologist, Harry Springer, interviews a random sample of participants each day to discuss the sessions and speakers they just saw. Dr. Springer is presently planning to send out a follow-up questionnaire to participants in all prior workshops.

Comment

This is a most impressive program. It seems to fit the needs of its participants very well. At the site visit, people seemed both hard-working and interested. We spoke to participants at the workshop in South Carolina and called some in the D. C. area several weeks later. All were positive about the program. Most of them said that they were planning to or had begun to implement some techniques they learned at the workshop. The only negative comment I heard was that there was not enough participation and too many lectures.

The program seems to have met its goals, at least to some extent. Participants seemed to learn about and to use managerial skills they heard about and to get excited about halfway houses. They also started to develop a network of contacts. Several participants mentioned writing to speakers, to other participants, and to the NIC monitor.

Some of the quality of the program may be due to some serendipitous events. The trainees were bright, interested, and hungry for new ideas. We were especially impressed with the halfway houses we visited in Columbia. These houses are under the sponsorship of the Alston Wilkes Society, a South Carolina institution whose goals are to provide alternatives to incarceration, and to ease the transition from detention and incarceration to productive life in a free society. The director of the Alston Wilkes Society, Parker Evatt, is a master at selling a community-based program: use every technique you can think of to get as much of the political and appointed leadership of the community, as well as other members of the community at large, involved in your program. Parker Evatt has the keys to developing involvement: believe in your program; peddle your beliefs at every opportunity; never fail; and be quick to thank those who have assisted you, even in the most minor of ways.

SITE VISIT REPORT

Agency Visited: American Arbitration Association

                      Department of Education and Training
                      180 N. La Salle Street, Suite 1214
                      Chicago, Illinois 60601

                      Ms. La-Verne Rolle'

                      Arbitration Advocacy Training
                      St. Louis, Missouri

Date of Visit: March 22-23, 1979

ARRO Research Team: Ms. Sharyn Mallamad
                      Ms. Shelley Price

Background

The American Arbitration Association (AAA) is a public service, non-profit organization providing resources and assistance for the voluntary settlement of disputes. Members of AAA include companies, labor unions, a variety of other public and private organizations, and community groups. The Department of Education and Training (DET) of the AAA designs and delivers training in the form of special classes, seminars, and skill-building workshops to union and management decision-making personnel involved in the resolution of grievances. Last year the AAA sponsored over 200 educational programs to aid in the development of effective techniques for the peaceful settlement of disputes.

The Association has received a grant from the National Institute of Corrections (NIC) to conduct nine training programs for correctional personnel, three each in Collective Bargaining, Contract Administration, and Arbitration. The training is intended to offer correctional staff the opportunity to develop a better understanding of the labor management process, to become aware of and use available resources, and to develop skills in the basic techniques for effective manageability of labor relations. Correctional organizations are coming to rely more on arbitration as a result of the growth in employee unionization and the number of inmate grievance hearings. Arbitration functions as a more expeditious, less costly, and

a less formal process than court proceedings. The arbitration program is offered in response to the need for management personnel to be more familiar with advocacy roles and skills.

The NIC grant award for programming needs of the nine programs is for $250,000. The government picks up the additional per diem for trainees. Trainees are reimbursed all costs for attending a session, including the expense of air travel or its equivalent to the training site, room, and food costs. The normal AAA daily consulting rate which covers research, preparation and presentation of a training program runs from about $183 (the government rate) to $250. Training materials (the kit and text) cost approximately $40. A rough estimate of the cost per trainee for a weekly session is around $700.

Training is held at corporate training facilities, college facilities, or, in this case, at a hotel. The hours of instruction throughout the week are usually from 9 to 5 p.m. Classes may be held in the evening; if not, the trainees spend most of their evening hours working on reading assignments or preparing for class demonstrations.

Training Staff

The AAA has three regional offices of education and training. The office located in Chicago is staffed by three people, who theoretically are responsible for training done in the Eastern part of the country. This holds true to a certain extent, but the regional offices often share resources and staff. DET personnel are constantly involved in providing training and technical assistance, writing grants, and promoting AAA services. The staff are equipped with a diversity of experience, knowledge, and skills enabling them to design and conduct quality education programs. The staff have all been involved in arbitration and some have had previous teaching experiences. The trainers also participate in yearly staff development training. Capitalizing on their pooled practitioner and research experience in the labor relations field, staff members have the capability to manage and develop instructional programs and fit the programs to the specific needs of the trainees. Also involved in the training

program are arbitrators selected by AAA for their credibility and the ways in which they complement the regular training staff. The Association has a pool of approximately 15 part-time persons who are used for training purposes. These part-time training staff members are involved in arbitration for private and public organizations about the nation. This use of consultant-arbitrators is intended to provide technical expertise and an advocate's perspective of the process.

Training Program Development

Much of the responsibility for the design of the training program and course materials rests on the members of the training staff. The staff combine their training expertise and knowledge of labor relations with related needs of the trainees to develop a training package. A needs assessment conducted prior to training allows the staff to tailor the program to participant's needs and expectations. The work of the DET training staff in program development is supplemented by two external sources. Training materials and teaching tools are derived from applicable information and publications generated by government agencies, private and public institutions, colleges, and various professional groups. Through keeping abreast with resources provided by these groups, AAA is able to present relevant and up-to-date information to the trainees. The DET staff also rely upon external research by professionals, sponsored by the AAA, in developing training aids. The information and materials gathered are compiled in the form of education kits for trainees. These kits are used to supplement training at the workshop, are valuable resource guides, and are a reference base for the trainees following the programs.

Training Process and Content

The arbitration advocacy program includes lectures, discussions, and workshop activities designed to equip participants with skills needed to resolve grievances and act as effective advocates in the arbitration process. Trainees learn techniques of case preparation and standards of contract interpretation. Participants are familiarized with standards of "just cause," precedents set in discipline cases, and aspects of evidence and proof. Witness preparation and techniques of direct and cross

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examination are topics covered in a section on case organization. After
instruction in brief preparation, participants break up into teams to
practice the skills and procedures learned. Team members act as labor
or union advocates and work through simulated arbitration hearings. A
consultant-arbitrator conducts the hearing and critiques the trainees'
presentations. Workshop participants are given exposure to the arbitra-
tion process and gain insight as to how advocates and arbitrators work.

Training Participants

An Arbitration Workshop was held during mid-March in St. Louis,
Missouri. Twenty trainees from all areas in corrections took part in the
week-long program. The participants were managerial staff from both
juvenile and adult corrections departments, probation and parole agencies,
residential centers, penitentiaries, jails, detention facilities, and the
courts. Representatives from Midwestern states were in attendance at the
program. Most of the participants at the workshop received announcements
of the program from either NIC or AAA. Pamphlets describing the workshop
and applications were mailed to criminal justice agencies on the mailing
lists of both organizations. The training program director and NIC pro-
ject monitor considered several factors in selecting the individuals for
training--job relevance (the applicant must work in corrections), need,
and the likelihood that the trainee would use his/her learned skills
back on the job. An applicant is given priority if a particularly strong
need for this type of training is demonstrated. (For example, if labor
or contract laws in a state change and corrections personnel are not
equipped to deal with situations that may arise.) It is estimated that
around 50 percent of the applicants are accepted into the programs.
People who cannot immediately be placed in a program are put on a waiting
list.

Teaching Methods

The staff use a variety of teaching methods to encourage learning.
Trainees are involved in participatory lectures, group activities (buzz-
groups), role plays, and mock cases. The "team concept," used in the
arbitration advocacy program, sets a highly competitive mood for trying

mock cases. Trainees work in teams of two or three people to investigate,
prepare, and present a case. This technique is especially suitable since
the arbitration proceeding is by nature a competitive process requiring
team effort. The team concept actively involves the workshop participant
in practicing advocacy techniques and skills, and allows time for individ-
ual instruction. Trainees are divided into teams about mid-way through
the training week so that the instructors can better create teams which
are balanced in experience and ability.

Team competition seems a very effective technique to produce learn-
ing of the material, since it supplies immediate motivation for learning
to win the mock trial, compared with the long term motivation of benefits
on the job. The reality of the team group spirit is also evidenced at the
close of training by what has been labeled a "T" group effect. This side
effect to training is characterized by sad feelings experienced by par-
ticipants at the prospect of leaving the training group.

Audiovisual aids, films, flip charts, and videotape feedback are
used to supplement short lectures and demonstrations. Through case studies
and action planning, there is an effort to link learning in the workshops
with the job. AAA generally follows a top-down training approach wherein
administrators and managers receive training prior to other employees.
The top-down training approach is intended to enhance change efforts upon
return home from training. The trainee's ability to effect changes at the
home institution is a criterion for selection into the program.

Feedback and Evaluation

As was mentioned earlier, there is an attempt to customize training
by adjusting course content and presentation of topics to trainees' needs
and expectations. The program begins with a rap session during which in-
formation and feedback are exchanged between participants and instructors.
The trainers introduce program goals and respond to concerns voiced by
the trainees. During the program, there is a steady flow of communication
between participants and trainers. The training staff make themselves
readily available to assist trainees with course materials and special
needs.

At the conclusion of the workshop participants are required to fill out an evaluation form. The evaluation is intended to get additional information from program participants enabling the DET staff to maintain an informative and relevant program. Trainees are asked to consider their needs and expectations regarding presentation and content of the material. Each workshop segment is assessed in relation to its current and potential usefulness for the trainee.

An outside evaluator is also employed to assess the effectiveness of the program. The evaluator has developed a pre- and post-test for trainees along with Individual Action Plans (IAP) to register changes in ability and skills as a result of training. A random 9-month follow-up is conducted by the evaluator to investigate progress on the action plans. The DET staff use the evaluations to modify and revise segments of the training program.

Comment

The arbitration workshop required of the participants a great deal of study and preparation that was to be done after training hours. The desire to perform well in a publicly competitive situation, and strong support and assistance from the AAA staff members appeared to effectively motivate the trainees to learn and practice techniques used in the arbitration process. In addition to gaining skills and knowledge, the trainees were able to develop perspectives of both labor and management advocates, as they were required to play both roles in hearing simulations. Such a practice, the trainees reported, contributed to their understanding of the process and alternative points of view.

The simulated arbitration proceedings which proved highly motivating, also produced frustration among participants of losing arbitration teams. By counterbalancing the roles assigned to teams (union/management) and which side won (union/management) certain teams lost both arbitration hearings. It may be more beneficial to try to have each team win one arbitration case thus providing positive reinforcement to all participants for the time and effort invested in the simulation.

Although the AAA staff conduct training for a variety of public and private organizations, they seemed to have no problem adjusting the program to suit the needs and orientation of correctional practitioners. The consultant-arbitrators were highly expert and worked well with the trainees, tipping them off as to mannerisms, tactics, and expectations of the "typical" arbitrator. A notable aspect of the AAA workshop was the group spirit and active involvement demonstrated by the majority of participants. That the trainees all wanted to be there, the well-planned agenda, methods, and enthusiasm displayed by the staff all appeared to contribute to the group spirit demonstrated.

SITE VISIT REPORT

Agency Visited: <u>Wayne County, Detroit Circuit Court Probation
Department</u>

       3600 Cadillac Tower Building
       Detroit, Michigan 48226

       Ms. Marion Glaser, Training Officer

Date of Visit: March 26, 1979

ARRO Research Team: Ronald J. Weiner
         Nancy Yedlin

Background

Wayne County Probation Department administers services to adult probationers referred to the department by the Wayne County Circuit Court. The department operates six service delivery units throughout the county; each one is run by a unit supervisor. One of the units operates as a Community Resource Management Team (CRMT). Approximately 50 probation officers are on staff; including administrative and support personnel, the entire department staff totals 102 people. The Probation Department's operating budget is approved by and funded through the Circuit Court. With the exception of the departmental training officer's salary which is included in the budget, all training activities are supported by PIP (Probation Incentive Program), monies from the state, and occasional grants from sources such as NIC.

Training Staff

The departmental training officer who develops the curriculum for in-house programs, generally acts as primary instructor. Other staff within the department (experienced probation officers and supervisors) who have an interest in training, also do instruction on a volunteer basis in their areas of expertise.

All levels of staff--supervisory probation officers, probation officers, and supportive staff receive various kinds of training. The conference room in the department's main office is used for small group training sessions. Two of the branch offices have conference rooms, which are utilized for unit training sessions. When in need of larger meeting rooms, the Probation Department rents space from the Veterans' Memorial Building or Northwest Activities Center at nominal costs. Meeting rooms, at no fee, have also been secured from the Criminal Justice Center, Wayne County, and the State of Michigan.

Training resources include flip charts, chalkboards, overhead projector, and a Sony color cassette system is on order. The audio-visual department of the Detroit Police has provided additional audio-visual equipment and expertise as needed. The training officer utilizes his/her personal cameras and tape recorder as well.

Training Program Development

The Probation Department's current training direction and emphasis are tied in large part to departmental performance standards for staff. These were developed approximately six years ago when the department came under new directorship. A departmental reorganization which gave supervisory staff more responsibility for the conduct of their staff and more autonomy in running their units; and a request from county court judges for an improvement in work quality from probation officers prompted the department to develop standards. Administrative, supervisory, and line staff worked together to formulate performance standards for unit/branch supervisors and probation officers. The achievement of high work performance standards is seen as the major underlying goal of the Probation Department's training activities.

Training needs for the department are identified in several ways. A management council, comprised of the department director and deputy director; the six unit supervisors; and the departmental training officer meet often to discuss departmental matters. Through their discussions of performance problems, unit staff needs and interests, policies and

procedures, etc., training needs are identified and the content of future training sessions outlined. In addition, unit supervisors, at the request of the training officer, hold periodic meetings with their staff to discuss and prioritize their training needs. This information is used by the training officer in planning for future training efforts. The training needs of individual staff members are also identified through periodic performance evaluations. Training may be recommended by supervisors to improve an individual's work performance in a particular area. Finally, the training officer, in conjunction with the director and deputy director may decide, independent of suggestions from other staff, that a particular type of training should be conducted. Although this has not been done in the past, plans are currently underway to individually administer a training needs assessment survey to all members of the Probation Department staff.

Once training needs are identified, the department's training officer makes final decisions regarding what training will be offered, whether it will be developed and taught within the department, if outside consultants will be used, or whether staff will be referred to training courses being offered by other law enforcement agencies, institutions, or special seminars. Discussions regarding where training should be conducted (in-house or outside) and who will act as instructor (department staff or consultants) are made based on a number of factors, including an assessment of in-house staff capability, an assessment of staff receptivity to the introduction of "new ideas" by other staff members versus outsiders, etc. In general, training courses geared to the development of basic job skills or the improvement of basic skills as outlined in departmental performance standards are conducted in-house by department staff. Staff who need or request specialized training, for example, management skills training, or training to help deal with special client groups (e.g., alcohol/drug abusers) are sent to outside programs or consultants are brought in. In-house training, which is developed by the departmental training officer, is usually presented first to unit supervisors. Their comments and criticisms are sought before the course is presented to the rest of the staff. It is felt that by allowing supervisors to preview courses, their support for training and on-the-job follow-up will be greater.

Training Process and Content

Pre-service training. The professional staff receives 120 hours of training which includes lectures, demonstrations, films, practicuum, and site visitations. The 3-week course, which has been conducted since 1976, covers the basics of a probation officer's job including pre-sentence investigations, pre-sentence report writing and case supervision. This course is expected to provide new probation officers with the ability to perform at minimally acceptable levels when they begin handling a caseload. Probation officers receive instruction in each task, followed by practice sessions in performing each task. All class work is graded. Trainees receive a performance evaluation at the end of the course.

On-the-job training. The professional staff serves a 6-month probationary period and the supervising probation officer closely monitors their progress and delivers on-the-job training. Job responsibilities are increased as the staff member increases expertise.

