

0310

FINAL REPORT

STATEWIDE IN-SERVICE TRAINING OF CORRECTIONAL PERSONNEL

OLEA GRANT 403 (S-223) — *Styx 2*

NCJ-0310

INTRODUCTION

In the fall of 1966 a committee consisting of the Associate Warden of the Prison, the Director of Probation and Parole for the State of Nevada, a member of the Sociology Department of the University of Nevada, and the Director of Continuing Education of the University of Nevada met to discuss the needs for in-service training of correctional personnel in the State of Nevada. It was determined that the in-service training for the training of correctional personnel in the State of Nevada at that time was minimal. There were, however, some task-oriented training programs taking place in some of the institutions and there were other training programs taking place for the personnel in the corrections field. The need for a broader and more comprehensive program was recognized and it was decided at that time to attempt to secure a grant under the Office of Law Enforcement Assistance to carry out a statewide program in in-service training for the corrections people of the State of Nevada. It was hoped that through the Division of Continuing Education, General University Extension of the University of Nevada, a program could be projected which would be of value to all of the agencies concerned with corrections in this state. At that time an advisory committee was formed consisting of Mr. Carl Hocker, Warden of the Nevada State Prison; Mr. Charles Keever, Training Officer of the Nevada State Personnel Department; Mr. Paul Toland, Director of the Department of Parole and Probation; and Mr. Del Frost, Associate Warden, Nevada State Prison, who later resigned. The committee was

appointed to assist in the preparation of an application for funds to carry out a program of in-service training for the correctional people of the State of Nevada. It was subsequently increased in personnel to include Mr. Michael Guariglia, Administrator of Vocational Rehabilitation; Mr. Phil Hanifan, Director of the Department of Health, Welfare and Rehabilitation; Mr. Edward Cordisco, Deputy Administrator, Vocational and Technical Adult Education; Mr. Roland Dick, Director of Off-Campus and Evening Division, University of Nevada; Mr. Joseph Gardner, Superintendent, Nevada Youth Training Center; Dr. Irving Katz, Chairman, Psychology Department, University of Nevada, Las Vegas; and Lawrence M. Hyde, Dean, National College of State Trial Judges.

It was felt by the committee and by many of the local authorities in this field that a program on the elementary as well as the advanced level for in-service training of correctional personnel was desperately needed. Professional and Parole Department personnel, case workers, training and supervisory staff members and sections of the Police Department would be involved in the program, as well as the State Prison personnel, including the juvenile programs throughout the state. The project was to aim for varied programs to suit the needs of all these departments in training their personnel in basic methods of handling the people with whom they would be involved. The program would be aimed at both adult and juvenile corrections and enter into the supervisory needs at the advanced level as well as the needs of the average institution employee on the elementary level.

An application for funds was presented to the Office of Law Enforcement Assistance for a two-stage project. The first was a survey of development and organization for a statewide in-service training program for adult and juvenile correctional personnel previously reported. The second stage was to be an implementation of the program, hence the purpose of this final report.

TRAINING: A KEY TO EFFECTIVE CORRECTIONS

Lack of adequate trained staff was a problem in the field of corrections ever since the idea of corrections was centered about rehabilitation of the criminal. Leaders in the field of corrections have stated that one of the most demanding problems have been adequate staff and training of staff. It was noted that staff of correctional institutions in the major part had very little formal education. It was also noted that there had been meager pre-service training for staff members of the correctional institutions. Modern development of our institutions made training one of the most important functions of that organization. It was important because this type of organization was unique, and specific skills had to be developed to fit specific job requirements.

Corrections institutions, like most other institutions, could not be operated by the common-sense idea of what needed to be done. If each staff member was to fulfill his position in the most effective way, he had to have sufficient training to be able to carry out his duties.

Administrators in the State of Nevada, like most other institutions in other states, found that the concern for budgets hampered their development of in-service training considerably. Nevertheless, this did not reduce the need for greater training for those members of the

correctional staff that would be employed or currently employed in such service.

Change was and is taking place in the fields of correction, and many staff members have found need for developing new skills and new job responsibilities to meet the unfamiliar situations in which they are placed.

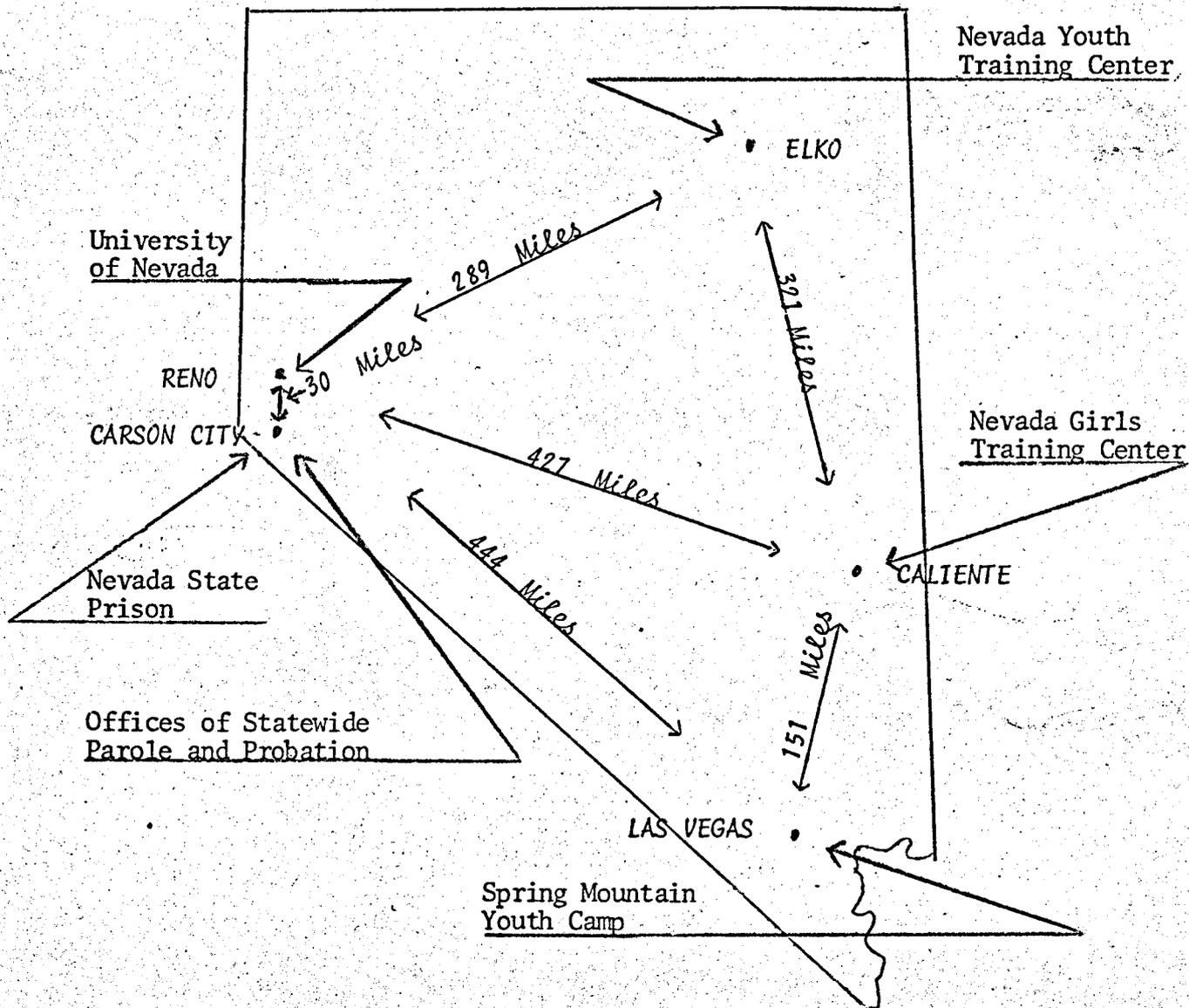
Nevada is unique in that it does not have a centralized corrections program. Each area of corrections is carried out by an individual type operation. There is a separation of the corrections program through the Nevada State Prison system, which incorporates a maximum security system, and honors camp, and a women's prison. In the juvenile corrections area there is a boy's center known as the Nevada Youth Training Center at Elko, under the direction of a superintendent; and there is the Girls Training Center at Caliente, under the direction of a superintendent. White Pine and Washoe Counties have local juvenile centers for holding or detention purposes. Their services are minimal. Clark County has a very complete training center known as the Spring Mountain Youth Training Center, a county operated organization.