In-service training. A variety of in-service training is developed for staff utilizing in-house presentations, as well as outside resources. The programs for in-service training include Report Writing, Order to Show Cause, Pre-sentence Investigation, and Community Resources Development (CRMT).

Resources outside the department include consultants from the Western Interstate Commission of Higher Education (WICHE) for Community Resource Development (CRMT) and managerial training. Managers and supervisors of supportive staff have attended a variety of management seminars at the University of Michigan and Michigan State University. Under the auspices of the National Institute of Corrections, training for managers was secured from the Wharton School, University of Southern California, and the American Arbitration Association.

Emphasis is presently being centered on developing an orientation and training program for supportive staff. While on-the-job training is a primary tool in the basic task training, formal orientation and training in the understanding of the justice system will be given with the hope that this will add to the performance potential of clerical staff.

Training Participants

Training is directed at entry level and towards senior probation officers as a vehicle towards enhancing their competence to meet departmental performance standards. Staff are also encouraged to attend outside training programs sponsored by universities or other training centers which are closely monitored by the Department's training officer. Some training is initiated by field supervisors who detect performance problems within their unit. When this occurs, supervisors negotiate refresher training programs in specific areas with the Department's training officer so that policies, procedures, and methods for improving work performance can be optimized. As an example, ARRO staff observed a half day refresher training course being conducted for one field unit on the "Order to Show Cause," designed to assist probation staff in preparing competent reports to be submitted to court for probation revocation actions. By conceptualizing and analyzing the elements constituting a well prepared report, the unit supervisor and the unit probation staff reevaluated their work performance by detecting errors and methods for overcoming them.

Teaching Methods

The core training technology consists of classroom lectures, case studies, classroom simulation and group discussions. We witnessed a number of exercises being used by training staff during the "Order to Show Cause" module, which emphasized the use of multi-methods focused on the elements of enhancing report preparation. Slides, instructional games, case study analysis, practice report preparation, and group feedback methods were all used as a vehicle for focusing on improving the qualitative dimensions of reports submitted for court action.

Feedback and Evaluation

Several kinds of feedback and evaluation are used to evaluate courses, instructors, and training participants. At the end of each training session, participants receive a short form to evaluate the discussion leader's performance, the worth of the course, and to make suggestions for improving the session.

In pre-service training, trainees are graded on each piece of work they produce and are given an overall performance evaluation which pinpoints their strengths and weaknesses. ARRO staff observed an in-service training session conducted by departmental staff entitled "Order to Show Cause." This session was a refresher course for experienced probation officers on the proper presentation and preparation of documentation to be presented to the presiding judge at an Order to Show Cause hearing. In the session we observed, the job received a lecture and overhead projector presentation detailing the proper way to write an Order to Show Cause report. After the presentation, the group practiced writing reports, and group critique and discussion of their efforts followed. An evaluation of the impact of training will be conducted by the training officer through a review of group members' Order to Show Cause reports over the next several months to see if they are improved.

According to the training officer, the process of feedback, group discussion, and critique during the training session, followed by a review of subsequent work to measure the impact of the training effort, is used for most in-house training. The impact of training is also evaluated indirectly via employee performance evaluations. As described earlier, each employee receives periodic written evaluations where areas of work performance which need improvement are noted. In cases where training is applicable, it is recommended to help the employee improve his/her performance. On subsequent performance evaluations, improvement or failure to improve are noted.

To evaluate the performance of its CRMT unit which received its training from the Western Interstate Commission on Higher Education (WICHE), the Wayne County Probation Department contracted with an outside evaluator through a grant from NIC. This evaluation did not evaluate the CRMT training itself, however, it did look at staff performance and attitudes in the CRMT unit as compared to the five other units in the system.

Comment

The major training needs identified by those interviewed, were aimed at bolstering the probation officers' skills in interacting and understanding his or her clients and increasing the probation officer's knowledge and utilization of community resources. In this regard, future training sessions were being planned in interviewing techniques, values clarification, and treatment alternatives.

We were also impressed by the extent to which training was closely linked to well defined performance standards. On another note, we learned the extent to which external environmental forces, such as the pressure of the local union, could be used to force the probation department to abandon its use of an agency-wide CRMT operational model in the supervision of offenders. In discussing this in the context of training, we learned that a good program concept like CRMT could be destroyed, if those engaged in delivery of the training program denigrate or demean the trainees.

SITE VISIT REPORT

Agency Visited:	**Group Child Care Consultant Services**
	School of Social Work
	University of North Carolina at Chapel Hill
	300 Battle Hall, 056A
	Chapel Hill, North Carolina 27514
	Mr. Cliff Sanford, Executive Director
Date of Visit:	April 5-6, 1979
ARRO Research Team:	Mr. Howard Olson
	Ms. Shelley Price

Background

Group Child Care Consultant Services (GCCCS) operates under the auspices of the School of Social Work of the University of North Carolina at Chapel Hill. The GCCCS provides to child care and social service agencies a variety of related services and programs dealing with treatment, custody, and placement of children and youth. GCCCS serves clients from a wide range of agencies (residential facilities, foster care groups, placement centers), all engaged in the direct care of children and families needing aid.

The University provides GCCCS with office space and some training facilities, but the organization must obtain on its own funds for services, programming, staff salaries, travel, and other expenses. The organization supports itself through grants from federal (HEW, LEAA) and state agencies, contracts, membership dues, fees for provision of services to private organizations, and contributions from supporting institutions such as the Duke Endowment Fund. The total operating budget for the past year amounted to about $400,000.

GCCCS offers training for staff, special seminars, consultant services entailing technical assistance in research and program development, and advice in formulating policy and licensing standards. In addition to regular agency functions, GCCCS staff provide services to University students and faculty. These tasks include advising students, supervision of

field placements, and fill-in lectures for faculty members. GCCCS workers are involved in writing grants and preparing publications of workshop reports and other literature.

Training Staff

The seven professional staff members at GCCCS offer a wide range of experience and skills as child care workers, program consultants, program designers, and instructors. Qualifications for staff generally include background in child development, an MSW or MA in a related field, and broad experience as a child care worker, administrator, or supervisor in a child care setting. Staff members at GCCCS demonstrate a high degree of personal commitment and group unity in achieving their goals.

Training Program Development

The GCCCS staff develop their own training programs, sometimes calling upon the expertise of consultants, who are experienced child care workers or educators from related disciplines. In the case of the Basic Training course for residential child care workers, the development process was quite elaborate and the program took almost two years to complete. GCCCS staff interviewed producers and consumers of child care programs, a literature review was conducted, and established programs were investigated. The staff undertook several site visits to pilot test the training design and program content. Pre- and post-tests were given and control groups were used at some of the sites.

Literature for training programs designed by the GCCCS staff is developed on three principles: child care programs should be goal-directed, family-oriented, and reality-based. First, goals detailing steps to be taken for treatment, placement, and growth should be established for each child. The child, his family, and the child care worker are to meet periodically to assess progress and modify the goals, if required. Second, the family should always be included in planning for the child. The goal of placement is to strengthen, repair, and restore the family relationship. In the past, the family has not been included enough in the development of child care strategies. Finally, efforts shall be aimed at helping the child to deal with reality, develop self-direction, and emotional maturity.

These three principles are incorporated into all of the GCCCS training programs, providing clearly stated goals and objectives for participants. The terms serve as a framework for important issues in child care of which the worker must be aware.

Training Process and Content

GCCCS conducts regular training seminars and workshops several times a year, plus special classes for child care personnel at all levels from cottage parents to management staff. Training is held in Chapel Hill, at facilities provided by the agency requesting services, or at a location selected by the trainer. Training sessions are publicized in two child care journals and through a mailing list that is sent to GCCCS member agencies, ex-trainees, and other interested parties. Applications are included with program announcements. The cost of training for participating individuals varies--the cost is often absorbed by the sponsoring agency. Consultant fees for on-site training run around $300 a day, plus travel expenses for the trainers. GCCCS member agencies can obtain services at a reduced rate.

The GCCCS offers a variety of training programs throughout the year, on a regular basis, and in response to special requests. Brief descriptions of several of the programs follow:

- Basic Training Course for Residential Child Care Workers:

  The basic course was designed to provide the new or untrained child care worker with professional concepts and techniques to aid in the development of a growth-producing climate for children in residential care. The program is adaptable for use in any child care area; it is applicable for residential child care staff working with dependent/neglected youth and juvenile delinquents, workers responsible for children with behavior problems, physical handicaps, mental retardation or emotion disturbances. The course can be used in a variety of settings, including institutions, community facilities, or academic settings. It is adaptable for use by trained or untrained

instructors. The basic training course is used in the
Certificate Training program, the LEAA project (described
later on), and is offered on a contract basis. Course
content is divided into seven modules that deal with spe-
cific aspects of residential care: Developmental Plan-
ning, Developmental Needs, Separation, the Cottage, Dis-
cipline, the Group, and the Job. All or some modules
may be used for a program; their sequence is interchange-
able. Each student is provided with a student manual
containing supplementary reading material. The manuals
are written as programmed instruction, so the course is
adaptable for self-instruction, or the manuals may be
used to reinforce classroom learning. Each module also
has an Instructor Manual that provides teaching sug-
gestions, strategies, and structured exercises for the
trainer to use in class.

● Training in Child Placement Service:

The North Carolina Department of Human Resources, Divi-
sion of Social Services and Staff Development has con-
tracted with GCCCS to provide training for employees in-
volved in the delivery of child placement services. Three
different courses are offered to personnel in county De-
partments of Social Services in the state. The worker's
experience in the field, prior training experiences, and
the amount of time spent in direct services determine
which course the individual should attend.

Foundations of child placement services. The basic level
placement course is offered twice this year for beginning
caseworkers. Program goals are to help participants de-
velop service plans realizing the impact of separation,
the meaning of family, and the child's right to perman-
ence; to identify and use efficiently placement resources
through working as a team with placement resource personnel;

to identify and cope with stresses of their jobs; develop
meaningful relationships with biological parents and
children; and become familiar with the roles and respon-
sibilities of the caseworker in the court system.

Casework practice in child placement services. Offered
four times this year on a regional basis, the course is
an intermediate level training program for child place-
ment workers. The participant is given the opportunity
to develop knowledge and skills that will help to proper-
ly utilize a variety of helping strategies in working with
children and their biological parents. An objective is to
work with clients to set goals and work toward achievement
of the goals. Procedures covering how to accurately docu-
ment these goals, plans, evaluations, and outcomes are pre-
sented. The worker is familiarized with the concept of
"permanency planning," the process through which a perman-
ent family-child relationship is actively planned for prior
to, and during placement of a child in foster care. Also
included is instruction on how to prepare and present cases
in court, demonstrating a knowledge of statutes and the
roles, responsibilities, and rights of the parties in-
volved. At the conclusion of the course, the individual
should have the ability to evaluate personal strengths
and needs in the delivery of quality child placement ser-
vices.

Seminar on child placement services. The advanced pro-
gram is offered four times this year, also by region, to
experienced child care practitioners involved in place-
ment services. The program equips the participants to use
their knowledge and skills to train and assist co-workers
and supervisors in providing quality services. The train-
ee should be able to analyze and assess needs of local
child care and placement services and describe a range of

options and alternative local policies for use in service delivery. Emphasis is placed on permanency planning and models of work with children and families that aim for prevention or resolution of placement. Training and recruitment strategies for foster parents are presented. The course helps develop personnel who are able to act as models and advocates for quality child care placement services and work as effective change agents within an agency and the community.

- Certificate Training Program:

CTP training is offered in 2-week sessions every summer to personnel in residential group child care agencies. The training is held in Chapel Hill on the University campus. Individuals employed in four practice areas (Child Care Work, Social Work, Supervision of Child Care Work, and Administration) are eligible for CTP courses. Completion of 120 hours of classroom experience (entailing attendance at two summer sessions of 60 hours each) entitles the participant to a Certificate in one of the four practice areas. In addition to the Certificate, CTP participants can receive six CEUs (that may be applicable toward a degree) for completion of each 60-hour segment. The practice area courses are designed to address specific roles and functions of participants. The CTP offers five 60-hour modules:

(1) Basic Training for Residential Child Care Workers

(2) Advanced Training for Residential Child Care Workers

(3) Administrators-Supervisors of Child Care-Social Workers

    Group Care: The Philosophy and the Setting (20 hours)

    Group Care: Child, Family, and Staff (20 hours)

    Developmental Planning: The Key to Effective Service Delivery (20 hours)

(4) Residential Child Care Supervision

(5) Residential Child Care Administration

About 75 percent of the people who attend one CTP session return the next summer to complete the course. Some participants in the CTP are reunited a year or so after the training for reinforcement of training (ROT). CTP graduates may also return as adjunct consultants to help with later training sessions at the Chapel Hill workshops. The ROT sessions encourage contact among child care workers across the country, contributing to the formation of a network for information sharing and aid.

- Winter Seminar for Social Workers:

The seminar was first offered in 1970 and has been conducted yearly since then. Social workers from all over the country attend the 2-day workshop. Each year, a special topic selected through a survey sent to conference participants is presented and discussed. The theme centers around issues and problems social workers must deal with in their jobs. A prominent figure who is noted for work related to the selected topic is brought in to speak. A report of the proceedings is published each year.

- LEAA Project:

In October 1978, GCCCS received a 2-year grant from the Law Enforcement Assistance Administration to conduct a descriptive study of group homes in six states and to provide staff training and assistance to improve residential child care services in each of the states. The grant activities include: 1) production of a profile and

directory of community group homes, 2) provision of basic training, primarily for direct service personnel working in the homes, and 3) organization and guidance for committees that will serve to develop, reinforce, and support communication lines among group home representatives. Information generated from the study will serve to locate and identify resources, speed up referrals, and facilitate fiscal and program planning.

- Summer Workshop for Residential Child Care Workers:
Workshop activities are held during 3 weeks of the summer. Topics for presentation at the workshop are selected by polling ex-trainees and GCCCS members. The first 2 weeks of workshop sessions focus on practice issues and the third week deals with issues of administration, management, and policy. About 400-500 child care workers and administrators attend each summer.

- Developing Leadership Support for Permanency Planning:
The course is part of a larger program to achieve more permanent, goal-directed, and purposeful foster care services. Particular issues addressed include: the need for sufficient staff in terms of number, skill, and experience; reduction of staff turnover; development of effective information systems; clear policies and standards for foster care; recruitment and training for foster care parents and adoptive parents; and provision of competent diagnostic resources, professional counseling, therapy, and rehabilitation services. (GCCCS has involved a number of prominent persons in the state in an advisory capacity as advocates in promoting permanancy planning—a laudable effort.)

- Foster Care Training:

(Other topics are included in the GCCCS program, but information was not readily available for others.)

Training Participants

Eligibility criteria for trainees varies with course content, but requirements are similar for many of the training sessions. There is often the requirement that an individual be currently employed as a child care worker or in a training-relevant job and has been in his/her position for several months or more. The person must spend a significant amount of time (30-50% of their job) in direct delivery of services. There is a preference (if not a requisite in some classes) that the trainee has voluntarily chosen to attend training and is backed by the agency director. Eligibility criteria for the course are listed in Announcement Publications of training. In the rare case that an applicant is not admitted into a program, the individual is given an explanation of why he/she has not been accepted and a training course more suited to his or her needs may be recommended by GCCCS staff.

Teaching Methods

We observed training of cottage parents at Samarcand, a state custodial facility for adjudicated youths and status offenders ranging in age from 9 to 17. The cottage parents were being trained for one day out of every 2 weeks over a 9-week period. Classes of this type average 17 students and rarely exceed 18 people. There is usually an effort to obtain a mix of trainees who bring with them to training diverse background and experience in child care. The goal is to increase learning between trainees, who are seen as valuable resources to one another. The course was being taught by two trainers, the usual case if staff is available. The instructional methods and techniques used by the GCCCS trainers aim to encourage group learning and information sharing. The physical set up of the classroom is arranged to facilitate communication between trainees. Teaching strategies included structured exercises, role plays, lecturettes, short stories, and case studies. Films, slide shows, cassette recordings, and newsprints are used to supplement lectures and discussions.