The Department of Probation and Parole, which is a statewide operation, is under the direction of an administrator and has control of all adult probation and parole responsibilities.

There were other unique conditions related to the problems that faced Nevada, one of the most important of which is sparse population. Nevada is larger than the areas of New York and Pennsylvania, but only has a population of approximately 500,000. The majority of these are

concentrated in two areas, with almost half the population in the extreme southern tip of the state, a third of the population in the northwestern section to include the Reno area, and the remaining portion scattered throughout the rest of the state. The great distances between places in the state make difficulties in mounting good programs for in-service training of correctional personnel at the various institutions.

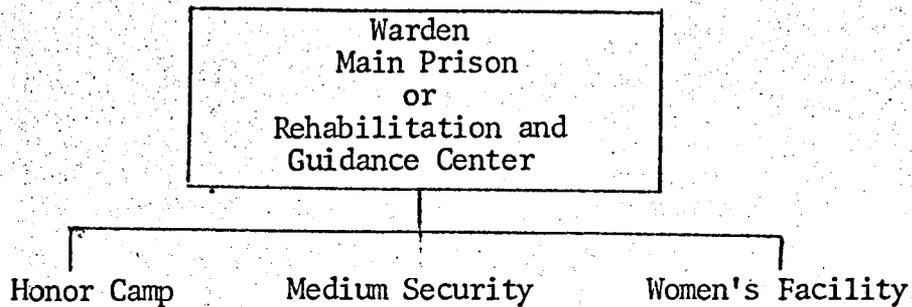
LOCATION OF NEVADA INSTITUTIONS
OF CORRECTIONS



NEVADA CORRECTIONAL INSTITUTIONS

The outlines below are administrative charts of the facilities of the Nevada System.

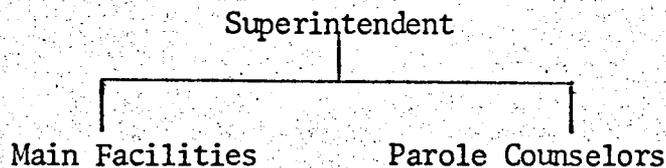
NEVADA STATE PRISON



The Warden is the administrative head of all adult facilities. There is a total inmate population of 612 and a staff compliment of 187. This figure is broken down to the following:

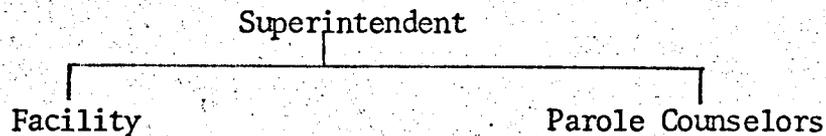
	<u>Inmates</u>	<u>Staff</u>
Rehabilitation and Guidance Center	335	100
Honor Camp	24	5
Medium Security	237	70
Women's Facility	<u>16</u>	<u>12</u>
Total	612	187

NEVADA YOUTH TRAINING CENTER - ELKO



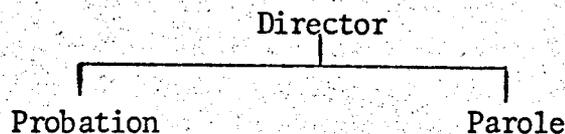
The Superintendent is administrative head of the boys facility and parole counselors. He is responsible to the Director of Health, Welfare and Rehabilitation. The process of parole and corrections is considered to be a continuum of the institutional process, and as such is placed within one organizational structure. Presently there are 111 boys in residence at the facility, 97 on parole and a total of 75 staff, including institutional personnel as well as parole counselors.

NEVADA GIRLS TRAINING CENTER, CALIENTE



The Superintendent is administrative head of the girls facility and parole counselors. He is responsible to the Director of Health, Welfare and Rehabilitation. The process of parole and corrections is considered to be a continuum of the institutional process and, consequently, comes under one organizational structure. Presently there are 36 girls in residence, 80 girls on parole and 42 staff members.

PROBATION AND PAROLE



The Director is appointed, and he represents the administrative head of the adult probation and parole agency. At present, there are approximately 1200 probationers and parolees with a total staff of 27 agents.

PREVIOUSLY EXISTING PROGRAMS AND DEVELOPMENTS

Nevada State Prison - Carson City There were few, if any, organized training programs. A position was created for the In-Service Training Lieutenant. The warden, appointed by the Governor, was a career penologist with almost 30 years of prison service. Recent developments included a written policy supporting in-service training programs and necessity of staff involvement. New employees are now processed through an "orientation" program. Plans were established for an in-service training library.

Nevada Youth Training Center - Elko A training program was in progress, although no specific position was responsible for training. Administration was oriented toward necessity of staff training, although limited in scope and perception of definition of in-service training. Findings indicated staff interest in becoming involved in a more penetrating training schedule to supplement report writing in terms of client-centered evaluations, personality adjustment of clients, and personnel progress reports. In-service training showed definite upgrading of training with emphasis in conceptual areas of problem people and delinquency. Plans were established for an in-service training library.

Nevada Girls Training Center - Caliente The administration and staff alike were receptive to training with flexibility in their approach to the various notions of training. Classes were planned and completed.

SURVEY OF NEVADA CORRECTIONS

A survey concentrating on two basic methods of research, (1) the questionnaire, and (2) observation and interviews, was made to ascertain needs. No pretense was made that the research design or its analysis would reflect a sophisticated instrument or make startling revelations.

The Questionnaire Part of the responsibility of the project was to research and discover ways which would contribute to the professional growth of correctional staff as well as to upgrade correctional agency proficiency. Questionnaires were prepared to assist in determining needs and were distributed to various youth and adult correctional agencies on state and county levels. The project was launched as a voluntary response effort. Of a total of 331 questionnaires sent to the prisons, Nevada Youth Training Center, and Nevada Girls Training Center, Caliente, approximately 61 percent responded. The prisons represent the lowest return, 45 percent. Of this figure, none of the correctional captains wanted to engage in in-service training and only one of eight correctional lieutenants and three of 14 sergeants indicated a willingness to participate.

Observation and Interviews This was used principally to size up physical plant facilities and their possible usefulness as meeting and classroom places, and secondly to evaluate on-going procedures relative to

correctional processes, communication, and general over-view of operational effectiveness. These observations were then measured against other funds of information for validity or as reference material for later developments. This was also employed to sample attitudes and to obtain a cross section analysis of staff needs and desires. Areas of concentration not only focused upon administrative personnel and low-line staff also. Based upon information received from these two populations, priorities were made clearer. Informal interviews were generally conducted on the job. The nondirective approach was used wherever possible.

PILOT PROGRAMS

A long term correctional training program consisting of eight professional technical training projects in each of the three correctional agencies was started in early 1968 at:

Nevada Girls Training Center, Caliente

Nevada State Prison, Carson City

Spring Mountain Youth Camp, Las Vegas

These projects were designed in response to questionnaire results, agency administrative and staff interviews, and content analysis of existing training programs. The instructors were recruited from within the ranks of qualified correctional personnel, and the program was financed by various community agencies.

The goals of the program had been determined initially from data derived from the questionnaire survey and numerous consultations with agency administrators and advisory committee members. On the questionnaire nine percent of all regular staff responding claimed Bachelor degrees, 27 percent of the supervisory staff reported college degrees, and 35 percent of supervisors indicated high school achievement only (meaning no formal college training). Indicated was strong support for training in areas such as supervision, psychology, social problems, group dynamics and criminology. Other specialized training desired included client-centered evaluation and developing report-writing skills and supervision techniques.