The participants in the class observed were middle aged men and women, about equally divided between Blacks and Whites. They all lived within a reasonable driving distance of Samarcand. Most had had children of their own who were now older than their charges in the cottages. Enthusiasm for the training being given was only moderate; those questioned as to what they were gaining from the class often noted: (1) techniques for maintaining discipline in the cottages, and (2) learning how to prepare the children to cope with separation from their families and from themselves, as surrogate parents, when the children left Samarcand. Many of the trainees in the session observed had been "grandfathered" into the training, and were not necessarily in training of their own volition; they seemed to be enjoying it, nevertheless.

Feedback and Evaluation

The instructors may vary the structure and format of a course to respond to needs of a group in training. In addition to maintaining flexibility in course structure, there is often an attempt to identify the needs and concerns of the trainees and adapt course content to address these issues. The trainers make an effort to help workshop participants with their professional, as well as personal development, although this objective is not expressed in formal policy. If the training course comes in a standard package, there is less chance that the trainees will have as much input into the program structure and content, but an effort is made to use relevant and specific examples in applying content to on-the-job situations. At all times, participant involvement is encouraged. The trainers may hold a feedback session with the training coordinator of the host agency receiving training to get an idea of how the session is going.

While trainees receive certification upon completion of a training course (which may have a good reputation, but no credential power), there are limited formal rewards for attending training. Participants often are able to receive Continuing Education Units (CEU's) for attendance at a training program. In some cases, an employee may have a better chance for promotion and salary increase as a result of training. The benefits

of attending training vary, depending on the policies of the organization employing the trainee. In some instances, the training is mandatory to comply with state law and the employee will lose the job should he/she fail to complete a course. Since trainees are not graded or evaluated on their performance, one does not pass or fail a training course unless the trainee's organization sets up some criteria of its own. The home agency is also responsible for handling employee absenteeism from training.

After development, most of the training programs undergo continuous revision and modification to keep up with changing laws and needs expressed by practitioners in the field. The trainers view each class as an opportunity to learn ways to improve training and provide richer services. Aside from feedback received from ex-trainees and practitioners, the GCCCS staff do not conduct extensive evaluation of program impact. The staff members feel that such efforts are valuable, but they have neither the time nor the money at this point to carry out program evaluations.

Comment

Personnel within the correctional system comprise but a small group of the clients served by GCCCS. Those in corrections who use GCCCS services are staff working in juvenile agencies, primarily residential care or detention facilities. It has been pointed out, that much of the training for correctional employees is restricted to "hard skills," revolving around issues of custody and control. GCCCS training for staff members working in the juvenile correctional system provides workers with guidelines, skills, and knowledge to help establish and maintain a more healthy and growth-producing environment for youth contained in correctional facilities.

SITE VISIT REPORT

Agency Visited: Mississippi Department of Corrections

                       Training Department
                       Parchman Correctional Institution
                       Parchman, Mississippi

                       Mr. Lonnie L. Herring, Jr., Director of Training

Date of Visit: April 11-13, 1979

ARRO Research Team: Dr. Robert Johnson
                       Ms. Shelley Price

Background

The impetus for correctional officer training at Parchman Correctional Institution (PCI) was provided by Gates v Collier (1972), a federal court decision holding confinement at PCI to constitute cruel and unusual punishment. One reason for the holding was the virtual absence of civilian personnel in key custodial positions. The penitentiary was, in the main, run by armed convict trustees and had achieved a reputation for violence, exploitation, and abuse of inmates. The court order in Gates specified, among the many significant policy changes mandated at PCI, that civilian staff be hired and consequently trained by a certified trainer. Mr. Lonnie L. Herring, Jr., a man with extensive training credentials, was recruited to fill the position and has stayed on as director of training at PCI.

The original training program conceived and implemented was of modest proportions and informal in its procedure and evolution. Independent of the specific training requirement outlined in Gates, officials at PCI were initially unenthusiastic about training. They sought to restrict training to the bare minimum required to secure firearms certification for correctional officers, and to limit firearms training to those staff who were available and expendable when training sessions were held. Mr. Herring, through an alliance with the head of personnel, was able to: a) develop an unwritten, but binding personnel policy requiring that all new employees receive training at the commencement of their employment at PCI; and

b) expand the training program to include, in addition to firearms classes, a 12-hour basic course on custody and interpersonal relations. With the advent in 1973 of Warden Jack K. Reade, an outspoken advocate of basic correctional officer training, the training program grew to its current size and scope, and is today about as close to being mandatory and routinized as anything you find in the Mississippi prison system, which is notably free of restrictive rules and regulations governing prison management and corollary endeavors, such as the training of correctional staff.

Basic correctional officer training is conducted on the grounds of the 22,000-acre prison compound in an unimposing, two-story cinder block structure built expressly for that purpose. Located adjacent to the firing range, the building contains office space for the training director and his staff, and one large classroom. Accomodations are viewed as superior by training personnel, who note the sharp contrast between the training building and the other units available on the compound.

Information on funding was unavailable at the time of the site visit. Costs are, in any case, difficult to parcel out. Funds for training come from a variety of sources and are evidently not tallied with the assiduous concern for detail characteristics of some correctional bureaucracies. Staff salaries, for example, are covered in the training budget, but building maintenance, equipment, and supplies are not. These costs are carried, instead, on custodial budget lines, or are drawn from the education department's budget. Rather than burden Mr. Herring with the task of unravelling the financial tangle in which he is embedded, we simply queried him as to reasonable estimates of cost per trainee. By his calculation, per trainee costs run at about $250 per trainee, plus an unknown amount for overhead.

Training Staff

Trainers are handpicked by the training director. As a rule, trainers must have experience in prison work, a demonstrated capacity to communicate and learn, and a commitment to training as a critical component of corrections.

Trainers typically have taught one or more courses part-time for the training department. Once selected, they are oriented to their jobs by sitting through the basic training sequence and then offering the sequence themselves under the supervision of the training director. No formal training for the trainers is required or provided, though participation in special programs--like the NIC Training of Trainers program--is encouraged. Overall, Mr. Herring seeks to provide an environment for his trainers that offers support, as well as room for autonomy and growth. The trainers, in our estimation, are beneficiaries on both scores: they have a cordial relationship with their director and are free, within the confines of the curriculum, to run their classes as they see fit. That trainers have routinely been promoted out of the department to more responsible and prestigious jobs in the prison system is perhaps an index of the constructive work environment in which the training staff operate.

Training Program Development

The director of training has had primary responsibility for the development of the training program at PCI. The structure of the training curriculum, as well as the nature of the specific courses that comprise its various blocks, evolved to this point 6 months ago and has remained unchanged since that time. Nor is the training curriculum expected to undergo substantial modification in the near future. The content of specific courses, however, may be more or less routinely updated; at least, the need for monitoring and refining of specific courses is recognized, and the trainers feel encouraged to innovate within the structure erected by their director. Trainers also are supported in their efforts to update their repertoire of instructional methods and skills. Still, little tinkering with the curriculum is anticipated, given the modest budget and tight timetable under which training operates at PCI.

The goals of basic training are to instill in trainees an awareness and understanding of inmate behavior, of the rules and regulations governing the prison, and of the principles of behavior change. These

attributes are measured principally through performance on tests and workbook assignments. The training staff felt relatively confident that their graduates acquired the rudimentary knowledge indicated above; trainees were, in their estimation, proficient custodians able to constructively relate to their inmates. Additionally, a critical but intangible goal of basic training is to build self-confidence among the trainees. The correctional officer role, after all, is difficult and occasionally dangerous. Good technical training can (and often does) wash out if the trainee is afraid to go to work, or succumbs to the threats posed by inmates or the hostility of peers indifferent to training and correct procedure, if not blatantly corrupted by their prison experience.

The hope, then, is that trainees will acquire the self-confidence to weather the difficult transition from the womb-like training milieu to the often hostile and rejecting prison world without relinquishing what they have learned in training. This transition shakes people up and makes them "anomic," as the training director would have it. Uncertain where their loyalties lie--with guards who point to easy ways to circumvent troublesome procedures; with inmates who offer advice, support, and the promise of safety; or with their trainers, fellow trainees, guards who adhere to institutional policy, and the professionalism embodied in their training--many guards vacillate and lose ground, following the lead of older and seemingly wiser guards. A few are corrupted by inmates and themselves end up in prison. While the number of such persons is small, the prospect of corruption producing drastic personal and career setbacks is driven home in training classes as a risk incurred by those who take their training (and their jobs) lightly.

Concern for more effective transfer of training from the classroom to the field has led Mr. Herring to sketch an outline of a comprehensive training model or package that stresses continuity of learning and ties training to job advancement. In his view, the existing basic training program must be supplemented by an on-the-job (OJT) training regimen that picks up where the basic program leaves off. OJT, in turn, must feed into an advanced inservice training program that serves as the cutting edge in the hiring process. Staff who survive this training sequence

and receive job appointments are then subject to annual evaluations conducted by online supervisors with training credentials. These training evaluations, in turn, are integrated with the range of personnel decisions, from job placement to salary raises and promotions.

The outline of the comprehensive training program is just that: an outline. Little more than the skeleton of the model is in place in the Mississippi penal system, and critical components are entirely absent. Thus, OJT and annual employee evaluation, key features of the training package, are nonexistent. Nor is training performance relevant to personnel decisions other than hiring. And inservice training, available as an advanced version of the basic program elsewhere in the Mississippi correctional system, is mandatory only for new recruits.

Still, there is movement in the direction of Mr. Herring's training model. He has support for some of his ideas from the warden, and from the associate warden responsible for training. And training is still an area of interest to the courts, which are monitoring the Gates decisions with persistence and authority. But OJT remains, in Mr. Herrings' eyes, the weak link in the training model, and the component most difficult to sell to supervisors and to implement in a system wedded to informality and common sense as essential ingredients of policy.

Training Process and Content

Basic correctional officer training runs for 6 days and features a standard curriculum (described below). When training is in session, classes are held daily from 8 a.m. to 5 p.m., with one hour set aside for lunch and ten minute breaks interspersed between classes. Two full-time instructors and the training director are usually on hand during training, though classes are led by one instructor rather than by teams of trainers. Classes range in size from 8 to 20 trainees, with 12 trainees per class representing a rough estimate of average class size. Last year, a total of 272 students graduated from the program.

The basic training curriculum is comprised of six blocks of courses devoted to rudimentary correctional training areas. As designated in the curriculum, the course blocks are set out as follows: Introduction and Process; History and Orientation; Treatment; Security, Custody, and Control; Administration; and PCI Departmental Facilities. Block I of the training sequence (Introduction and Processing) includes sessions exploring the motivations for correctional work and the contours of the correctional officer role; routine processing and identification of inmates (e.g., fingerprints); a tour of the extensive prison compound (conducted when time permits); and a study of conduct requirements, as specified in the various rules and regulations of PCI. The second block of training courses (History and Orientation) is similarly in the nature of a general overview or orientation, in this instance touching upon the history of corrections generally and in Mississippi, and on the organizational structure of PCI.

More specificity and detail is sought in the blocks of courses that make up the remainder of the basic training curriculum. Block III (Treatment) is devoted to inmate treatment, which is construed to include such subjects as inmate behavior and role types, interpersonal relationships between staff and inmates (including a consideration of requisite communication skills), rehabilitation procedures (principally behavior modification), and legal issues bearing broadly on the subject of inmate treatment or management. Block IV (Security, Custody, and Control) offers a survey of the mechanics, logistics, and procedures for maintaining perimeter security, internal order and control within the various camps on the Parchman compound, and the safe movement (including transfers to other institutions) of prisoners. A miscellany of concerns, from physical exercise through final examinations and graduation, are addressed in Block V of the curriculum under the rubric of Administration. Block VI (PCI Departmental Facilities) amounts to a post-graduate briefing of the nascent correctional officers, exposing them in the manner of brochure-hungry tourists to the various departments housed within PCI. The assumption is that such departments house services that are (or can be) crucial to the reform of inmates and to the successful functioning of correctional officers in the performance of their routine tasks.

Training Participants

Trainees are made up of newly hired correctional officers and other entry level personnel. Trainee selection requirements are as follows: a) a high school degree or its equivalent; b) no record of arrest; c) physical capacity to perform entry level correctional work; d) positive attitude, appearance, and deportment; and e) one year of prior work experience in any field of endeavor. These requirements are not viewed as restrictive or excessive; training staff view the trainees as, on the whole, an unimpressive group. And while there is some talk of using more discriminating personnel selection criteria (such as intelligence tests and personality profiles), there is also the recognition that staffing problems at the prison would reach intolerable proportions were hiring standards (or training standards) substantially upgraded.

Teaching Methods

The curriculum is conveyed to students through various instructional methods, including lectures, films, overhead projections, videotapes, and role plays. Emphasis is placed on lectures; films, overhead projections, and videotapes are used as teaching props or adjuncts to reinforce points made in lectures. Very little role playing is done by instructors, and virtually none involving trainees, since the process is seen as likely to embarrass or compromise trainees drawn from the close-knit Delta region, where decorum in public behavior is highly prized. Lectures, in any case, allow for repetition of important points, a procedure seen as essential with trainees of the educational caliber drawn to correctional work at PCI.

Feedback and Evaluation

Trainers view their instructional method, with its heavy reliance on lectures, as suited to the trainees, both in terms of the trainees' educational status and cultural background. The trainers also see lectures as translating readily into tests that are easy to grade. These tests or examinations comprise 60 percent of the trainee's final evaluation. The remainder of the trainee's overall grade reflects:

a) performance on daily workbook assignments (20%); b) performance on the firing range (10%); and c) staff appraisal of trainee attitude, dress, and deportment (10%). An average of 75 percent is needed to pass the course; given a 1 percent failure rate, some proportion of which is attributable to personal inadequacies or propensities, the testing standards are presumably very liberal. In any case, note that 80 percent of the trainee's overall grade--that drawn from tests and workbooks--is made up of scores on assignments directly tied to class lectures and discussions.

Courses are no longer formally evaluated by the trainees, and have not been so evaluated for over two years. Such formal evaluations, in the experience of the trainers and their director, prove irrelevant or superfluous. Performance on daily workbook assignments is viewed as a better indicator of what trainees learn (and need to learn), than are formal evaluations. Graduates of the program, on the other hand, are seen as more aware of training needs. Though no attempt has been made to systematically survey program graduates regarding their appraisals of training, officers who spontaneously visit the training department are asked to share their observations on the usefulness of the program and are seen as knowledgeable and reliable sources of feedback.

A formal evaluation of the training program sponsored by NIC was conducted in 1976. The process was viewed as constructive and valuable, though Mr. Herring was unable to locate a copy of the report for us. Another evaluation of the program would be welcomed by Mr. Herring, who is of the opinion that his program is technically sound and of demonstrable value to the Mississippi prison system.

Comment

Though aware of the shortcomings of the training program as it stands, Mr. Herring feels he can point with confidence to the beneficial impact of training at PCI, notably in the area of interpersonal relations between officers and inmates. Fewer than 5 years ago, staff violence or indifference flourished at PCI. Escapees were routinely shot (or shot at, perhaps, in the absence of firearms training), and convicts were seen as

unfit objects of conversation or concern. Today, officers listen to
prisoners and there has been a marked drop in prison mortality rates;
there is also a policy of shooting to disable rather than kill escapees,
though such distinctions are admittedly of more symbolic than practical
significance, since it is enormously difficult to shoot a fleeing felon
at all, let along to do so in a manner calculated to inflict nonlethal
wounds. Be this as it may, training is seen as having contributed to
a growing awareness of prisoners as human beings who had the misfortune
to get ensnared in the justice system, as members of the human community
so zealously defended in the rural communities from which the prison
staff originate. An emerging climate of staff empathy for their prisoners
is also postulated by higher level prison officials as a gain produced
by training. If real, such enhancement of interpersonal relations may
represent the most valuable human consequence of the training program
at PCI and may highlight directions for the development of future train-
ing programs in the Mississippi correctional system.