It was important to concentrate upon orienting correctional personnel to the fundamentals and basic principles of correctional and behavioral concepts and methodology. This would be established on a long-term basis.

Secondly, these objectives were to be supplemented with a series of workshops designed to improving silent-centered evaluation forms and report writing skills, techniques of supervision and race relations.

Thirdly, the program was to make wider use of staff within the agencies in providing in-service training for agency personnel.

Fourth, the program attempted to foster more exchange of inter-agency personnel for the purpose of in-service training. Greater emphasis was placed upon stimulating inter-action and cooperative effort between agencies.

PROGRAM DEVELOPMENT

The courses were designed to aid better understanding of an extremely complex field. The crime problem is continuously changing as is the social structure within which crime and social problems emanate. Correctional personnel are faced with increasing responsibility in terms of dealing directly with the products of these social forces. Through the courses described herein, it is proposed that the correctional worker will become increasingly effective and basically informed. It was intended that course material be established in each given agency, and that it would be a supplement to existing training programs and available to all.

Course descriptions are as follows:

CORRECTIONAL DEVELOPMENT - 21 hours

Traces historical development of corrections from early European times through contemporary period. Emphasizes influence of social thought of the times upon prison architecture and concept of crime and rehabilitation. Applies to both juvenile and adult offenders.

CRIME AND THE COMMUNITY PROCESS - 21 hours

A preliminary survey of social class and class conflict; their criminological implications. Major focus is upon the criminal subculture as well as non-class oriented theories; ecological theory, culture conflict, racial and other minorities, economic factors, differential association.

GROUPS AS FACTORS IN CRIME - Part I - 21 hours

Explores basic notions of primary groups; family, schools, gangs, and the significance of their influence upon development of self-concept.

GROUPS AS FACTORS IN CRIME - Part II - 21 hours

Continuation in depth of association in crime; occasional cooperation, the crowd, adult and adolescent gangs, and small groups.

SUPERVISION - LEADERSHIP - 21 hours

Principles of personnel management applied to the employee; supervisor relationships within correctional setting. Contemporary leadership methods usable by the Supervisor in motivating employees to improve efficiency, and in resolving grievances and disciplinary problems. Discussion and role playing are used to analyze typical problems.

THE OFFENDER AND THE COMMUNITY - 21 hours

Briefly surveys circumstances and problems of release, probation and parole, crime prevention. Objective: individual and community orientation.

BASIC THEORY OF CRIME CAUSATION - 21 hours

A survey of physiological, ethnic and racial, psychological and sociological theories including their early development and effect upon contemporary ideologies.

SOCIAL PROBLEMS - 21 hours

Selected social problems, their causation and proposed solutions including areas of drug use and its implications relative to juvenile

and adult crime, school drop-outs, family structure and other areas
of current interest.

THE PROGRAM

During the Summer of 1969 arrangements were made to offer courses to in-service correctional personnel at four locations in Nevada: Carson City, Las Vegas, Elko, and Caliente. The training program began August, 1969, with the first course in Carson City. The Elko program was initiated with the beginning of the fall semester of the Elko Community College. The programs at Las Vegas and Caliente followed later in the Fall. All were completed by April, 1970. At the conclusion of the classes, each participant was asked to fill out a questionnaire as part of the evaluation of the program. In addition, participants were asked to comment on future courses which they might find useful aids to their professional improvement.

A total of 34 responses were received from participants in the program. This figure compares to an average of 90 students enrolled in the several programs (Table 1). Included among the respondents was a fair representation of all the occupational groups eligible and involved in the correctional and probation programs in Nevada (Table 2). Table 3 shows the enrollment by specific courses. In addition it shows the number of responses we received from participants in each of the courses. For the most part those who reported that they were enrolled in a specific course but had not completed, indicated that shift changes represented the basic reason for the failure to complete. Table 4 shows student desires for additional course work in correctional

training or related subject areas. Any future in-service training program which might be planned for correctional personnel in Nevada should make a serious effort to provide training in the subjects suggested by the survey.

Tables 5 through eleven present an evaluation of each course from the standpoint of its content, its instructor's teaching methods and his teaching effectiveness. With few exceptions, the participants reacted quite favorable to the program, its instructors and to the general effectiveness of the manner in which the courses were presented. Unfavorable comments generally involved those instructors who tended to rely too heavily on the lecture method of teaching with little or no emphasis on class participation. In future programs, it would be desirable for the program director to suggest strongly that greater emphasis be placed on other teaching techniques in general and on more class discussion in particular. One other criticism which was mentioned in connection with one course was that the instructor tended to talk above the heads of the participants. The problem appeared to be caused by too much emphasis on theory as opposed to practical application of concepts to the everyday life of the participants. Here the remedy would appear to be quite simple: the instructors should be informed of the nature and the needs of the participants in the program.

Table 12 indicates the respondents attitudes toward various teaching techniques and aids. Group discussions represented the method preferred by the majority of the respondents to the survey. Most felt that this was the best way by which they could obtain and retain the information which was available in the course. Several felt that

interchange of ideas and problems among the students provided an excellent medium for understanding the problems and practices of other segments of correctional work as well and gaining a clearer insight into their own functions. The lecture technique also came in for some support. This would indicate that the participants would accept a combination of lecture method with ample opportunity for group discussions on the subject presented in the lectures.

Tables 13 through 16 present the roster of student enrollment by area in each of the courses presented. These individuals have been certified by the instructors as having completed the courses indicated. It is evident from these lists that a significant number of correctional personnel were able to benefit from at least one of the courses offered in this program. Many were able to participate in more than one course during the training period. The numbers involved represent clear justification for the continuation of this or similar programs designed to upgrade correctional and probational personnel.

Summary and Conclusion

The survey of participants in the 1969 In-Service Training Program indicated a general approval of the program as it was presented. The majority of respondents clearly felt that the effort put into the program was worth it. Most felt that the program should be continued in the future. Underlying virtually every comment was the feeling that such programs were beneficial in the intellectual and professional development of the individual and of the institution with which they were associated.

Principal criticism lay in the area of teaching methods rather than subject matter. Instructors would be well advised to present their subjects in a manner by which the participants can relate the classroom activity with their everyday experiences. Numerous suggestions were received relative to the subject matter of subsequent programs. Planning for future programs should give heavy emphasis to these suggestions. Some thought might also be given to extending the time allocated to each subject rather than to extend the number of subjects covered over a given period of time. Some of the participants felt that they would have benefited greatly by a more intensive coverage of the material rather than being exposed to other subject matter.

TABLE 1

GEOGRAPHIC LOCATION OF SURVEY RESPONDENTS

By City

	Number of Respondents	Average Total Enrollment
Carson City	5	16
Elko	3	26
Caliente	14	24
Las Vegas	11	24
Other	1	
TOTALS	34	90

TABLE 2
OCCUPATIONS OF RESPONDENTS

Guard	3
Corrections Officer	3
Supervisor	9
Counselor	5
Investigator	1
Teacher	1
Cook	1
TOTAL	<u>23</u>

TABLE 3
NUMBER OF RESPONDENTS ENROLLED, BY COURSE

Course	Number Enrolled		Completion Record	
	Total Enrolled	Respondents	Completed	Not Completed
Correctional Development	24	11	11	
Crime and The Community Process	16	4	1	2
Groups as a Factor in Crime				
Part I	40	11	11	
Part II	40	5	5	1
Supervision - Leadership	15	9	7	2
The Offender and the Community	47	11	11	
Basic Theory of Crime Causation	14	8	8	
Social Problems	78	12	11	1
TOTALS	274	71	65	6

TABLE 4
 SUGGESTED ADDITIONAL COURSES
 By Order of Preference

COURSE	NUMBER OF RESPONSES
Counseling Techniques	19
Narcotics	18
Group Counseling	15
Group Therapy	13
Interviewing Techniques	11
Behavior Modification	10
Juvenile Probation and Law	10
Race Relations	9
General Psychology	8
Group Dynamics	8
Supervision	8
Exceptional Children	7
Supervision and Administration	7
Report Writing	7
Social Problems	5
Criminology	5
Abnormal Psychology	5
Search and Seizure	3
Criminal Law	3
Law	2
Others	9