APPENDIX B

INTERVIEW GUIDES

INTERVIEW GUIDES

Three separate interview guides were devised for use with training program directors, trainers, and trainees. The guides were adapted to the framework of the Instructional System Operations Model. They contain questions probing the internal training process, as well as items examining the external forces that influence training.

The program director guide has the widest scope. It seeks to develop an overview of training offered by the organization. Questions address topics such as the background of the training program, events and pressures influencing the decision to train, qualifications of staff, and specific aspects of program development. Questions about organizational policies respecting training, selection of trainees, program goals, funding arrangements, and evaluation of training are also included.

The trainer interview guide focuses on the instructional training process and perspectives of the training staff. The guide incorporates questions about types of training, teaching methods, class characteristics, grading, attendance requirements, and feedback and communication between trainers and trainees. Included are questions concerning the input and control the trainera have in program design and modification.

The trainee interview guides deal with how the trainee became aware of and enrolled in the training program, trainees' expectations of the training, and relevance of the training to their work in the home organization. Opinions of the trainees regarding the training staff, training format, and program effectiveness are probed.

Where it was possible, validity checks were built into the three interview guides by asking the same questions of administrators, trainers, and trainees. Divergent responses signaled areas where further investigation could prove productive. The interview guides also furnished a useful structure for the analysis of site visit data.

The interview guides were pretested at two sites in Maryland, the Montgomery County Training Academy and the Maryland State Training Academy. Feedback from personnel and trainees at these facilities was assimilated in the final revision of the guides.

Copies of the three interview guides follow.

Description of Instructional Systems Flow Chart

(Interview Questions were Based on this Outline)

/1-7/ Define Job Population

(1) Determine job titles of the persons being trained; get job description; determine if job has been analyzed.

(2) Establish numbers of and range of experience of persons being trained both within the specialty and other than the specialty.

(3) Determine number of persons within this specialty in the jurisdiction and the proportion that have received training in the job.

(4) Determine comparability of job descriptions within the jurisdiction.

/2/ Ascertain Performance Standards for the Job

(1) Determine if standards are results- or behavior-oriented.

(2) Determine if standards have been content validated.

(3) Determine acceptability of standards by job incumbents.

(4) Determine job incumbent views as to completeness and appropriateness of the standards.

/3/ Assess Performance against Standards
/4/
/5/ (1) Determine if standards have been criterion validated in a psychometrically acceptable manner.

(2) Determine purposes served by performance on standards (promotion, feedbacks for motivational purposes, merit raises).

Is there a Performance Gap

(1) Determine how the gap has been established (how the need for training has been established).

(2) Determine proportion of job population incumbents that fail to meet satisfactory performance levels.

(3) Determine extent to which performance gap is a training, organizational or selection problem.

(4) Determine if gap is capable of being ameliorated by the training being given.

(5) Determine if training is being given for reasons not bearing on incumbents' performance, what those reasons are, what goals are to be achieved through the training.

(6) Determine which knowledges, skills, and attitudes are needed to close the gap.

/6/ Determine Training Methods Used
/9/
(1) Assess whether methods used are appropriate to training objectives.

(2) Determine whether training requires active participation on part of trainees.

(3) Determine extent to which rewards and sanctions are linked to success in training.

(4) Determine if learning progress was assessed and fed back to trainees.

(5) Secure copies of instructional materials.

(6) Determine extent to which instructional materials have been used previously in other settings.

/7-1/ Selection of Participants for Training Sites

(1) Determine extent to which account was taken of skill and knowledge levels of participants in assignment to classes, sites, etc.

(2) Voluntary or mandatory participation?

(3) Determine size and composition (sex, age, experience, etc.) of training groups.

/8/ Selection and Preparation of Training Staff Personnel

(1) Determine how staff was selected--from within or from outside the jurisdiction.

(2) Determine competence of training staff in terms of content matter knowledge, training skills, and training education.

(3) Determine rewards to trainees for success in training.

/10/ Implementation of Training

(1) Over how long a period has such training been conducted? How many sessions? How many persons trained?

(2) Determine length and duration of training sessions, including frequency and length of classes, and time of day when training was given (e.g., during normal working hours?).

(3) Determine how training content and method has changed over the period it has been given.

(4) Learn the numbers and proportions of trainees that do not complete the training (drop out, are reassigned, or are dismissed).

(5) Determine the extent to which administrative or organizational factors constrained the process and/or the content of training.

(6) Determine the budget for the training given, the source of funds/facilities required, the cost of the training per trainee.

/11/ Training Outcomes

(1) Determine how training outcome was assessed, both during and at the conclusion of training, and also with respect to subsequent job performance.

(2) Determine how performance of the trainer(s) was assessed.

INTERVIEW GUIDES

Administrator/Program Director Interview Guide (45 Questions)

- Background/Development of Training
- Define Job Population--Select Participants
- Performance Standards
- Training Goals--Needs
- Instructional Methods
- Instructors
- Implementation of Training
- Training Outcome--Evaluation

Trainer Interview Guide (20 Questions)

- Trainers, Training, Payoffs of Training
- Trainees and their Experience
- Summary--Training needs

Trainee Interview Guide (20 Questions)

- Selection
- Organizational Expectations
- Feelings about Training and Instruction
- Impact of Training

ADMINISTRATOR/PROGRAM DIRECTOR INTERVIEW GUIDE

A. BACKGROUND--DEVELOPMENT OF TRAINING

1. How did this training program come about?   /B/
   Can you tell me a little about some of the reasons for the
   development of this training program?

   How do regulations and legislative mandates effect the
   training program? What are political and community
   influences?*

2. Could you trace a person/trainee going through the pro-
   gram? (To start with, how did the trainee become aware
   of the training you offer? What next?)

3. What were some of the specific pressures which encouraged   /B/
   the development of this program?

   What, if any, were the problems in selling the concept
   of the training to key decision makers?

4. What sources of special expertise or consultation, if   /B/5/
   any, were used in designing the training program?
   (Called in from outside the organization/people from
   within the organization.)

5. What types of training do you offer?   B/5
   How varied are the types of services that you train for?
   (Here we are looking for the content of the program--
   e.g., custodial and security techniques, crisis inter-
   vention, community resource management, human relations/
   counseling skills.)

6. How long has the program been going on? Is the program   /B/
   changing in emphasis and philosophy as you gain experi-
   ence? Why?

7. Could you tell me where this program fits into the system?
   What's the relationship between this program and other
   correctional and social agencies? (probe for institutional
   arrangements).

---

*probe for and relate these issues to other parts of the process, i.e.,
trainee selection, curriculum

8. Who funds the program? (Probe for less visible funding   /B/
   arrangements.)

   What is your annual budget?   /B/
   How many man hours of training do you conduct?
   (Man hours = people x hours)

9. How is your training budget allocated?   /B/

   Personnel_____ (including salaries
       of training personnel)

   Facilities_____

   Other_____

B. DEFINE JOB POPULATION--SELECT TRAINING PARTICIPANTS

10. What specific target group of employees is the training   /1-7/
    program aimed at?
    (What job titles do they hold?)

11. How are trainees chosen for the program? What special   /7-1/
    requirements are necessary to participate in the pro-
    gram? Do they volunteer? Is training mandated? Are
    they assigned? (Probe for factors affecting the choice
    of trainees--EEO, accreditation, who needs it?)

12. If training is held during the employees' regular work   /10/
    hours, is he paid for his time?

    If training entails extra hours of work, is overtime   /10/
    premium pay (compensatory time) provided?

13. What is the ratio of trainers to trainees? (average   /10/
    class size).

14. What is the trainees' range of experience in corrections   /7-1/
    in each class? (education, numbers of years work in
    the field).

    Are there trainees with different levels of experience
    in the same class?

15. Are trainees of different job <u>classifications/specialties</u> /7-1/
    in the same class?

    If yes-- Is this difference in experience, responsibilities,
    and knowledge taken into account in training?

    probe: --in program planning
            --in curriculum content
            --in teaching methods

    (You may want to bring this up again when you ask about
     instructional methods.)

    How so?--or--If no--are there some reasons for not taking
    these differences into account?

16. What percentage of your trainees would you estimate have /7-1/
    had no prior training in the area for which you train
    them?

17. What percentage of people who need this training would /1-7/
    you estimate are actually being trained (within a given
    year)? (within your organization/in this state).

C. PERFORMANCE STANDARDS

18. With respect to the persons being trained, what are the /2/
    specific performance objectives related to their jobs?
    Who set them? How was this done?

    a. Are these work standards listed anywhere? That
        is, is there a formal statement of what is re-
        quired on the job?

    b. How familiar do you think trainees are with the
        performance standards for their jobs? About
        what percentage of those trained do you think
        are <u>not</u> familiar with the performance standards
        required of them?

    c. How do you think the trainees perceive their job
        descriptions and performance standards? (good,
        helpful...?)

    d. How are the standards used? (Do promotions, /3/
        raises depend on whether the employee meets the
        requirements set in the standards?)

    e. What kind of performance feedback is provided to
        personnel?

19. What proportion of people being trained would you estimate /4/
    fail to perform satisfactorily?

        As measured by: Supervisor feedback
                         Periodic employee evaluations

20. Can you give some illustrations of problems, of things /5/
    that these people should be able to handle better <u>because</u>
    of <u>their</u> training?

21. What kinds of skills and attributes do you look for in /5/
    your correctional personnel that you <u>do not train for</u>?
    (i.e., What aspects of the trainees' <u>job</u> <u>cannot</u> be met by
    training program such as this?)

D. TRAINING GOALS--NEEDS

22. What are the overall goals of your training program? /4/5/
    Who established them?

    What were reasons, other than performance (legislative
    mandates) for beginning training?

E. INSTRUCTIONAL METHODS

23. How do you train? What kinds of instructional methods /6/9/
    do you use?

    (Hand <u>R</u> the instructional methods list.) Which of the
    methods comprise the bulk of your training?

    How did you come up with your curriculum? Did you
    devise it yourself? Get it from someone else? Why
    did you choose this curriculum?

F. INSTRUCTORS (Trace the trainer through the process)

24. What are the qualifications of your instructors? /8/
    (specialized knowledge base, specific skills or techniques)

    What kind of training is received by training staff to
    prepare them for their assignment? What sort of training:
    How much, how often, where do they receive their training?

25. How were the instructors recruited/selected? /8/
    What criteria were used in selecting instructors?

26. Are the instructors employed on a full-time basis as /8/
trainers? (What percentage of their time is spent in
training/preparing for training?)

27. Are there any special rewards or incentives available /8/
to trainers for doing a good job?

G. IMPLEMENTATION OF TRAINING

28. How frequently is the trainee provided with feedback on /10/
his performance during training? (throughout the course
of training, upon completion of training).

    --entrance level program
    --inservice program

29. How much input (say) do participants have in deciding /6/
how the training course will be designed and run?

    --as it will affect them
    --for future programs

    --entrance level program
    --inservice program

30. What other services (i.e., career counseling, remedial /10/
assistance, supplementary programmed instruction) are
provided to trainees?

    By whom?
    How often?

31. Do you coordinate training with other correctional or /10/
social agencies? (looking at interagency relationships).

    If yes: Is this helpful to you? How so?
             Does it cause any problems? Like what?

32. What are some administrative or organizational factors /10/
that hinder the training process? Can you give me some
specific examples?

33. What factors especially support the training process? /10/

34. How many people ultimately drop out of the program? /10/

    What are the major causes for people dropping out? /10/

    Who drops out? /10/

35. How do you handle a problem of absenteeism from training? /10/

36. Are trainees rewarded in any way for successful completion /10/
of training? (promotion, raise, etc.).

H. TRAINING OUTCOME--EVALUATION

37. Has your training program been formally evaluated? /11/
If not, do you have any type of informal evaluation?

38. If applicable:

    When do your evaluations occur? (formal and informal)

    during the course of the program?

    at the conclusion of the program?

    with respect to subsequent job performance?

39. What have the evaluations revealed about your program /11/
efforts? (at each point of evaluation).

40. How do you use evaluations to modify segments of your /11/
program which the evaluation has indicated have no im-
pact on trainees? Can you give an example?

41. What changes have you noticed in trainees or program /11/
instructors as a result of the training?

    --during the course of the program on-the-job
    --skills, knowledge, attitudes

42. How well do you feel that the training you provide is /11/4/
used in the home organization after the trainees return
to the job? Why?

43. How has the training program affected your organization? /11/
(This pertains to training in an institutional setting.)

44. What, if any, are some of the spin-offs/side effects /11/
that the training program has caused? (positive,
negative).

I. SUMMARY QUESTION

45. I have attempted to cover all areas related to the train- /11/
ing, but realize that there may be particular problems
or issues related to your specialty area that I haven't
touched upon. Can you think of anything that I haven't
asked that is important to your organization when it comes
to training?

TRAINER INTERVIEW GUIDE

A. TRAINERS, TRAINING, PAYOFFS OF TRAINING

1. What types of training do you do? /5/

2. How were you selected as a trainer in this program? /8/

3. What special training have you received to become a trainer? /8/

   (At this point, ask the trainer to walk you through the process of how he came to the program, etc.)

4. How many different courses do you teach? /8/

5. What input have you had in the design of each of the train- /6/
   ing programs? (How was the training program designed?
   How was the need established?)

6. What modifications of the various training program would /6/
   you like to see? Have you instituted any?

7. How do you train? What kinds of instructional methods /6/9/
   do you use? (Hand R the instructional methods list.)
   Which of these methods comprise the bulk of your pro-
   gram?

8. Which of the training that you do is most important to /5/
   you? Why? ...least important? Why?

9. Which do you feel is most important to the home insti- /5/
   tution(s) of the trainees? Why? ...least important? Why?

10. How well do you fell that the training you provide is /11/4/
    used in the organization after the trainees return to
    the job? Why?

    --entrance level program
    --inservice program

    (Probe for: (a) training problem, (b) organizational
    problem, (c) both.)

11. What do you expect trainees to get out of training? Why? /11/

    --entrance level training
    --inservice training

12. What changes in program participants do you notice as a /11/
    result of the training program?

    --entrance level program
    --inservice program

    --during the program
    --upon completion of the program
    --six months after being on the job

B. TRAINEES AND THEIR EXPERIENCE (Have the trainer trace the process
   of a trainee entering and going through the program.)

13. What is the trainees' range of experience in corrections /7/
    in each class? (eduction, number of years working in
    the field).

14. Are trainees of different job classifications/specialties /7/
    in the same class?

    If yes--Is the difference in experience, responsibilities,
    and knowledge taken into account in training?

    probe: --in program planning
           --in curriculum/content
           --in teaching methods - (may want to refer back
             to instructional methods list)

    How so?--or--If no--are there some reasons for not taking
    these differences into account?

15. How much say do participants have in deciding how the train- /5/6/
    ing course will be designed and/or run?

    --as it will effect them
    --for future programs

    --at the entrance level program
    --inservice program

16. Is the trainee given feedback (graded, evaluated) on his /10/
    performance?

    --throughout the course
    --upon completion of training
    --on what basis is feedback derived
    --entrance level training
    --inservice training

17. How many people ultimately drop out of the program? /11/

    What are the major causes for people failing the program?

    What are the major causes for people dropping out?

    Who drops out?

18. How do you handle a problem of absenteeism from training? /10/

19. Are there any special rewards or incentives available to /10/
trainees for doing a good job?

C. SUMMARY--TRAINING NEEDS

20. From your experience as a trainer in corrections, what do
you think are the three most critical unmet training
needs for the kinds of correctional personnel with whom
you work? Which of the three is the most critical? Why?