TABLE 5
 RESPONDENT REACTION BY COURSE OF STUDY
 BASIC THEORY OF CRIME CAUSATION

	Rank					Excellent	Total
	Poor 1	2	3	4	5		
Content of Course			6				6
Teaching Methods		1	5				6
Instructor Effectiveness		1	5				6

TABLE 6
 RESPONDENT REACTION BY COURSE OF STUDY
 SUPERVISION AND LEADERSHIP

	Rank					Excellent	Total
	Poor 1	2	3	4	5		
Content of Course			2	6	2		10
Teaching Methods			1	5	4		10
Instructor Effectiveness			1	3	6		10

TABLE 7
 RESPONDENT REACTION BY COURSE OF STUDY
 THE OFFENDER AND THE COMMUNITY

	Rank					Excellent	Total
	Poor 1	2	3	4	5		
Content of Course			5	5	3		13
Teaching Methods			4	6	3		13
Instructor Effectiveness		2	2	5	4		13

TABLE 8
 RESPONDENT REACTION BY COURSE OF STUDY
 SOCIAL PROBLEMS

	Rank					Excellent	Total
	Poor 1	2	3	4	5		
Content of Course	4		2	3	5		13
Teaching Methods	3	1		4	2		10
Instructor Effectiveness	4	1		2	3		10

TABLE 9
 RESPONDENT REACTION BY COURSE OF STUDY
 CORRECTIONAL DEVELOPMENT

	Rank					Excellent	Total
	Poor 1	2	3	4	5		
Content of Course	2		2	10	3		17
Teaching Methods	1		1	10	5		17
Instructor Effectiveness	1		1	5	9		11

TABLE 10
 RESPONDENT REACTION BY COURSE OF STUDY
 GROUPS AS A FACTOR IN CRIME -- PART I

	Rank					Excellent	Total
	Poor 1	2	3	4	5		
Content of Course		1	4	3	3		11
Teaching Methods		1	4	2	4		11
Instructor Effectiveness			6	3	2		11

TABLE 11
 RESPONDENT REACTION BY COURSE OF STUDY
 GROUPS AS A FACTOR IN CRIME -- PART II

	Rank					Excellent	Total
	Poor 1	2	3	4	5		
Content of Course	2		4	1	1		8
Teaching Methods	2	1	2	1	2		8
Instructor Effectiveness	3		2	2			7

TABLE 12

RESPONDENTS EVALUATION OF MOST VALUABLE TEACHING METHODS

By Course of Study

	Correctional Development	Crime and the Community Process	Groups as Factors in Crime-Part I	Groups as Factors in Crime-Part II	Supervision - Leadership	The Offender and the Community	Basic Theory of Crime Causation	Social Problems
Lectures	8		7	2	8	8	3	7
Films	4				2	2		3
Other Visual Aids			2	1	2			1
Questions and Answers	1		6	2	6	7	3	5
Group Discussions	17		9	4	9	11	3	7
Topic Outlines	5				1			2
Work Sessions	5		7	4	4	7	1	3
Other	1		1	1	1	1	1	
TOTALS	41		32	14	33	36	11	28
	33							

TABLE 13

ROSTER OF STUDENT ENROLLMENT

By Course and By Location

CARSON CITY

	Correctional Development	Crime and the Community Process	Groups as Factors in Crime-Part I	Groups as Factors in Crime-Part II	Supervision - Leadership	The Offender and the Community	Basic Theory of Crime Causation	Social Problems
Baleme, Robert D.		X				X		X
Belleville, Joseph R.								X
Berning, William					X			
Burks, Phillip C.								X
Crow, Thomas					X			
Davis, Elmer L.								X
Dean, Gene					X			
Dizmon, Irvin J.								X
Doering, Bebe D.								X
Doering, Louis B.								X
Ducey, Katie F.								X
Eff, Robert J.								X
Evans, Ralph E.		X						X
Fletcher, Charles L.		X			X	X		X
Forrest, Edward C.								X
Fozard, William J.		X			X	X		X
Garrison, Donald L.								X
Garside, Neta M.		X			X	X		X
Gibbs, James H.								X
Gray, William D.		X						X
Harris, Thomas E.					X			X
Haskins, Juanita		X			X	X		X
Jackson, Keith L.								X
Jensen, Carl					X			
Majors, Patricia L.		X			X			X
McDonald, Robert E.		X			X			X
McNeil, James					X			
Nardico, Danny R.								X
O'Brink, Eileen								X
Pakros, Alden								X
Patterson, Timothy					X			
Peterson, Ardys J.								X

TABLE 13 (Continued)
 ROSTER OF STUDENT ENROLLMENT
 By Course and By Location
 CARSON CITY

	Correctional Development	Crime and the Community Process	Groups as Factors in Crime-Part I	Groups as Factors in Crime-Part II	Supervision - Leadership	The Offender and the Community	Basic Theory of Crime Causation	Social Problems
Pinkerton, Harvey L.								X
Remus, Hilda C.	X							
Richardson, Leon J.	X					X		X
Richardson, Wilma								X
Sanberg, Jane B.								X
Scott, Henry L.	X							
Sly, Calvin	X					X		X
Sokolowski, Tim C.	X							X
Stacey, James E.	X							X
Stanley, Ray W.					X			X
Stevens, Bert S.								X
Tracy, Lynn A.								X
Tuttle, Lyle F.								X
Widener, R. L.						X		
Wight, Michael G.					X	/		X
Wolfe, Gordon L.	X							X
TOTALS BY COURSE	16				15	8		39

TABLE 14

ROSTER OF STUDENT ENROLLMENT

By Course and By Location
LAS VEGAS

	Correctional Development	Crime and the Community Process	Groups as Factors in Crime-Part I	Groups as Factors in Crime-Part II	Supervision - Leadership	The Offender and the Community	Basic Theory of Crime Causation	Social Problems
Barker, Edith						X		X
Carlos, Bill			X	X		X	X	X
Bohlman, Richard			X	X		X	X	X
Bradley, Elizabeth			X	X		X	X	X
Bowcutt, H. Brent			X	X		X	X	X
Butler, Phil						X		X
Crawford, Cranford			X	X		X	X	X
Chamberlain, Monte			X	X		X	X	X
Dalton, Kenneth J.						X		X
Dehlin, John L.						X		X
Carmany, Judy						X		X
Hamilton, Ray						X		X
Hunter, Susan			X	X		X	X	X
Halstead, Lester M.						X		X
Gold, Rosie			X	X		X	X	X
Jones, Donald						X		X
Jordon, Donald						X		X
Kriegh, Benjamin						X		X
Keene, John						X		X
Leavitt, Gary			X	X		X	X	X
Moore, Geneva						X		X
Moore, Jerianne						X		X
Martin, Lemuel			X	X		X	X	X
Miner, Don			X	X		X	X	X
Mayhew, Charlotte						X		X
Meadows, Louis C.			X	X		X	X	X
O'Neil, Virgil						X		X
Pollard, Steve			X	X		X	X	X
Solomon, Ned B.						X		X
Slay, Ronald D.						X		X
Tarr, Jerry						X		X

TABLE 14 (Continued)

ROSTER OF STUDENT ENROLLMENT

By Course and By Location

LAS VEGAS

	Correctional Development	Crime and the Community Process	Groups as Factors in Crime-Part I	Groups as Factors in Crime-Part II	Supervision - Leadership	The Offender and the Community	Basic Theory of Crime Causation	Social Problems
Thiriote, Roger						X		X
Villow, Larry						X		X
Villow, Susan						X		X
Vincent, Richard B.						X		X
Wyatt, Charles			X	X		X	X	X
Warnke, Loren R.						X		X
Williams, Nancy						X		X
Wilson, Donald E., Jr.						X		X
TOTALS BY COURSE			14	14		39	14	39

TABLE 15

ROSTER OF STUDENT ENROLLMENT

By Course and By Location

Caliente

	Correctional Development	Crime and the Community Process	Groups as Factors in Crime-Part I	Groups as Factors in Crime-Part II	Supervision - Leadership	The Offender and the Community	Basic Theory of Crime Causation	Social Problems
Bowden, Beverly	X							
Bradshaw, Delsa	X							
Budreau, Donald	X							
Cook, Jacqueline	X							
Cook, Ralph D.	X							
Craig, Charles	X							
Craig, Jacqueline	X							
Deming, Effie	X							
Edwards, Marie	X							
Frazier, Mildred	X							
Harding, Lavette	X							
Hastings, Alvareda	X							
Miller, Helen I.	X							
Mixer, Lyndell	X							
O'Connor, Helen	X							
Olson, Olivia	X							
Owen, Joyce	X							
Palveri, Geraldine	X							
Roden, Audrey	X							
Sheahan, Barbara	X							
Wallis, Merrilyn	X							
White, Glenn	X							
Williams, Crace	X							
Young, Ronal	X							
TOTAL	24							

TABLE 16

ROSTER OF STUDENT ENROLLMENT

By Course and By Location
ELKO

	Correctional Development	Crime and the Community Process	Groups as Factors in Crime-Part I	Groups as Factors in Crime-Part II	Supervision - Leadership	The Offender and the Community	Basic Theory of Crime Causation	Social Problems
Alred, Joe L.			X	X				
Anderson, Tom L.			X	X				
Berry, Louis V., Jr.			X	X				
Breschini, Oliver A.			X	X				
Burge, Linda J.			X	X				
Carlson, Donald D.			X	X				
Collins, Abe W., Jr.			X	X				
Corner, Donald G.			X	X				
Drennan, Kenneth G.			X	X				
Keeney, Bill			X	X				
Keogh, Kevin J.			X	X				
Kitchen, Olen B.			X	X				
Littleddyke, Donna G.			X	X				
Maccagnano, John			X	X				
Moore, Theodore A.			X	X				
Muncrief, John D.			X	X				
Peed, Gary L.			X	X				
Reche, Ruth E.			X	X				
Smith, Ronald			X	X				
Spier, James			X	X				
Spitale, Joseph F., II			X	X				
Terry, Jack K.			X	X				
Thompson, James C.			X	X				
Tibbetts, John			X	X				
Walters, Clyde A.			X	X				
White, Keith M.			X	X				

TOTALS BY COURSE

26 26

ADDENDUM

NEVADA STATE PRISON
P. O. Box 607 Carson City, Nevada 89701

Correctional TRAINING Toward Professional Careers

TRAINING SCHEDULE - DECEMBER 1967 Lieutenant Clyde Spraggins
In-Service Training Officer

EFFICIENT AND EFFECTIVE CORRECTIONAL COMMUNICATIONS

INSTRUCTOR:..... Lieutenant Clyde Spraggins
DATE OF CLASSES:..... THURSDAY, December 7, 1967
TIME OF CLASSES:..... (7:30-8:30 am) (1:30-2:30 pm) (3:30-4:30 pm)
LOCATION OF CLASSROOM:..... IST School Building
ATTENDANCE BY:..... Suggested for ALL personnel

INSTITUTIONAL CONTRABAND AND SEARCHING TECHNIQUES

INSTRUCTOR:..... Sergeant Howard Spreeman
DATE OF CLASSES:..... MONDAY, December 11, 1967
TIME OF CLASSES:..... (7:30-8:30 am) (1:30-2:30 pm) (3:30-4:30 pm)
LOCATION OF CLASSROOM:..... IST School Building
ATTENDANCE BY:..... Suggested for ALL UNIFORMED personnel

NEVADA STATE PRISON'S PROCEDURES MANUAL FAMILIARIZATION

INSTRUCTOR:..... Lieutenant Clyde Spraggins
DATE OF CLASSES:..... FRIDAY, December 22, 1967
TIME OF CLASSES:..... (7:30-8:30 am) (1:30-2:30 pm) (3:30-4:30 pm)
LOCATION OF CLASSROOM:..... IST School Building
ATTENDANCE BY:..... Suggested for ALL personnel

RESTRAINT EQUIPMENT AND ITS APPLICATION

INSTRUCTOR:..... Sergeant James Scott

DATE OF CLASSES:..... WEDNESDAY, December 27, 1967

TIME OF CLASSES:..... (7:30-8:30 am) (1:30-2:30 pm) (3:30-4:30 pm)

LOCATION OF CLASSROOM:.....IST School Building

ATTENDANCE BY:..... Suggested for ALL UNIFORMED personnel

.....

TRAINING ANNOUNCEMENTS

CORRECTIONAL REFERENCE LIBRARY

Now being re-opened for the convenience of NSP personnel is the Correctional Reference Library. Though the library is of a limited nature, there are several volumes which should prove of interest to many of you. Most of the books may be checked out on a loan basis by any employee of the Nevada State Prison.

The library is located in the IST Building (formerly the Wardens residence) at the Maximum Security Prison.

Below are listed some of the books that have just been received for inclusion in the library.

Social Work Yearbook - 1961

New Perspectives - Spring 1967

A primer of Short-time Counseling

Effects of Short-term Psychiatric Treatment

Social Case Work in Practice

Clinical Studies of Personality

Principles of Criminology

The Shook-up Generation Delinquency Control

Delinquency Control

Control of Human Behavior

My Unwelcome Guests

Gates of Dannemora

The Challenge of Crime in a Free Society (Crime Report)

Maybe You're Not Crazy!

The Urge to Punish

Intercultural Attitudes in the Making

The Other America - Poverty in the United States

NEVADA STATE PRISON

Carson City, Nevada

In-Service Training Department Clyde Spraggins, Training Officer

PRISON & DEPARTMENTAL FAMILIARIZATION

FIRST DAY - MAXIMUM SECURITY PRISON - 8:00 a.m. to 4:00 p.m.

8:00-8:30 a.m.....IN-SERVICE TRAINING CLASSROOM:

- Introduction to Nevada State Prison
- Future NSP growth and Career opportunities
- State Personnel Information: Retirement, Sick Leave & Vacation Time, Pay System, Merit Increases, Insurance, etc.

8:30-9:00 a.m.....WELCOME ABOARD - Warden Carl G. Hocker
FRONT OFFICE (visiting facilities)

9:00-9:30 a.m.....CLASSIFICATION & TREATMENT:

- Correctional Officer's role in treatment
- Importance of Classification
- Classification & Treatment Functions: Custody, Employment and Housing of inmates

9:30-10:00 a.m.....CONTROL CENTER, SEVEN-POST AND YARD ACTIVITIES:

- Control Center Functions: Gate Control; Key Control (name tag exchange); Emergency Controls (alarms, tear gas); Inmate Location Control

Sagebrush Visit

- Seven-Post and Yard Activities: Library, Inmate Store, Art Room, Hobbycraft Office, Gymnasium, Cave Craft Shop, Laundry, and Barbershop.

10:00-11:00 a.m....CELLHOUSE AND MAXIMUM SECURITY HOUSING:

- Cellhouse Housing Arrangement: 1, 2, & 4-man cells, Dormitories, Special Housing in single cells.
- Inmate Feeding in Screening Cells
- Old and New Locking Systems
- Food carts to Maximum Security Housing.
- Maximum Security Housing Procedures: Visitor's Log, Locking System, Emergency devices, Segregation Shakedown, Cell Shakedown, In & Out going Traffic Shakedown.
- Contraband peculiar to Maximum Security.
- Maximum Security Disciplinary Problems.