--entrance level program
--inservice program

TRAINEE INTERVIEW GUIDE

1. How did you get here? /7-1/
How were you selected for training?
How do you feel about being here? Did you volunteer?

2. How far into training are you now? /5/
Are there tangible, job-related payoffs (e.g., things that
will help you with your job promotions)?
Personal payoffs?
(In what ways is the training useful or otherwise having
impact on you?)
(Specifically, what have you learned that you will go back
and apply to your job?)

3. What does your organization expect you to learn here? (Why /5/
is this significant to them?)

4. How does your organization plan to use the training you're /11/4/
receiving? (Probe for distinction between "immediate
supervisor" and "organization.")
(Will they be ready for you?)
(Will you be ready for them?)

5. Have you ever had other training experiences while with this /7-1/
organization?
(How does this training experience stack up against the
others?)

6. Has your prior training been taken into account for this /6/
training experience? How so?

7. What aspects of the training are not useful to you? /5/
(More broadly, are not having impact on you?)
(How come?)

8. Have you had any "say so" in how the training program is de- /5/6/
signed and/or run?

9. What would you like to see added to the training program? /5/6/
(Why?)

10. What would you like to see dropped from the training program? /5/6/
(Why?)

11. What kinds of instructional materials/methods are used in training? (See list)

12. How knowledgeable are your instructors about the topics they're teaching? /8/

13. How well prepared are they for each class? /8/

14. How interested in and committed to the training do the instructors appear to be? /8/

15. How helpful are the instructors? /8/

    If you have problems in training, do your instructors help you out?

16. Do you get any idea on how well you're doing in training (e.g., through grades, teacher comments, tests)? /10/

    (What kind of feedback on your performance do you receive throughout and after completion of the program?)

17. Do you feel this information (grades, evaluation) is a good indicator of how well you think you're doing in training? /10/

18. How could they do a better job in using the training you've received? /11/

SUMMARY QUESTION:

19. Describe how your training will make a difference: /11/
    a) to yourself
    b) to your organization
    c) to your clients
    d) to your peers/professional reference group

20. What new things have you learned in training? /5/

    What do you think you need next in terms of training? Why?

APPENDIX C

SURVEY INSTRUMENT

September 18, 1979

Dear Sir or Madam:

The Law Enforcement Assistance Administration (Office of Program
Evaluation) has awarded the Advanced Research Resources Organization (ARRO)
an 18-month contract to study the training provided to correctional personnel.
This is the first national study of this type. It will provide an overview
of current training, information on program costs, and people's reactions
to various types of programs and methods for training. The enclosed survey,
which is being sent to some 1200 correctional agencies nationwide--institu-
tions and community facilities for youth and adult offenders-seeks to obtain
information about training.

Earlier this year, ARRO project staff members visited 17 training sites
about the U.S. where they spoke at length with training personnel and those
being trained to learn what information they need and what information will
be useful to them in planning and conducting staff training programs. The
survey reflects issues that training directors, trainers, and trainees who
were interviewed saw as important. We hope to get your opinion on these
matters also, and gain additional knowledge from your experience.

It is hoped that the study can help those in corrections who are in-
volved in providing staff training. Project findings should be useful in
future planning decisions concerning the training of correctional personnel.
Your cooperation is important. The time you spend to complete and return
the survey will be greatly appreciated. We will appreciate your completing
and returning the questionnaire within 10 days.

Sincerely yours,

Howard C. Olson
Project Director

This report is authorized (PL94-503, Section 402). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

<u>Form Approved:</u>

OMB No. 043-S79011
Expires 31 December 1979

NATIONAL SURVEY

Correctional Personnel Training Questionnaire

<u>Introduction</u>

Advanced Research Resources Organization (ARRO), a private research firm, has received a contract from the Law Enforcement Assistance Administration (LEAA) to study the training offered to correctional personnel. The study will provide an overview of training offered in corrections. It is intended to reflect those factors that are influential in shaping training activities--factors that have been found to contribute to success of training programs as well as pitfalls to be avoided.

This questionnaire is being sent to a randomly selected sample of directors of different types of correctional agencies--jails, prisons, parole and probation services, youth facilities, correctional training academies, and community services. The directors are asked to have the questionnaire filled out by the person at the agency who is the most knowledgeable about training.

The questionnaire has three parts. The first part contains some general questions about your agency and about the training given to its correctional staff. The second section is made up of more detailed questions about one training course that you feel is very useful and one course that you feel is less useful. We will use the results of these questions to find out the ways in which useful courses differ from less useful courses in terms of course content, staff being trained, the selection of the trainers, etc. The final section is very brief. It deals with questions about a third course; we will use this third section to get an overview of all types of correctional training courses.

The information you provide will be treated as confidential. In our report of the project, we will not describe the training given to the staff of any single agency. The report will concern aggregated data, for example, the average amount of money spent on training, or the most frequently given courses. Only the ARRO staff will see your responses.

<u>Background Information</u>

Name _____ Date _____

Position _____

Agency _____

Address of Agency _____

_____
City   State   Zip Code

Phone Number _____ _____
            Area Code

<u>Instructions</u>

The questionnaire items call for answers using checkmarks or brief phrases. It should take about 45 minutes to complete. Please complete and <u>return the questionnaire within 10 days</u>, using the enclosed envelope. If you have any questions, please call either Merri-Ann Cooper, Shelley Price, or Howard Olson at (301) 986-9000.

You can see that the usefulness of this research depends on receiving honest information from people who are directly involved in training. Your time and effort are greatly appreciated.

SECTION I

<u>CHARACTERISTICS OF YOUR AGENCY</u>

<u>1.</u> How would you describe your agency? Check as many answers as apply:

_____ [01] Jail
_____ [02] Prison
_____ [03] Parole Agency
_____ [04] Probation Agency
_____ [05] Combined Probation and Parole Agency
_____ [06] Temporary Care Facility
_____ [07] Half-Way House or Group Home
_____ [08] Residential Facility for Juveniles (e.g., training schools)
_____ [09] Prerelease or Work Release Center
_____ [10] Training Academy

<u>Other (Please Specify)</u>

_____ [11] _____
_____ [12] _____
_____ [13] _____

<u>2.</u> Does your agency work with or train people who work with juvenile, or adult, offenders?

_____ [1] Adult only
_____ [2] Juvenile only
_____ [3] Both adult and juvenile

<u>3.</u> Does your agency work with or train people who work with male, or female, offenders?

_____ [1] Male only
_____ [2] Female only
_____ [3] Both male and female

4. About how many offenders did your agency deal with last fiscal year?
_____ Offenders

5. Please write the number of personnel in each category who are employed by your agency:

Number Employed

_____ [01] Administrators (supervisors, managers)

_____ [02] Child Care Workers or Cottage Parents

_____ [03] Deputy Sheriffs

_____ [04] Probation Officers

_____ [05] Parole Officers

_____ [06] Corrections Officers (prison guards, jail guards, other jail staff)

_____ [07] Counselors

_____ [08] Case Workers

_____ [09] Teachers, Instructors, or Trainers

Other (Please Specify)

_____ [10] _____

_____ [11] _____

_____ [12] _____

_____ [13] _____

_____ [14] _____

6. to 9. Place an "X" in the brackets to indicate how relevant each statement is to your agency's goals for the offenders in its care: (For example, [1] [2] [X] [4])

	Very Relevant	Moderately Relevant	Slightly Relevant	Not Relevant	
6.	[1]	[2]	[3]	[4]	Offenders must conform to community values, obey laws, and play appropriate work and social roles, regardless of their personal beliefs.
7.	[1]	[2]	[3]	[4]	Offenders must achieve insight into problems and make personal commitments to law-abiding values and behaviors.
8.	[1]	[2]	[3]	[4]	Offenders must comply with rules and regulations while under correctional supervision.
9.	[1]	[2]	[3]	[4]	Offenders must be equipped to use community resources in overcoming problems and in developing and maintaining law-abiding lifestyles.

10. to 13. Place an "X" in the brackets to indicate how relevant each statement is to your agency's goals concerning your staff's work performance: (For example, [1] [2] [3] [4])

	Very Relevant	Moderately Relevant	Slightly Relevant	Not Relevant	
10.	[1]	[2]	[3]	[4]	Staff must enforce rules in a just manner and serve as models of appropriate behavior.
11.	[1]	[2]	[3]	[4]	Staff must support and counsel offenders in their efforts to solve personal problems.
12.	[1]	[2]	[3]	[4]	Staff must control the offenders, insuring compliance with rules and regulations.
13.	[1]	[2]	[3]	[4]	Staff must act as resource persons and advocates for offenders in the offenders' relationship with the correctional agency and the larger community.

14. to 16. Place an "X" in the brackets to indicate how relevant each statement is to your agency's goals for training its correctional staff:

	Very Relevant	Moderately Relevant	Slightly Relevant	Not Relevant	
14.	[1]	[2]	[3]	[4]	A major objective of training is to equip staff to withstand tense or explosive situations.
15.	[1]	[2]	[3]	[4]	A major objective of training is to provide staff with problem-solving skills.
16.	[1]	[2]	[3]	[4]	A major objective of training is to encourage staff to make innovative, even risky, decisions.

17. to 21. Place an "X" in the brackets to indicate how relevant each statement is to your agency generally: (For example, [1] [2] [X] [4])

	Very Relevant	Moderately Relevant	Slightly Relevant	Not Relevant	
17.	[1]	[2]	[3]	[4]	Agency decisions are excessively influenced by external forces, such as the courts, lawyers, and the press.
18.	[1]	[2]	[3]	[4]	The agency is in a real resource pinch. It does not have enough money, cooperation from others in the human service field, and public good will to do the job well.
19.	[1]	[2]	[3]	[4]	The agency is hindered in doing its job because offenders and workers challenge its legitimacy and authority.
20.	[1]	[2]	[3]	[4]	The administration is not given adequate tools or preparation to handle the difficult job of running the agency.
21.	[1]	[2]	[3]	[4]	The employees feel inadequately supported or protected in their work.

GENERAL QUESTIONS ABOUT TRAINING

22. Do correctional staff members at your agency receive training for their work after being hired (including training between hiring and starting on the job)? Please check one:

_____ [1] Yes (If you mark "YES," go to Question 34.)

_____ [2] No (If you mark "NO," go on to Question 23.)

23. to 33. Listed below are possible reasons why an agency does not provide training to its staff. Place an "X" in the brackets to indicate the importance of each of these reasons in your agency's decision not to offer training: (For example, [1] [X] [3] [4] [5])

	Extremely Important	Very Important	Moderately Important	Slightly Important	Of No Importance	
23.	[1]	[2]	[3]	[4]	[5]	Our staff comes to the agency with adequate training and education.
24.	[1]	[2]	[3]	[4]	[5]	There is not enough money to hire training staff and buy supplies.
25.	[1]	[2]	[3]	[4]	[5]	There is not enough money to pay for the salaries of staff who would take over for those taking training courses.
26.	[1]	[2]	[3]	[4]	[5]	There are no trainers or training facilities available.
27.	[1]	[2]	[3]	[4]	[5]	We have not been able to find or to develop a program appropriate to our needs.
28.	[1]	[2]	[3]	[4]	[5]	The administrators in our agency are not interested in training.
29.	[1]	[2]	[3]	[4]	[5]	There is very little state or local executive or legislative interest in training.
30.	[1]	[2]	[3]	[4]	[5]	The correctional staff is not interested in training.
31.	[1]	[2]	[3]	[4]	[5]	There is not enough staff so that some of the staff can be given time off for training.

Other Reasons (Please Specify)

32.	[1]	[2]	[3]	[4]	[5]	_____
33.	[1]	[2]	[3]	[4]	[5]	_____

34. From the list that follows, please check the __four__ training courses your correctional staff needs most, but which are not provided now. If a course is not listed, please add it. __Check no more than four courses.__

_____ Check here if no additional training is needed.

Training Courses

_____ [01] Alcoholism and drug abuse

_____ [02] Basic orientation training

_____ [03] Case management

_____ [04] Classification and intake

_____ [05] Collective bargaining/arbitration

_____ [06] Community resource development

_____ [07] Counseling techniques

_____ [08] Crisis intervention/emergency procedures

_____ [09] Decision making

_____ [10] Fire prevention and safety

_____ [11] First aid/CPR

_____ [12] Hostage survival

_____ [13] Human relations/communication skills

_____ [14] Interviewing

_____ [15] Investigation procedures

_____ [16] Legal issues/liability

_____ [17] Management training

_____ [18] Psychology/abnormal behavior

_____ [19] Security procedures

_____ [20] Self-defense and physical training

_____ [21] Supervision and leadership

_____ [22] Women in correctional institutions

_____ [23] _____

_____ [24] _____

_____ [25] _____

IF YOUR CORRECTIONAL STAFF DOES __NOT__ RECEIVE TRAINING, PLEASE DO __NOT__ ANSWER ANY MORE QUESTIONS AND RETURN THE QUESTIONNAIRE TO US.

IF YOUR CORRECTIONAL STAFF __DOES__ RECEIVE TRAINING, PLEASE CONTINUE FILLING OUT THE QUESTIONNAIRE.

35. Following is a list of training courses. For each course, place an "X" in the brackets to indicate which correctional staff members take the course. If staff is not listed, please specify the other staff in the last two columns.

(For example, [1] [X] [3] [X] [5] [6] [7] [X] [9] [10])

Columns:
1. Administrators and Managers
2. Line Supervisors
3. Child Care Workers or Cottage Parents
4. Correctional Officers
5. Probation Officers
6. Parole Officers
7. Counselors and Case Workers
8. Deputy Sheriffs
9. Other:
10. Other:

	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[01] Alcoholism and drug abuse	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[02] Basic orientation training	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[03] Case management	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[04] Classification and intake	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[05] Collective bargaining/arbitration	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[06] Community resource development	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[07] Counseling techniques	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[08] Crisis intervention/emergency procedures	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[09] Decision making	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[10] Fire prevention and safety	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[11] First aid/CPR	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[12] Hostage survival	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[13] Human relations/communication skills	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[14] Interviewing	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[15] Investigation procedures	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[16] Legal issues/liability	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[17] Management training	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[18] Psychology/abnormal behavior	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[19] Security procedures	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[20] Self defense and physical training	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[21] Supervision and leadership	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[22] Women in correctional institutions	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[23] _____	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[24] _____	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]
[25] _____	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]

36. to 47. For the following correctional personnel, place an "X" in the brackets to indicate the training received. Check as many as apply in each line:

	Do not receive training	Receive pre-employment or initial employment training	Receive in-service training	No staff of this type at our agency	
36.	[1]	[2]	[3]	[4]	Administrators or managers
37.	[1]	[2]	[3]	[4]	Child care workers or cottage parents
38.	[1]	[2]	[3]	[4]	Correctional officers (prison guards, jail guards)
39.	[1]	[2]	[3]	[4]	Probation officers
40.	[1]	[2]	[3]	[4]	Parole officers
41.	[1]	[2]	[3]	[4]	Sheriffs
42.	[1]	[2]	[3]	[4]	Counselors or case workers
43.	[1]	[2]	[3]	[4]	Line supervisors
					Other staff (Please Specify)
44.	[1]	[2]	[3]	[4]	_____
45.	[1]	[2]	[3]	[4]	_____
46.	[1]	[2]	[3]	[4]	_____

47. Estimate the percentage of total training your staff received at each site last year:

Percent

_____ [01] At your agency

_____ [02] At another correctional agency

_____ [03] At a training academy

_____ [04] At a college or junior college

_____ [05] At an institute or special workshop

_____ [06] Other (Please Specify) _____

100% Total

48. to 50. For each of the following, place an "X" in the brackets to indicate where most of your staff received each type of training.