11:00-11:15 a.m....IDENTIFICATION DEPARTMENT

- Reception Procedures: Inmate Personal property, shakedown, hygienic procedures, Photo, Finger-printing, Marks & Scars, History, Blood Sample, Records, Transfer to Screening Cells
- Police & FBI Checks

PRISON & DEPARTMENTAL FAMILIARIZATION (Continued)

11:15-12:00 noon....TOWERS, POSTS & LINE COUNT:

Supervision and observation of yard
Line Count

12:00-1:00 p.m.....MESSHALL & LUNCH

Kitchen & Dining Room Procedures: Serving line,
Clean-up Crew, Kitchen Crew

1:00-2:00 p.m.....TOWER #1:

Weapons: Safety in loading, unloading & handling.
Tear Gas Equipment

2:00-3:30 p.m.....IN-SERVICE TRAINING CLASSROOM:

Contraband
Procedures & Directives
Supervision of Inmates
Bribery

3:30-4:00 p.m.....REVIEW OF DAY'S ACTIVITIES:

Question & Answer Period

NEVADA STATE PRISON
Carson City, Nevada

In-Service Training Department Clyde Spraggins, Training Officer

.....
PRISON & DEPARTMENTAL FAMILIARIZATION

SECOND DAY - MEDIUM-MINIMUM SECURITY PRISON - 8:00 a.m. to 4:00 p.m.

8:00-8:15 a.m..... ADMITTANCE BUILDING:

Visiting Procedure: Public Relations' importance,
Inmate Visiting Regulations
Vehicle Shakedown
Control of in and outgoing pedestrian and Vehicular
traffic
Control of vehicle gate and entrance/exit doors

8:15-9:15 a.m..... ADMINISTRATION BUILDING AND HOSPITAL:

Administrative offices tour
Hospital Complex: Central Drug Supply, Dental Clinic,
Doctor's Office, Patient's Ward, Emergency Operating
Room

9:15-11:15 a.m..... VOCATIONAL TRAINING COMPLEX AND SUPPLY:

Vocational Auto: Shop, Tool Room Controls
Inmate Store
Laundry & Dry Cleaning plant operation, Equipment usage
Boiler Room: Emergency Generator
Commissary & Food Management
Vocational Warehouse: Filling Orders, etc.
Inmate Clothing
Vocational Complex: Training Program Tool Room,
Carpenter Shop, Sheet Metal, Welding School, Body
& Paint, Radiator Repair

11:15-11:45 a.m.... HOUSING UNITS & COUNT SYSTEM:

Housing Unit Tour, Dorms, dayrooms, etc.
Housing Security: counts, etc.

11:45-12:00 noon... EDUCATION BUILDING

Inmate Educational Program: Subjects, Credits,
Diplomas, good time, etc.
Library

12:00-1:00 p.m. DINING ROOM & KITCHEN TOUR - LUNCH:

1:00-1:30 p.m..... TOWER ONE (WEAPONS & GAS)

2:00-4:00 p.m..... IN-SERVICE TRAINING CLASSROOM:

General Review
Question & Answer Period

NEVADA YOUTH TRAINING CENTER
Elko, Nevada

TO: All Cottage Staff
FROM: R. J. Smith, Head Group Supervisor
RE: In-Service Training Program

In-service training meetings are being scheduled for each Monday, Wednesday, and Friday afternoons until further notice for all new supervisors, as well as some of our other staff members.

Meetings will be held in the Indian Dormitory from 1:00 p.m. until 3:00 p.m. Each class will meet for a one-hour session.

ALL STAFF WHOSE NAMES APPEAR BELOW ARE REQUIRED TO ATTEND.
Meetings will begin Monday, October 23, 1967.

Richard Groy	Louis Rider	Harold Whitney
William Rodriquez	Arthur Russell	Tom Monson
William Johnson	George Burkhardt	John Wilson
Daryl Grover	Steve Comish	Ted Moore
Charles Maestas	Tim Burge	Mike Christensen

Following is an outline of the materials that will be covered during this training program.

MONDAY, OCTOBER 23, 1967: SESSION #1

The job, the purpose, the method, the philosophy, policies and organizational structure.
MR. GARDNER, MR. BURGESS, MR. SMITH

WEDNESDAY, OCTOBER 25, 1967: SESSION #2

All aspects of supervision, sight supervision, maintaining custody, supervision in cottage, on hikes, while in or on vehicles (both stopped and moving). Proper way to move groups, supervision of boy or boys in town, proper method of supervising boys while attending church services in town. Supervision of group while attending movies on grounds, proper dining room supervision, supervision of boys in nurse's office, supervision while boys are on a work detail.

MR. BURGESS
MR. SMITH

FRIDAY, OCTOBER 27, 1967: SESSION #3

Dorm procedures - why we have them and how to use them correctly. Log books and proper use of log books (actual time of work). Proper way to get boys out of bed, proper way to make beds, proper way to conduct washup (single coverage and double coverage). Group movements to and from dining hall. Proper use of dining charts and reason for dining charts. Proper way to supervise group while in dining hall. Supervisors' duties while in dining hall (single and double coverage).

MR. ALLRED

MONDAY, OCTOBER 30, 1967: SESSION #4

Counseling, what it is, how to do it.

MR. GARDNER
MR. WOODS
MR. GLENN

WEDNESDAY, NOVEMBER 1, 1967: SESSION #5

What is a "helping relationship."

MR. GARDNER

MONDAY, NOVEMBER 6, 1967: SESSION #6

Reality therapy - theory and application.

MR. GARDNER
MR. WOODS

WEDNESDAY, NOVEMBER 8, 1967: SESSION #7

Proper way to conduct dorm cleanup, sick call lists and their uses, why we have them. Proper way to detail boys to classroom and how boys should be picked up from classroom. Secondary work assignments and their purpose. Proper cleanup of assigned areas. Proper way to change clothing, what supervisors' duties are. Proper shower and shaving procedure. How to put boys to bed, what they may wear to bed. Medication and proper dispensing of medication.

MR. McDADE

FRIDAY, NOVEMBER 10, 1967: SESSION #8

Recreation: Preparation for the activity in advance, value of structuring, how to organize and motivate a group, demonstration of proper and improper methods of running recreation. Group discussion after demonstration. What makes good recreation. The value of recreation, what kinds are not to be used.

MR. SMITH
MR. GOODALE

MONDAY, NOVEMBER 13, 1967: SESSION #10

How to deal with a disturbed boy.

MR. GARDNER
MR. BURGESS
MR. GLENN

WEDNESDAY, NOVEMBER 15, 1967: SESSION #11

Boy motivation.

MR. GLENN

FRIDAY, NOVEMBER 17, 1967: SESSION #12

Work details, inside and outside, how to conduct plan and supervise all work programs, where to get tools and equipment, proper use of tools and equipment, where to return tools and equipment, when job is completed. Teaching boys how to work. Good and bad work habits.

MR. McDADE

MONDAY, NOVEMBER 20, 1967: SESSION #13

Indoctrination of our academic school and parole program.

MR. STENOISH
MR. LIPPARELLI
MR. GLENN
MR. YOUNG

WEDNESDAY, NOVEMBER 22, 1967: SESSION #14

Discipline.

MR. GARDNER
MR. BURGESS
MR. SMITH

FRIDAY, NOVEMBER 24, 1967: SESSION #15

Supervision of boys during the bed time hours. Supervisors' duties and responsibilities between the hours of 9:00 p.m. and 10:00 p.m. What to do in case of trouble, how to handle small problems that arise during this time. Head counts, room checks and the importance of them.

MR. BRESCHINI

MONDAY, NOVEMBER 27, 1967: SESSION #16

Night supervision: Outline total duties of night man, accountability sheets, bed wetters, rosters, population changes, restriction lists, hourly calls between dorms, emergency situations that may arise during sleeping hours.

MR. YRIBAR

WEDNESDAY, NOVEMBER 29, 1967: SESSION #17

Reports and report writing, incident reports, accident, commendation, behavior, observation, classification.

MR. SMITH
MR. GLENN

FRIDAY, DECEMBER 1, 1967: SESSION #18

Runaway duty, station, patrol, police cooperation, proper way to report runaways, proper way to transport boy or boys once picked up. Shake-down of boys. When do you give up a search, stay on post, when do you call in, who is in charge.

MR. BURGESS
MR. SMITH

MONDAY, DECEMBER 4, 1967: SESSION #19

Group Supervisor Position:

Duties:

- A. Provides for custody, care and welfare
- B. Supervision of work and play
- C. Provides for protection of all
- D. Maintains control and order
- E. Establishes helpful relationships
- F. Counselor case load
- H. Assists on work projects
- I. Establishes a climate conducive to learning

Purpose:

- A. Help boy to establish self control and limits
- B. Teach good work habits
- C. Respect for authority
- D. Teach good personal health habits
- E. Respect for peers
- F. Teach socially acceptable habits

Method:

- A. Establish good personal (helping) relationships
- B. Setting firm limits
- C. Dealing directly with problem
- D. Helping boy face reality (Reality Therapy)

MR. BURGESS
MR. SMITH

NEVADA GIRLS TRAINING CENTER
Caliente, Nevada

November 7, 1967

MEMO

TO: ALL STAFF

FROM: RAYMOND K. ISERNHAGEN, SUPERINTENDENT, N.G.T.C.

SUBJECT: TENTATIVE PLANS FOR IN-SERVICE TRAINING

The following represents tentative plans for our in-service training. We will stay with the dates as much as possible. Some may have to be changed, depending on the availability of outside instructors.

These sessions are open to people outside of the Training Center (Probation, Parole, Welfare, etc.) If you know of anyone in the field who would like to participate, please feel free to invite them.

BOOKS AND REFERENCES: You will be made aware of the applicable books and references available prior to the sessions. More have been ordered, so as we receive them we will add them to our reference library.

You may check out books and references from the Classification Counselor's office.

DATES:

November 6, 7, 8, 9, 10, 11, and 12

Independent pre-viewing of training film: THE HILL INTERACTION MATRIX

November 13, and 14

Session I - (a) Film Review
(b) Discussion of scoring system for group counseling
(c) Distribution of materials

Session II - (a) Listen to 20 minute tape recording of Large Group Counseling Session and score it
(b) Discussion of tape and how it was scored.

Note: Each session is 60 minutes long
Instructor: Mr. Stewart

December 5 and 7

Session III - Review of Reality Therapy theory and approach as applied to counseling

Note: 60 minutes
Instructor: Mr. Isernhagen

December 11 and 13

Session IV - Discussion of Revised Procedural Manual

Note: 60 minutes

Instructors: Mrs. Woodworth, Mr. Forbes, Mr. Stewart,
Mr. Isernhagen

December 18 and 20

Session V - Report Writing (Classification, incident, etc).

Note: 60 minutes

Instructor: Mr. Isernhagen

January 5, 1968

Session VI - "Impact of Being Institutionalized"

Session VII - "Family Relationships and Their Effect on Behavior"

Note: Each session 60 minutes

Instructor: Bob Wallace, University of Nevada, Reno

January 15 and 16, 1968

Session VIII - "Counseling Techniques"

Review of Basic Techniques & Theories. (Directive,
non-directive, eclectic).

Note: 60 minutes

Instructor: to be arranged

January 29 and 30, 1968

Session IX - "Behavior Modification Techniques"

Note: 60 minutes

Instructor: to be arranged

February 7 and 9, 1968

Session X - Transactional Analysis

Session XI - Application of Transactional Analysis in Counseling

Note: 60 minutes each session

Instructor: to be arranged

February 12, 1968

Session XII - Introduction to "I" Level Classification of Juvenile
Delinquents

Note: 60 minutes

Instructor: to be arranged

February 19, 1968

Session XIII { Practical Application and Use of "I" Level
Session XIV { Classification

Note: 60 minutes each session

Instructor: to be arranged

The purpose of this questionnaire is to assist us and the local agencies to better structure a continuous in-service training program for all correctional personnel. This program, when established, will serve substantially to increase professional proficiency and promotional opportunities. Therefore, it is necessary to answer accurately and thoroughly all of the questions pertinent to your own situation.

Name _____ Age _____ Sex M F
Agency _____ Length of service: Years _____
Title or Position _____

Circle highest grade or last year of school completed:

Grammar 1 2 3 4 5 6 7 8 High School 9 10 11 12 College 1 2 3 4

If you have college training: Major _____ Minor _____

Degree _____ Institution _____ Year Completed _____

Degree _____ Institution _____ Year Completed _____

Would you be willing to present an In-Service Training course of your specialty at another agency? Yes _____ No _____

Would you be willing to present an In-Service Training course in your own agency? Yes _____ No _____

If yes, what courses would you teach? _____

What kinds of training or course work would you prefer as part of an In-Service Training program at your agency? Check or write in your preference.

Sociology _____	Search and Seizure _____	Report Writing _____
Psychology _____	Social Problems _____	Other _____
Deviancy _____	Abnormal Psychology _____	_____
Criminology _____	Group Dynamics _____	_____
Supervision _____	Race Relations _____	_____

The University of Nevada Reno
General University Extension



Continuing Education
CORRECTIONAL PERSONNEL TRAINING

This is to certify that

CHARLES WATT

Completed

BASIC THEORY IN CRIME CAUSATION
GROUPS AS A FACTOR IN CRIME

THE OFFENDER AND THE COMMUNITY
SOCIAL PROBLEMS

R. G. Whitterson
DEAN, GENERAL UNIVERSITY EXTENSION

Alfred P. McLean
DIRECTOR, CONTINUING EDUCATION

November 16, 1967

ADVISORY COMMITTEE
CORRECTIONAL PERSONNEL TRAINING
University of Nevada, Stead Campus

INTRODUCTION

In virtually every occupation and profession today, central themes of concern are the educational preparation, in-service training, and development of the manpower involved. In industry, the rapid advance of technology and automation has created a demand for higher levels of education and skills among workers. At the same time, the need for professionals and technicians in education, health, counseling, and the broad spectrum of other community services is growing faster than the educational system can produce them. In effect, the manpower problem is becoming defined more in terms of an educational and training crisis than in terms of manpower shortages.

Corrections has not only been caught up in this complex of social and economic change, but it is also feeling, more directly than in the past, the combined impact of new concepts and techniques in management, the technologies underlying the application of systems analysis to social problems, and the results of research on differential effectiveness of programs. Even the traditional boundaries which kept corrections confined within conventional limitations of institutions, probation, and parole are undergoing considerable re-examination. Implied in all of this change are some very critical issues relating to utilization of professional and non-professional personnel, the validity of existing formulas for staffing correctional agencies, and the kinds of in-service training that will contribute most effectively to the programmatic changes which seem imminent.

Among the major problems facing correctional administrators, in-service training undoubtedly has a very high priority. In-service training is both a basic function of management and an essential factor in the solution of correctional manpower problems. From this point of view, the concept of in-service training assumes more sophisticated proportions and reaches beyond conventional practice of on-the-job training.

In-service training, although it focuses on present problems, is also concerned with the future. The training process is both a means of achieving immediate goals and a method of preparing personnel so that they will have the flexibility to modify their job behavior in line with future requirements. In this sense, in-service training is not a one-time event in the career of the employee but a vehicle for continuous growth.

In conclusion, it might be said that in-service training, or to use the broader concept, staff development, suggests the following points for consideration:

In-Service training redefined: **TRAINING AND DEVELOPMENT**
through use of stimulating individuals
toward change

Training is changing behaviour NOT education, since training focuses upon
applied skills of the job.

Most important phase of work structure is the "people" area; that is,
interpersonal relationships with supervisor to subordinate, subordinate
to peer, worker to client.

Improve public image - guard against false impressions.

Reduce discouragement or static promotional opportunity.

See: Targets for In-Service Training
Joint Commission on Correctional
Manpower and Training
1522 K Street, N.W.
Washington, D.C. 20005
October, 1967

Gentlemen:

Attached please find a copy of the minutes of the Correctional Personnel Training Advisory Committee meeting hold on November 16, 1967, Stead Campus, University of Nevada.