		At Our Agency	At Another Correctional Agency	At a Training Academy	At a Junior College or University	At a Workshop	No Training of This Type is Given
48.	Pre-employment or initial employment training	[1]	[2]	[3]	[4]	[5]	[6]
49.	In-service training	[1]	[2]	[3]	[4]	[5]	[6]
50.	Specialized training	[1]	[2]	[3]	[4]	[5]	[6]

51. Estimate the percentage of training taught by each type of instructor last year.

Percent

_____ [01] Your own training staff

_____ [02] Other staff members for your organization

_____ [03] Teachers, lawyers, doctors, district attorneys, psychologists, people who work for consulting firms

_____ [04] Trainers from other correctional programs, including training academies

_____ [05] Other staff (not trainers) from other correctional programs

_____ [06] Community resource persons

_____ [07] Other (Please Specify) _____

100% Total

52. Do line supervisors encourage their staff to use on the job what they have learned in training? Please check one response:

_____ [1] Yes, all the time

_____ [2] Yes, often

_____ [3] Yes, but not often

_____ [4] No, never

53. Do correctional personnel encourage their fellow workers to use what they have learned in training? Please check one response:

_____ [1] Yes, all the time

_____ [2] Yes, often

_____ [3] Yes, but not often

_____ [4] No, they don't care

_____ [5] No, they discourage it

54. How many correctional staff members were trained last year?

_____ [01] Estimate of the number of persons trained

_____ [02] Estimate of the average number of hours of training received by each person

55. What are the major problems your agency has with the training offered to its correctional staff? Check no more than 3 problems:

_____ [01] Not enough money to pay overtime for staff being trained and for staff to replace them.

_____ [02] Not enough staff so that enough people can be given time off for training.

_____ [03] Inadequate training materials.

_____ [04] Inadequate facilities for training.

_____ [05] Training courses that are not relevant to agency needs.

_____ [06] Inadequately prepared training staff.

_____ [07] Resistance from unions to training.

_____ [08] Staff resistance to training.

_____ [09] Interference with training from other agencies, courts, etc.

_____ [10] Agency management resistance to training.

_____ [11] Another problem (Please Specify) _____

FUNDING

56. About how much was your official training budget last fiscal year?

$_____

57. This question may seem difficult, but please do as well as you can with it. Please estimate the total cost for training during the last fiscal year for the training of your agency's correctional staff. It probably is much more than your official budget. Include amounts budgeted for training, plus all other items related to training that may not be in the training budget, such as staff salaries, training materials, the training share of facilities, housing and meals for trainees, consultants, pay for those persons replacing persons being trained, and so on. Rough estimates are sufficient.*

Amount

$_____ [01] Training staff salaries, including administrative personnel.

$_____ [02] Overtime for trainees and salaries for individuals replacing them.

$_____ [03] Equipment and course materials (books and handouts)

$_____ [04] Grants and tuition

$_____ [05] Facilities--rent and/or overhead

$_____ [06] Travel expenses for trainees and training staff

$_____ [07] Other (Please Specify) _____

$_____ Total

*If your agency is a training academy, please estimate the amounts the academy spends on each of these items.

58. Suppose your training budget were increased by 50 percent--what recommendations would you make for spending the money? Please make no more than two recommendations.

_____ [1] Offer new training courses

_____ [2] Have more staff take already available courses

_____ [3] Increase training staff salaries

_____ [4] Hire more training staff

_____ [5] Provide tuition for schools and special workshops

_____ [6] Change the courses

_____ [7] Buy new equipment

_____ [8] Improve training facilities

_____ [9] Another purpose (Please Specify) _____

SECTION II

CHARACTERISTICS OF A VERY USEFUL AND LESS USEFUL TRAINING COURSE

Some of the training courses that the correctional personnel of an organization take are bound to be more useful than others. One goal of this research is to learn why this is so. Are these differences due to the content of courses, to the methods of instruction, to the persons taking the course, to the way in which the course was developed? What specifically makes some courses more useful than other courses? We believe we can learn what the differences are from this survey by comparing those courses that are considered to be very useful to courses that are seen as less useful.

In this part of the questionnaire, you are asked to make this kind of comparison. Please look back over the past year and pick, first, a course that the correctional personnel of your agency attended (or if your agency is a correctional training academy, a course that you offered) that you consider to be one of the most useful to the persons trained. Next, pick a course that you feel is significantly less useful to the persons being trained. We realize that training programs intend to offer only useful courses; however, in every program courses usually can be ranked as to their usefulness. We want you to pick a course in the top part of the ranking, and one from the bottom part of the ranking, even though both courses you choose may be useful.

You may describe training courses offered at your agency or ones your staff receive at another place--a training academy, a workshop, a junior college, or another correctional agency. So both, in agency and out of agency courses can be described. The courses chosen may be formal, or it may be informal training. And if you can not choose complete courses for comparison, you may choose sections of a more extensive course and compare them.

<u>59.</u> [01] Title of the <u>very useful</u> course:_____

[02] Title of the <u>less useful</u> course: _____

<u>60.</u> Why did you select the first course as a very useful one?

<u>61.</u> Why did you select the second course as a less useful one?

<u>62.</u> Please list the major topics covered in each course:

Very Useful Course	Less Useful Course
[11] _____	[21] _____
[12] _____	[22] _____
[13] _____	[23] _____
[14] _____	[24] _____

<u>63.</u> Check which of the following were used in developing each course:

Very Useful Course	Less Useful Course	
[11] _____	[21] _____	A job analysis was conducted to determine the specific behaviors and skills needed on the job.
[12] _____	[22] _____	Written standards of acceptable job performance were used.
[13] _____	[23] _____	A survey of training needs was conducted (a needs assessment).
[14] _____	[24] _____	Written job descriptions were used.
[15] _____	[25] _____	None of the above methods were used.

<u>64.</u> How were the training courses developed? Check the appropriate answer for each course:

Very Useful Course	Less Useful Course	
[11] _____	[21] _____	A new course was developed for use here.
[12] _____	[22] _____	We selected a course that had been developed elsewhere and used it largely as it was.
[13] _____	[23] _____	We selected and revised a course that had been developed elsewhere.
[14] _____	[24] _____	Another method was used (Please Specify) _____
[15] _____	[25] _____	I do not know.

<u>65.</u> Who developed each of these courses? Check as many answers as apply for each course:

Very Useful Course	Less Useful Course	
[11] _____	[21] _____	An in-house trainer
[12] _____	[22] _____	A line or administrative staff member in a correctional agency
[13] _____	[23] _____	An outside consultant
[14] _____	[24] _____	I do not know
[15] _____	[25] _____	Someone else. What is the person's job? _____

66. Why were these courses developed? Check as many answers as apply for each course:

Very Useful Course	Less Useful Course	
[101] _____	[201] _____	To meet accreditation requirements. What is the accrediting agency? _____
[102] _____	[202] _____	To meet certification requirements. What is the certifying agency? _____
[103] _____	[203] _____	To handle a problem or a crisis in the organization or agency. What type of crisis? _____
[104] _____	[204] _____	Community pressure (e.g., bad press)
[105] _____	[205] _____	Legislative or executive pressure
[106] _____	[206] _____	To meet state regulations or law
[107] _____	[207] _____	To meet union contract requirements
[108] _____	[208] _____	To meet agency or institution requirements concerning job performance
[109] _____	[209] _____	To improve services to our clients
[110] _____	[210] _____	Changes in departmental policies, laws, or court decisions demanded changes in the way staff performed the job.
[111] _____	[211] _____	Staff members were not performing certain jobs adequately
[112] _____	[212] _____	Requests for training from employees
[113] _____	[213] _____	Another reason (Please Specify)

_____

67. What are the goals of these training courses? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course	
[11] _____	[21] _____		To improve staff attitudes in general
[12] _____	[22] _____		To change specific attitudes of the staff. What attitudes? _____
[13] _____	[23] _____		To improve the level of job performance in general
[14] _____	[24] _____		To teach specific knowledge, skills, or topics. Which ones? _____
[15] _____	[25] _____		To increase what the staff knows about the job in general
[16] _____	[26] _____		To improve morale and job satisfaction
[17] _____	[27] _____		To reduce job stress and "burn-out"
[18] _____	[28] _____		Other purposes (Please Specify) _____
[19] _____	[29] _____		The goals are unclear

68. What correctional staff in your agency received this training? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course	
[101] _____	[201] _____		All correctional personnel (if you check this for a course, no other checks are necessary for that course)
[102] _____	[202] _____		Administrators, planners, and managers
[103] _____	[203] _____		Child care workers or cottage parents
[104] _____	[204] _____		Probation officers
[105] _____	[205] _____		Parole officers
[106] _____	[206] _____		Corrections officers (prison guards, jail guards)
[107] _____	[207] _____		Counselor or case worker
[108] _____	[208] _____		Line supervisors
[109] _____	[209] _____		Sheriffs
[110] _____	[210] _____		Trainers
			Others (Please Specify)
[111] _____	[211] _____		_____
[112] _____	[212] _____		_____

69. When do most correctional staff members receive this training? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course	
[11] _____	[21] _____		Before coming on the job
[12] _____	[22] _____		During the first few weeks on the job
[13] _____	[23] _____		After a worker has been on the job for some time

70. How are trainees selected for these courses? Check all the answers that apply:

Very Useful Course		Less Useful Course	
[11] _____	[21] _____		Certain groups of correctional workers (e.g., parole officers or guards) are required to take this course
[12] _____	[22] _____		The supervisors select workers who need this training
[13] _____	[23] _____		The supervisors select workers who can use this training for promotion or career development
[14] _____	[24] _____		It is voluntary
[15] _____	[25] _____		People volunteer for training with their supervisor's permission
[16] _____	[26] _____		A person applies to a training committee
[17] _____	[27] _____		Another method (Please Specify) _____

71. Where are these courses generally given? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course	
[11] _____	[21] _____		At a correctional agency or institution
[12] _____	[22] _____		At a training academy
[13] _____	[23] _____		At a college or junior college
[14] _____	[24] _____		At another place away from the correctional facilities (e.g., at a convention or workshop)

72. Who generally teaches these courses? Check as many answers as apply for each course:

	Very Useful Course		Less Useful Course	
[11]	_____	[21]	_____	Experienced co-workers
[12]	_____	[22]	_____	Supervisors and administrators
[13]	_____	[23]	_____	Full time trainers
[14]	_____	[24]	_____	Teachers at area colleges or schools
[15]	_____	[25]	_____	Consultants (psychologists, lawyers, etc.)
[16]	_____	[26]	_____	Trainers from training academies
[17]	_____	[27]	_____	Other (Please Specify) _____

73. How many hours do these courses take?

[11] [_____] [21] [_____]
      Very Useful Course   Less Useful Course

74. What teaching or training techniques are most commonly used in these courses? Check as many answers as apply for each course:

	Very Useful Course		Less Useful Course	
[101]	_____	[201]	_____	Teaching in a classroom
[102]	_____	[202]	_____	Lectures or "lecturettes"
[103]	_____	[203]	_____	Practicing the skill to be learned
[104]	_____	[204]	_____	Field trips
[105]	_____	[205]	_____	Reading reports, manuals, books, case studies, viewing films and videotapes
[106]	_____	[206]	_____	Writing case studies, reports
[107]	_____	[207]	_____	Watching a demonstration of appropriate behavior
[108]	_____	[208]	_____	Working with a more experienced colleague as he/she works on the job
[109]	_____	[209]	_____	Group discussions
[110]	_____	[210]	_____	Team teaching (two instructors in front of class at the same time)
[111]	_____	[211]	_____	Role playing
[112]	_____	[212]	_____	Another method (Please Describe)

75. Check if you have the following problems in these courses. Check as many as apply for each course:

	Very Useful Course		Less Useful Course	
[11]	_____	[21]	_____	Trainees are not able to read and write at the level required
[12]	_____	[22]	_____	Trainees are not interested in the course
[13]	_____	[23]	_____	Trainees are not clear about the relevance of this course to their jobs
[14]	_____	[24]	_____	Absenteeism
[15]	_____	[25]	_____	Dropping out of the course
[16]	_____	[26]	_____	Inadequate course materials
[17]	_____	[27]	_____	Trainers need more preparation

76. Does the trainees' performance in these training courses have job-related pay offs? Check as many answers as apply for each course.

	Very Useful Course		Less Useful Course	
[11]	_____	[21]	_____	The trainee must pass this course to keep the job
[12]	_____	[22]	_____	The trainee's supervisor is informed about his/her training performance
[13]	_____	[23]	_____	A record of his/her training performance goes into the employee's file
[14]	_____	[24]	_____	Pay increases and promotions are partially dependent on completing this course
[15]	_____	[25]	_____	There is little relation between course performance and the trainee's subsequent assignment and pay
[16]	_____	[26]	_____	Other effects (Please Specify) _____

77. What types of evaluations of trainees are used in these courses? Check as many answers as apply for each course:

	Very Useful Course		Less Useful Course	
[11]	_____	[21]	_____	Trainees are given tests
[12]	_____	[22]	_____	Trainees are given projects to complete
[13]	_____	[23]	_____	Trainees are given feedback on their performance by trainers
[14]	_____	[24]	_____	Trainees are evaluated on-the-job to determine if training has been effective
[15]	_____	[25]	_____	There is little evaluation of the trainees
[16]	_____	[26]	_____	Other type of evaluation (Please Specify)

<u>78.</u> How have these courses been evaluated? Check as many answers as apply for each course:

Very Useful Course	Less Useful Course	
[11] _____	[21] _____	Trainees rate the course
[12] _____	[22] _____	Trainers meet to discuss the course
[13] _____	[23] _____	The program has been evaluated by evaluation specialists
[14] _____	[24] _____	We have measures of trainee performance or knowledge before and after training
[15] _____	[25] _____	Trainees are evaluated on-the-job to determine if the course is effective
[16] _____	[26] _____	There has been no evaluation
[17] _____	[27] _____	Another method (Please Specify) _____

_____

<u>79.</u> How are the results of these evaluations used? Check as many answers as apply for each course:

Very Useful Course	Less Useful Course	
[11] _____	[21] _____	There has been no evaluation
[12] _____	[22] _____	The evaluations are used to change course content and training techniques
[13] _____	[23] _____	Evaluations are used to evaluate instructors
[14] _____	[24] _____	Another way (Please Specify) _____

_____

<u>80.</u> Please estimate the total cost (including all items noted in Question 57) of each course during the last fiscal year?

[11] [$_____] [21] [$_____]
  Very Useful Course   Less Useful Course

<u>81.</u> How many people completed these training courses in the last fiscal year?

[11] [_____] [21] [_____]
  Very Useful Course   Less Useful Course

SECTION III

<u>DESCRIPTION OF A RANDOMLY SELECTED TRAINING COURSE</u>

An additional goal of this research is to provide a set of brief descriptions of the major training courses offered to correctional personnel. In order to make sure that all courses are described, we are asking you to answer questions about a course that has been randomly selected for you. The course we are asking you to describe is number __//__ on the list of courses below. If you do not offer the course checked, or if the course checked is a course you selected in Section II as "Very Useful" or "Less Useful," choose the next course following the one checked and answer the questions asked on the following page.

<u>Training Courses</u>

_____ [01] Alcoholism and drug abuse
_____ [02] Basic orientation training
_____ [03] Case management
_____ [04] Classification and intake
_____ [05] Collective bargaining/arbitration
_____ [06] Community resource development
_____ [07] Counseling techniques
_____ [08] Crisis intervention/emergency preparation
_____ [09] Decision making
_____ [10] Fire prevention and safety
___X___ [11] First aid/CPR
_____ [12] Hostage survival
_____ [13] Human relations/communication skills
_____ [14] Interviewing
_____ [15] Investigation procedures
_____ [16] Legal issues
_____ [17] Management training
_____ [18] Psychology/abnormal behavior
_____ [19] Security procedures
_____ [20] Self defense and physical training
_____ [21] Supervision and leadership
_____ [22] Women in correctional institutions   (Go back to the top of the list if you do not offer any courses below the course checked)

82. What is the course number (from the list on the last page) of the course you are describing?

[___ ___]

83. What are the major topics covered in this course?

[1] _____

[2] _____

[3] _____

[4] _____

84. What correctional staff receive this training? Check as many answers as apply for this course:

_____ [01] All correctional personnel (If you check this, no other checks are necessary for this question.)

_____ [02] Administrators (planners, managers)

_____ [03] Child care workers or cottage parents

_____ [04] Probation officers

_____ [05] Parole officers

_____ [06] Corrections officers (prison guards, jail guards)

_____ [07] Counselors or case workers

_____ [08] Line supervisors

_____ [09] Sheriffs

_____ [10] Trainers

_____ [11] Others (Please Specify) _____

85. To what extent do you believe that the skill level of your personnel has increased as a result of this course?

_____ [1] In general, no increase

_____ [2] In general, a small increase

_____ [3] In general, a moderate increase

_____ [4] In general, a large increase

_____ [5] In general, a great increase

_____ [6] In general, a decrease

_____ [7] The results are very variable

This is the end of the questionnaire. Thank you for your time.
Please return the questionnaire to ARRO in the enclosed envelope.

The completed survey questionnaire is included to provide
additional data for those who wish to independently examine survey
results. Whenever possible and appropriate, the numbers provided
are response frequencies on other items, medians, or means are
given (corresponding with the measure that was used in the analysis
presented in Chapter VIII).

APPENDIX D

SURVEY DATA

ADVANCED
RESEARCH
RESOURCES
ORGANIZATION

4330 East-West Highway, Washington, D C 20014 ■ 202 / 986 9000

September 18, 1979

Dear Sir or Madam:

The Law Enforcement Assistance Administration (Office of Program
Evaluation) has awarded the Advanced Research Resources Organization (ARRO)
an 18-month contract to study the training provided to correctional personnel.
This is the first national study of this type. It will provide an overview
of current training, information on program costs, and people's reactions
to various types of programs and methods for training. The enclosed survey,
which is being sent to some 1200 correctional agencies nationwide--institu-
tions and community facilities for youth and adult offenders-seeks to obtain
information about training.

Earlier this year, ARRO project staff members visited 17 training sites
about the U.S. where they spoke at length with training personnel and those
being trained to learn what information they need and what information will
be useful to them in planning and conducting staff training programs. The
survey reflects issues that training directors, trainers, and trainees who
were interviewed saw as important. We hope to get your opinion on these
matters also, and gain additional knowledge from your experience.

It is hoped that the study can help those in corrections who are in-
volved in providing staff training. Project findings should be useful in
future planning decisions concerning the training of correctional personnel.
Your cooperation is important. The time you spend to complete and return
the survey will be greatly appreciated. We will appreciate your completing
and returning the questionnaire within 10 days.

Sincerely yours,

Howard C. Olson
Project Director

Form Approved:

OMB No. 043-S79011
Expires 31 December 1979

NATIONAL SURVEY

Correctional Personnel Training Questionnaire

Introduction

Advanced Research Resources Organization (ARRO), a private research
firm, has received a contract from the Law Enforcement Assistance Admin-
istration (LEAA) to study the training offered to correctional personnel.
The study will provide an overview of training offered in corrections.
It is intended to reflect those factors that are influential in shaping
training activities--factors that have been found to contribute to success
of training programs as well as pitfalls to be avoided.

This questionnaire is being sent to a randomly selected sample of
directors of different types of correctional agencies--jails, prisons,
parole and probation services, youth facilities, correctional training
academies, and community services. The directors are asked to have the
questionnaire filled out by the person at the agency who is the most know-
ledgeable about training.

The questionnaire has three parts. The first part contains some general
questions about your agency and about the training given to its correctional
staff. The second section is made up of more detailed questions about one
training course that you feel is very useful and one course that you feel is
less useful. We will use the results of these questions to find out the
ways in which useful courses differ from less useful courses in terms of
course content, staff being trained, the selection of the trainers, etc.
The final section is very brief. It deals with questions about a third
course; we will use this third section to get an overview of all types of
correctional training courses.

The information you provide will be treated as confidential. In our
report of the project, we will not describe the training given to the staff
of any single agency. The report will concern aggregated data, for example,
the average amount of money spent on training, or the most frequently given
courses. Only the ARRO staff will see your responses.

Background Information

Name _____ Date _____

Position _____

Agency _____

Address of Agency _____

City _____ State _____ Zip Code _____

Phone Number _____
  Area Code

Instructions

The questionnaire items call for answers using checkmarks or brief phrases. It should take about 45 minutes to complete. Please complete and return the questionnaire within 10 days, using the enclosed envelope. If you have any questions, please call either Merri-Ann Cooper, Shelley Price, or Howard Olson at (301) 986-9000.

You can see that the usefulness of this research depends on receiving honest information from people who are directly involved in training. Your time and effort are greatly appreciated.

SECTION I

CHARACTERISTICS OF YOUR AGENCY

1. How would you describe your agency? Check as many answers as apply:

32	[01]	Jail
202	[02]	Prison
40	[03]	Parole Agency
67	[04]	Probation Agency
32	[05]	Combined Probation and Parole Agency
23	[06]	Temporary Care Facility
42	[07]	Half-Way House or Group Home
129	[08]	Residential Facility for Juveniles (e.g., training schools)
87	[09]	Prerelease or Work Release Center
47	[10]	Training Academy

Other (Please Specify)

4	[11]	Court
13	[12]	Classification, Reception, Diagnostic
19	[13]	Other
34		Regional Probation and Parole Agencies

2. Does your agency work with or train people who work with juvenile, or adult, offenders?

247	[1]	Adult only
124	[2]	Juvenile only
113	[3]	Both adult and juvenile

3. Does your agency work with or train people who work with male, or female, offenders?

220	[1]	Male only
26	[2]	Female only
232	[3]	Both male and female

4. About how many offenders did your agency deal with last fiscal year?

_650_ Offenders

5. Please write the number of personnel in each category who are employed by your agency:

Number Employed

9	34	[01]	Administrators (supervisors, managers)
0	13	[02]	Child Care Workers or Cottage Parents
0	0	[03]	Deputy Sheriffs
0	27	[04]	Probation Officers
0	12	[05]	Parole Officers
10	99	[06]	Corrections Officers (prison guards, jail guards, other jail staff)
3	14	[07]	Counselors
0	7	[08]	Case Workers
3	15	[09]	Teachers, Instructors, or Trainers

(median) (median)

Other (Please Specify)

	[10]
	[11]
	[12]
	[13]
	[14]

*6. to 9. Place an "X" in the brackets to indicate how relevant each statement is to your agency's goals for the offenders in its care: (For example, [1] [2] [X] [4])

	Very Relevant	Moderately Relevant	Slightly Relevant	Not Relevant	
6.	1.74				Offenders must conform to community values, obey laws, and play appropriate work and social roles, regardless of their personal beliefs.
7.	1.77				Offenders must achieve insight into problems and make personal commitments to law-abiding values and behaviors.
8.	1.29				Offenders must comply with rules and regulations while under correctional supervision.
9.	1.84				Offenders must be equipped to use community resources in overcoming problems and in developing and maintaining law-abiding lifestyles.

*means

*10. to 13. Place an "X" in the brackets to indicate how relevant each statement is to your agency's goals concerning your staff's work performance: (For example, [1] [2] [X] [4])

	Very Relevant	Moderately Relevant	Slightly Relevant	Not Relevant	
10.	1.15				Staff must enforce rules in a just manner and serve as models of appropriate behavior.
11.	1.34				Staff must support and counsel offenders in their efforts to solve personal problems.
12.	1.49				Staff must control the offenders, insuring compliance with rules and regulations.
13.	1.91				Staff must act as resource persons and advocates for offenders in the offenders' relationship with the correctional agency and the larger community.

*14. to 16. Place an "X" in the brackets to indicate how relevant each statement is to your agency's goals for training its correctional staff:

	Very Relevant	Moderately Relevant	Slightly Relevant	Not Relevant	
14.	1.82				A major objective of training is to equip staff to withstand tense or explosive situations.
15.	1.38				A major objective of training is to provide staff with problem-solving skills.
16.	2.59				A major objective of training is to encourage staff to make innovative, even risky, decisions.

*means

*17. to 21. Place an "X" in the brackets to indicate how relevant each statement is to your agency generally: (For example, [1] [2] [X] [4])

	Very Relevant	Moderately Relevant	Slightly Relevant	Not Relevant	
17.	2.30				Agency decisions are excessively influenced by external forces, such as the courts, lawyers, and the press.
18.	2.52				The agency is in a real resource pinch. It does not have enough money, cooperation from others in the human service field, and public good will to do the job well.
19.	3.28				The agency is hindered in doing its job because offenders and workers challenge its legitimacy and authority.
20.	3.01				The administration is not given adequate tools or preparation to handle the difficult job of running the agency.
21.	2.80				The employees feel inadequately supported or protected in their work.

GENERAL QUESTIONS ABOUT TRAINING

22. Do correctional staff members at your agency receive training for their work after being hired (including training between hiring and starting on the job)? Please check one:

_462_ [1] Yes (If you mark "YES," go to Question 34.)

_23_ [2] No (If you mark "NO," go on to Question 23.)

*means

23. to 33. Listed below are possible reasons why an agency does not provide training to its staff. Place an "X" in the brackets to indicate the importance of each of these reasons in your agency's decision not to offer training: (For example, [1] [X] [3] [4] [5])

Extremely Important
Very Important
Moderately Important
Slightly Important
Of No Importance

23. [1] [2] [3] [4] [5] Our staff comes to the agency with adequate training and education.

24. [1] [2] [3] [4] [5] There is not enough money to hire training staff and buy supplies.

25. [1] [2] [3] [4] [5] There is not enough money to pay for the salaries of staff who would take over for those taking training courses.

26. [1] [2] [3] [4] [5] There are no trainers or training facilities available.

27. [1] [2] [3] [4] [5] We have not been able to find or to develop a program appropriate to our needs.

28. [1] [2] [3] [4] [5] The administrators in our agency are not interested in training.

29. [1] [2] [3] [4] [5] There is very little state or local executive or legislative interest in training.

30. [1] [2] [3] [4] [5] The correctional staff is not interested in training.

31. [1] [2] [3] [4] [5] There is not enough staff so that some of the staff can be given time off for training.

Other Reasons (Please Specify)

32. [1] [2] [3] [4] [5] _____

33. [1] [2] [3] [4] [5] _____

Questions 23-33 were not analyzed because of insufficient data.

34. From the list that follows, please check the four training courses your correctional staff needs most, but which are not provided now. If a course is not listed, please add it. Check no more than four courses.

_22_ Check here if no additional training is needed.

Training Courses

77	[01]	Alcoholism and drug abuse
25	[02]	Basic orientation training
63	[03]	Case management
24	[04]	Classification and intake
36	[05]	Collective bargaining/arbitration
87	[06]	Community resource development
102	[07]	Counseling techniques
113	[08]	Crisis intervention/emergency procedures
112	[09]	Decision making
19	[10]	Fire prevention and safety
45	[11]	First aid/CPR
50	[12]	Hostage survival
134	[13]	Human relations/communication skills
42	[14]	Interviewing
51	[15]	Investigation procedures
102	[16]	Legal issues/liability
91	[17]	Management training
104	[18]	Psychology/abnormal behavior
24	[19]	Security procedures
81	[20]	Self-defense and physical training
123	[21]	Supervision and leadership
52	[22]	Women in correctional institutions
10	[23]	*Stress Management*
3	[24]	*Report Writing*
11	[25]	*Other*

IF YOUR CORRECTIONAL STAFF DOES <u>NOT</u> RECEIVE TRAINING, PLEASE DO <u>NOT</u> ANSWER ANY MORE QUESTIONS AND RETURN THE QUESTIONNAIRE TO US.

IF YOUR CORRECTIONAL STAFF <u>DOES</u> RECEIVE TRAINING, PLEASE CONTINUE FILLING OUT THE QUESTIONNAIRE.

<u>35.</u> Following is a list of training courses. For each course, place an "X" in the brackets to indicate which correctional staff members take the course. If staff is not listed, please specify the other staff in the last two columns.

(For example, [1] [X] [3] [X] [5] [6] [7] [X] [9] [10])

		Administrators and Managers	Line Supervisors	Child Care Workers or Cottage Parents	Correctional Officers	Probation Officers	Parole Officers	Counselors and Case Workers	Correctional Staff	Non Correctional Staff
[01]	Alcoholism and drug abuse	229	162	55	141	89	63	216	26	20
[02]	Basic orientation training	209	262	106	268	98	88	295	61	70
[03]	Case management	81	109	24	36	77	64	228	7	6
[04]	Classification and intake	122	128	26	93	57	39	211	16	12
[05]	Collective bargaining/ arbitration	217	100	1	18	6	4	15	5	4
[06]	Community resource development	111	78	16	14	60	53	140	14	6
[07]	Counseling techniques	99	166	81	121	89	73	282	27	16
[08]	Crisis intervention/ emergency procedures	147	211	78	162	71	58	201	38	32
[09]	Decision making	254	224	40	97	33	35	125	24	15
[10]	Fire prevention and safety	175	217	69	199	22	31	144	40	41
[11]	First aid/CPR	171	233	81	232	49	50	189	42	47
[12]	Hostage survival	120	115	11	99	9	18	46	13	11
[13]	Human relations/communi- cation skills	219	239	77	181	71	61	219	42	36
[14]	Interviewing	146	162	34	73	80	66	191	26	17
[15]	Investigation procedures	95	161	11	127	72	43	70	15	8
[16]	Legal issues/liability	217	184	27	135	51	46	106	23	21
[17]	Management training	340	258	10	24	12	12	57	8	5
[18]	Psychology/abnormal behavior	97	126	34	105	47	35	181	28	18
[19]	Security procedures	177	236	62	249	25	31	169	38	42
[20]	Self defense and physical training	76	151	54	208	40	35	94	21	29
[21]	Supervision and leadership	286	292	29	68	19	20	90	19	16
[22]	Women in correctional in- stitutions	58	65	21	57	11	15	46	12	10

[23] _____

[24] _____

[25] _____

36. to 47. For the following correctional personnel, place an "X" in the brackets to indicate the training received. Check as many as apply in each line:

	Do not receive training	Receive pre-employment or initial employment training	Receive in-service training	No staff of this type at our agency	
36.	18	231	406	2	Administrators or managers
37.	1	74	112	242	Child care workers or cottage parents
38.	0	242	266	114	Correctional officers (prison guards, jail guards)
39.	1	84	105	252	Probation officers
40.	3	79	96	236	Parole officers
*41.	-	---	---	---	Sheriffs
42.	3	251	339	42	Counselors or case workers
43.	5	236	372	19	Line supervisors
					Other staff (Please Specify)
44.	1	39	53	3	Correctional Other
45.	5	84	103	1	Non-Correctional Other
46.					

47. Estimate the percentage of total training your staff received at each site last year:

Percent

52 [01] At your agency
9 [02] At another correctional agency
32 [03] At a training academy
9 [04] At a college or junior college
16 [05] At an institute or special workshop
5 [06] Other (Please Specify) _____

100% Total

*The "Sheriffs" category was not analyzed because of insufficient data.

48. to 50. For each of the following, place an "X" in the brackets to indicate where most of your staff received each type of training.

		At Our Agency	At Another Correctional Agency	At a Training Academy	At a Junior College or University	At a Workshop	No Training of This Type is Given
48.	Pre-employment or initial employment training	296	14	116	17	6	14
49.	In-service training	342	28	115	25	79	1
50.	Specialized training	136	40	160	75	209	6

51. Estimate the percentage of training taught by each type of instructor last year.

Percent

39 [01] Your own training staff
18 [02] Other staff members for your organization
8 [03] Teachers, lawyers, doctors, district attorneys, psychologists, people who work for consulting firms
23 [04] Trainers from other correctional programs, including training academies
3 [05] Other staff (not trainers) from other correctional programs
5 [06] Community resource persons
2 [07] Other (Please Specify) _____

100% Total

52. Do line supervisors encourage their staff to use on the job what they have learned in training? Please check one response:

_____ [1] Yes, all the time
_____ [2] Yes, often
_____ [3] Yes, but not often $\bar{X}=2.02$
_____ [4] No, never

53. Do correctional personnel encourage their fellow workers to use what they have learned in training? Please check one response:

_____ [1] Yes, all the time
_____ [2] Yes, often
_____ [3] Yes, but not often $\bar{X}=2.21$
_____ [4] No, they don't care
_____ [5] No, they discourage it

54. How many correctional staff members were trained last year?

___65___ [01] Estimate of the number of persons trained

___40___ [02] Estimate of the average number of hours of train-
(median)   ing received by each person

55. What are the major problems your agency has with the training offered to its correctional staff? Check no more than 3 problems:

___284___ [01] Not enough money to pay overtime for staff being trained and for staff to replace them.

___329___ [02] Not enough staff so that enough people can be given time off for training.

___50___ [03] Inadequate training materials.

___88___ [04] Inadequate facilities for training.

___85___ [05] Training courses that are not relevant to agency needs.

___49___ [06] Inadequately prepared training staff.

___4___ [07] Resistance from unions to training.

___95___ [08] Staff resistance to training.

___9___ [09] Interference with training from other agencies, courts, etc.

___21___ [10] Agency management resistance to training.

___*65___ [11] Another problem (Please Specify) _____

*31 insufficient funding; 14 not enough training staff; 7 too far to travel to training; 5 not enough training; 3 political non-support; 5 other.

FUNDING

56. About how much was your official training budget last fiscal year?

$ _17,833 (median)_

57. This question may seem difficult, but please do as well as you can with it. Please estimate the total cost for training during the last fiscal year for the training of your agency's correctional staff. It probably is much more than your official budget. Include amounts budgeted for training, plus all other items related to training that may not be in the training budget, such as staff salaries, training materials, the training share of facilities, housing and meals for trainees, consultants, pay for those persons replacing persons being trained, and so on. Rough estimates are sufficient.*

Amount

$ _24,438_ [01] Training staff salaries, including administrative personnel.

$ _6,038_ [02] Overtime for trainees and salaries for individuals re-placing them.

$ _16,388_ [03] Equipment and course materials (books and handouts)

$ _2,875_ [04] Grants and tuition

$ _10,638_ [05] Facilities--rent and/or overhead

$ _5,750_ [06] Travel expenses for trainees and training staff

$ _1,725_ [07] Other (Please Specify) _____

$ _28,750_ Total (median)

*If your agency is a training academy, please estimate the amounts the academy spends on each of these items.

58. Suppose your training budget were increased by 50 percent--what recommendations would you make for spending the money? Please make no more than two recommendations.

___214___ [1] Offer new training courses

___203___ [2] Have more staff take already available courses

___11___ [3] Increase training staff salaries

___103___ [4] Hire more training staff

___183___ [5] Provide tuition for schools and special workshops

___22___ [6] Change the courses

___47___ [7] Buy new equipment

___23___ [8] Improve training facilities

___---___ [9] Another purpose (Please Specify) _____

_____

SECTION II

CHARACTERISTICS OF A VERY USEFUL AND LESS USEFUL TRAINING COURSE

Some of the training courses that the correctional personnel of an organization take are bound to be more useful than others. One goal of this research is to learn why this is so. Are these differences due to the content of courses, to the methods of instruction, to the persons taking the course, to the way in which the course was developed? What specifically makes some courses more useful than other courses? We believe we can learn what the differences are from this survey by comparing those courses that are considered to be very useful to courses that are seen as less useful.

In this part of the questionnaire, you are asked to make this kind of comparison. Please look back over the past year and pick, first, a course that the correctional personnel of your agency attended (or if your agency is a correctional training academy, a course that you offered) that you consider to be one of the most useful to the persons trained. Next, pick a course that you feel is significantly less useful to the persons being trained. We realize that training programs intend to offer only useful courses; however, in every program courses usually can be ranked as to their usefulness. We want you to pick a course in the top part of the ranking, and one from the bottom part of the ranking, even though both courses you choose may be useful.

You may describe training courses offered at your agency or ones your staff receive at another place--a training academy, a workshop, a junior college, or another correctional agency. So both, in agency and out of agency courses can be described. The courses chosen may be formal, or it may be informal training. And if you can not choose complete courses for comparison, you may choose sections of a more extensive course and compare them.

59. [01] Title of the very useful course:_____

    [02] Title of the less useful course:_____

60. Why did you select the first course as a very useful one?

61. Why did you select the second course as a less useful one?

---

62. Please list the major topics covered in each course:

Very Useful Course	Less Useful Course
[11] _____	[21] _____
[12] _____	[22] _____
[13] _____	[23] _____
[14] _____	[24] _____

63. Check which of the following were used in developing each course:

Very Useful Course	Less Useful Course	
[11] _299_	[21] _203_	A job analysis was conducted to determine the specific behaviors and skills needed on the job.
[12] _280_	[22] _81_	Written standards of acceptable job performance were used.
[13] _278_	[23] _98_	A survey of training needs was conducted (a needs assessment).
[14] _222_	[24] _66_	Written job descriptions were used.
[15] _29_	[25] _208_	None of the above methods were used.

64. How were the training courses developed? Check the appropriate answer for each course:

Very Useful Course	Less Useful Course	
[11] _255_	[21] _93_	A new course was developed for use here.
[12] _89_	[22] _40_	We selected a course that had been developed elsewhere and used it largely as it was.
[13] _92_	[23] _70_	We selected and revised a course that had been developed elsewhere.
[14] _52_	[24] _27_	Another method was used (Please Specify) _____
[15] _47_	[25] _203_	I do not know.

65. Who developed each of these courses? Check as many answers as apply for each course:

Very Useful Course	Less Useful Course	
[11] _43_	[21] _27_	An in-house trainer
[12] _35_	[22] _22_	A line or administrative staff member in a correctional agency
[13] _40_	[23] _27_	An outside consultant
[14] _27_	[24] _30_	I do not know
[15] _____	[25] _____	Someone else. What is the person's job? _____

66. Why were these courses developed? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course		
[101]	77	[201]	45	To meet accreditation requirements. What is the accrediting agency?
[102]	73	[202]	52	To meet certification requirements. What is the certifying agency?
[103]	70	[203]	46	To handle a problem or a crisis in the organization or agency. What type of crisis?
[104]	18	[204]	14	Community pressure (e.g., bad press)
[105]	22	[205]	29	Legislative or executive pressure
[106]	88	[206]	63	To meet state regulations or law
[107]	21	[207]	20	To meet union contract requirements
[108]	211	[208]	105	To meet agency or institution requirements concerning job performance
[109]	250	[209]	132	To improve services to our clients
[110]	109	[210]	50	Changes in departmental policies, laws, or court decisions demanded changes in the way staff performed the job.
[111]	125	[211]	59	Staff members were not performing certain jobs adequately
[112]	195	[212]	109	Requests for training from employees
[113]		[213]		Another reason (Please Specify)

67. What are the goals of these training courses? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course		
[11]	252	[21]	132	To improve staff attitudes in general
[12]	84	[22]	50	To change specific attitudes of the staff. What attitudes?
[13]	337	[23]	188	To improve the level of job performance in general
[14]	302	[24]	162	To teach specific knowledge, skills, or topics. Which ones?
[15]	228	[25]	132	To increase what the staff knows about the job in general
[16]	195	[26]	93	To improve morale and job satisfaction
[17]	155	[27]	69	To reduce job stress and "burn-out"
[18]		[28]		Other purposes (Please Specify)
[19]	2	[29]	54	The goals are unclear

68. What correctional staff in your agency received this training? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course		
[101]	154	[201]	112	All correctional personnel (if you check this for a course, no other checks are necessary for that course)
[102]	134	[202]	84	Administrators, planners, and managers
[103]	41	[203]	23	Child care workers or cottage parents
[104]	56	[204]	42	Probation officers
[105]	35	[205]	25	Parole officers
[106]	126	[206]	86	Corrections officers (prison guards, jail guards)
[107]	126	[207]	50	Counselor or case worker
[108]	128	[208]	81	Line supervisors
[109]		[209]		Sheriffs
[110]	56	[210]	25	Trainers
				Others (Please Specify)
[111]		[211]		
[112]		[212]		

CONTINUED

2 OF 3

.69. When do most correctional staff members receive this training? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course		
[11]	47	[21]	29	Before coming on the job
[12]	173	[22]	101	During the first few weeks on the job
[13]	268	[23]	235	After a worker has been on the job for some time

70. How are trainees selected for these courses? Check all the answers that apply:

Very Useful Course		Less Useful Course		
[11]	261	[21]	192	Certain groups of correctional workers (e.g., parole officers or guards) are required to take this course
[12]	111	[22]	67	The supervisors select workers who need this training
[13]	53	[23]	32	The supervisors select workers who can use this training for promotion or career development
[14]	64	[24]	57	It is voluntary
[15]	26	[25]	56	People volunteer for training with their supervisor's permission
[16]	22	[26]	12	A person applies to a training committee
[17]	20	[27]	19	Another method (Please Specify)

71. Where are these courses generally given? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course		
[11]	208	[21]	140	At a correctional agency or institution
[12]	168	[22]	133	At a training academy
[13]	44	[23]	29	At a college or junior college
[14]	94	[24]	87	At another place away from the correctional facilities (e.g., at a convention or workshop)

72. Who generally teaches these courses? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course		
[11]	148	[21]	83	Experienced co-workers
[12]	108	[22]	70	Supervisors and administrators
[13]	228	[23]	137	Full time trainers
[14]	50	[24]	27	Teachers at area colleges or schools
[15]	146	[25]	97	Consultants (psychologists, lawyers, etc.)
[16]	139	[26]	89	Trainers from training academies
[17]	9	[27]	18	Other (Please Specify)

73. How many hours do these courses take?

[11] [40.79]   [21] [18.77]   (mean)
Very Useful Course   Less Useful Course

74. What teaching or training techniques are most commonly used in these courses? Check as many answers as apply for each course:

Very Useful Course		Less Useful Course		
[101]	214	[201]	142	Teaching in a classroom
[102]	280	[202]	149	Lectures or "lecturettes"
[103]	280	[203]	137	Practicing the skill to be learned
[104]	56	[204]	41	Field trips
[105]	242	[205]	152	Reading reports, manuals, books, case studies, viewing films and videotapes
[106]	81	[206]	37	Writing case studies, reports
[107]	211	[207]	102	Watching a demonstration of appropriate behavior
[108]	107	[208]	29	Working with a more experienced colleague as he/she works on the job
[109]	295	[209]	149	Group discussions
[110]	124	[210]	49	Team teaching (two instructors in front of class at the same time)
[111]	234	[211]	104	Role playing
[112]	6	[212]	5	Another method (Please Describe)

75. Check if you have the following problems in these courses. Check as many as apply for each course:

Very Useful Course	Less Useful Course	
[11] 34	[21] 26	Trainees are not able to read and write at the level required
[12] 38	[22] 137	Trainees are not interested in the course
[13] 51	[23] 166	Trainees are not clear about the relevance of this course to their jobs
[14] 20	[24] 24	Absenteeism
[15] 6	[25] 23	Dropping out of the course
[16] 17	[26] 44	Inadequate course materials
[17] 27	[27] 80	Trainers need more preparation

76. Does the trainees' performance in these training courses have job-related pay offs? Check as many answers as apply for each course.

Very Useful Course	Less Useful Course	
[11] 90	[21] 54	The trainee must pass this course to keep the job
[12] 178	[22] 92	The trainee's supervisor is informed about his/her training performance
[13] 250	[23] 174	A record of his/her training performance goes into the employee's file
[14] 96	[24] 58	Pay increases and promotions are partially dependent on completing this course
[15] 177	[25] 209	There is little relation between course performance and the trainee's subsequent assignment and pay
[16]	[26]	Other effects (Please Specify)

77. What types of evaluations of trainees are used in these courses? Check as many answers as apply for each course:

Very Useful Course	Less Useful Course	
[11] 210	[21] 140	Trainees are given tests
[12] 106	[22] 42	Trainees are given projects to complete
[13] 126	[23] 101	Trainees are given feedback on their performance by trainers
[14] 190	[24] 78	Trainees are evaluated on-the-job to determine if training has been effective
[15] 83	[25] 156	There is little evaluation of the trainees
[16]	[26]	Other type of evaluation (Please Specify)

78. How have these courses been evaluated? Check as many answers as apply for each course:

Very Useful Course	Less Useful Course	
[11] 294	[21] 208	Trainees rate the course
[12] 166	[22] 71	Trainers meet to discuss the course
[13] 78	[23] 35	The program has been evaluated by evaluation specialists
[14] 86	[24] 45	We have measures of trainee performance or knowledge before and after training
[15] 158	[25] 56	Trainees are evaluated on-the-job to determine if the course is effective
[16] 11	[26] 84	There has been no evaluation
[17]	[27]	Another method (Please Specify)

79. How are the results of these evaluations used? Check as many answers as apply for each course:

Very Useful Course	Less Useful Course	
[11]	[21]	There has been no evaluation
[12] 278	[22] 145	The evaluations are used to change course content and training techniques
[13] 179	[23] 109	Evaluations are used to evaluate instructors
[14]	[24]	Another way (Please Specify)

80. Please estimate the total cost (including all items noted in Question 57) of each course during the last fiscal year?

[11] [$ 9,720] [21] [$ 4,620] (mean)
Very Useful Course / Less Useful Course

81. How many people completed these training courses in the last fiscal year?

[11] [102] [21] [92]
Very Useful Course / Less Useful Course

SECTION III

DESCRIPTION OF A RANDOMLY SELECTED TRAINING COURSE

An additional goal of this research is to provide a set of brief descriptions of the major training courses offered to correctional personnel. In order to make sure that all courses are described, we are asking you to answer questions about a course that has been randomly selected for you. The course we are asking you to describe is number __//__ on the list of courses below. If you do not offer the course checked, or if the course checked is a course you selected in Section II as "Very Useful" or "Less Useful," choose the next course following the one checked and answer the questions asked on the following page.

Training Courses

_____ [01] Alcoholism and drug abuse

_____ [02] Basic orientation training

_____ [03] Case management

_____ [04] Classification and intake

_____ [05] Collective bargaining/arbitration

_____ [06] Community resource development

_____ [07] Counseling techniques

_____ [08] Crisis intervention/emergency preparation

_____ [09] Decision making

_____ [10] Fire prevention and safety

___X___ [11] First aid/CPR

_____ [12] Hostage survival

_____ [13] Human relations/communication skills

_____ [14] Interviewing

_____ [15] Investigation procedures

_____ [16] Legal issues

_____ [17] Management training

_____ [18] Psychology/abnormal behavior

_____ [19] Security procedures

_____ [20] Self defense and physical training

_____ [21] Supervision and leadership

_____ [22] Women in correctional institutions (Go back to the top of the list if you do not offer any courses below the course checked)

82. What is the course number (from the list on the last page) of the course you are describing?

[____ ____]

83. What are the major topics covered in this course?

[1] _____

[2] _____

[3] _____

[4] _____

84. What correctional staff receive this training? Check as many answers as apply for this course:

_____ [01] All correctional personnel (If you check this, no other checks are necessary for this question.)

_____ [02] Administrators (planners, managers)

_____ [03] Child care workers or cottage parents

_____ [04] Probation officers

_____ [05] Parole officers

_____ [06] Corrections officers (prison guards, jail guards)

_____ [07] Counselors or case workers

_____ [08] Line supervisors

_____ [09] Sheriffs

_____ [10] Trainers

_____ [11] Others (Please Specify) _____

85. To what extent do you believe that the skill level of your personnel has increased as a result of this course?

_____ [1] In general, no increase

_____ [2] In general, a small increase

_____ [3] In general, a moderate increase

_____ [4] In general, a large increase

_____ [5] In general, a great increase

_____ [6] In general, a decrease

_____ [7] The results are very variable

This is the end of the questionnaire. Thank you for your time. Please return the questionnaire to ARRO in the enclosed envelope.

END