This meeting rather clearly reflected the deepening concern and awareness on part of most members present of the existence of a serious lag and need of strengthening in relation to training programs. As an outgrowth of this meeting, many valuable points were uncovered which undoubtedly served to further reflect the complexities of the task of training and arriving at a common definition of the problems. However, these same reflections will provide a future basis for progress and optimism, and that through inter-agency cooperation, a training program for correctional personnel can eventually be established and produce meaningful results.

Cooperation, communication, and a recognized need for training are viewed as having dominated the theme throughout most of the meeting. From a generalized observation, it is felt that the meeting could most certainly be evaluated as successful in many quarters and perhaps could best be summed up by one of the members, who on the following day, stated, "We learned a lot about ourselves yesterday and certainly learned something of others. Many good things are in store for us, if we work together." With this, I can only add my concurrence and sincere appreciation for your interest and cooperation in this inter-agency endeavor.

Sincerely,

/s/ Robert Wallace, Director
Correctional Personnel Training
University of Nevada
Stead Campus, Bldg. 3303
Reno, Nevada 89506

OUTLINE OF MINUTES

CORRECTIONAL PERSONNEL TRAINING ADVISORY COMMITTEE MEETING November 16, 1967

Morning Session: Basically served to open lines of communication, focused upon special issues of concern, and generally established freedom of expression and set tone for remainder of meeting.

Highlights:

1. Guard against creating anxiety levels of staff and otherwise posing a threatening situation.
2. Adjust goals to include sufficient preliminary indoctrination and clarity of training goals.
3. Focus upon inter-agency cooperation and communication.
4. To facilitate this, consider possibility of initiating informational exchange institutes between agencies.

Afternoon Session:

Discussion of goals and follow through of morning session which included various proposals of training programs. Further, financial and administration problems and responsibilities were alluded to with some degree of clarity and common understanding being achieved.

Highlights:

1. Survey agency and personnel needs.
 - (a) Define Personnel to be trained and areas of training.
 - (b) Complete questionnaire, return by December 1, 1967.
 - (c) Agency Administrator to assume initial responsibility of surveying needs.
 - (d) Coordinate with training director.
2. Develop training team approach as forerunner to offering course work series.
 - (a) Focus upon possibility of information exchange program.
3. Initiate training program upon present financial limitations.

Objectives:

1. Provide an educational thrust pertinent to each agency involved.
2. Improve occupational efficiency through broad training base.
3. Enhance spirit of cooperation and coordination.
4. Evaluate objectives and achievements.
5. Improve lines of communication within the agency and throughout the broad spectrum of corrections.

Proposals:

1. Meet with each agency head to discuss questionnaires and individual agency needs.
2. Set in motion short-term institutes.
3. Research and follow-up preliminary proposals augmenting this with numerous consultations and group discussions.

Members of Advisory Committee:

Edward Cordisco, Deputy Administrator (in place of John Bunton)
Vocational-Technical and Adult Education
Carson City, Nevada

Roland Dick, Director
Off Campus and Evening Division
University of Nevada

Joseph C. Gardner, Superintendent
Nevada Youth Training Center
Elko, Nevada

Michael Guargiglia, Administrator
Vocational Rehabilitation
Carson City, Nevada

Phil Hannifin, Assistant to Director
Dept. of Health, Welfare and Rehabilitation
Carson City, Nevada

Carl Hocker, Warden
Nevada State Prison
Carson City, Nevada

Irving S. Katz, PhD.
School of Social Science
Nevada Southern University
Las Vegas, Nevada

Charles Keever
Training Officer
Nevada State Personnel
Carson City, Nevada

Dr. Wayne Martin, Director
Department of Continuing Education
University of Nevada

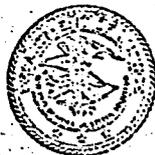
Paul R. Toland, Director
Dept. of Parole and Probation
Nye Bldg.
Carson City, Nevada

Robert Wallace, Director
Correctional Personnel Training
University of Nevada

Guests:

Vern Howard
Supervisor of Technical Education
Vocational Education Division
Carson City, Nevada

Dr. Eugene Voris, President
Nevada Community College
Elko, Nevada



U.S. DEPARTMENT OF JUSTICE
OFFICE OF LAW ENFORCEMENT
ASSISTANCE

APPLICATION FOR GRANT

Page 1

Application is hereby made for a grant under the Law Enforcement Assistance Act of 1965 (PL 89-197) in the amount and for the purposes indicated in the following application.

(Leave Blank)
Application Number _____
Date Received _____

1. Short Title of Project: (Do not exceed one typed line)
State-wide In-Service Training

Correctional Personnel

2. Type of Application: (Check one)

Original Revision Continuation of Grant No. 223

3. Project Duration:

Total length 9 months
From February 1, 1969
Through October 31, 1969

4. Total LEAA Support Sought: (Complete for all projects)

\$ 15,000.00

5. Request for First Year: (Projects exceeding 16 mos.)

\$ _____

6. Applicant Agency or Institution (Name, address, and telephone)

University of Nevada
Reno, Nevada 89507
784-6614

7. Project Director (Name, title, address, and telephone)

Wayne S. Martin
Director, Continuing Education
University of Nevada
Reno, Nevada 89507

972-1684

8. Financial Officer (Name, title, address, and telephone)

Edward L. Pine
Acting Business Manager
University of Nevada
Reno, Nevada 89507

784-6614

9. Official Authorized to Sign Application (Name, title, address, and telephone)

N. Edd Miller, President
University of Nevada
Reno, Nevada 89507

784-6908

10. Type of Agency or Institution:

Public Private nonprofit

11. Federal Tax Exemption Determination

Yes, Date _____ No Pending

12. Assurance of Compliance With Civil Rights Act of 1964

The Applicant hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (P.L. 83-352) and all requirements imposed by or pursuant to Regulations of the Department of Justice (28 CFR Part _____) issued pursuant to that title, to the end that no person shall on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and gives further assurance that it will promptly take any measures necessary to effectuate this commitment, as more fully set forth in the Department's Grant Conditions heretofore furnished to the Applicant. This assurance shall obligate the Applicant for the period during which Federal financial assistance is extended to it by the Department and is given in consideration of and for the purpose of obtaining the grant for which application is hereby made, and the United States shall have the right to seek judicial enforcement of this assurance.



U.S. DEPARTMENT OF JUSTICE
OFFICE OF LAW ENFORCEMENT
ASSISTANCE

APPLICATION FOR GRANT

Page 2

13. Budget Summary for Total Project (omit for projects of less than 16 months duration)

Budget Categories—LEAA Funds		1st Year	2d Year	Beyond 2d Year _____ Months	Totals
Personnel (Employees and Consultants)					
Travel (Transportation and Subsistence)					
Supplies, Communications, and Reproduction					
Other:	Equipment				
	Miscellaneous				
	Indirect Costs				
Total LEAA Funds Requested—					
Total Grantee Contribution					

14. Explanation of Grantee Contribution. Describe nature, sources, and project utilization of the Grantee Contribution as specified in Item 13 or Budget Item F, page 3.

- Office space for director and staff. Maintenance cost is not part of general university operational cost.
- Conference space for in-service training.
- Assistance of the Director of Continuing Education and the Continuing Education clerical staff.
- Teaching aids and audio visual equipment.
- Classrooms and spaces will be furnished by agencies at the location of the training session.

15. Federal Support. Will other Federal support be available for any part of this project? Yes _____ No x
If yes, identify and explain _____

16. Federal Submissions. Have other Federal agencies been contacted for assistance on this or similar projects? Yes _____ No x. If yes, identify and indicate status _____

17. Applicant's Agreement

It is understood and agreed by the Applicant: (1) that any grant received as a result of this application shall be subject to the Grant Conditions and other policies, regulations, and rules issued by the Department of Justice for the administration of grant projects under the Law Enforcement Assistance Act of 1965; (2) that funds awarded are to be expended only for the purposes and activities covered by the Applicant's approved plan and budget; (3) that the grant may be terminated in whole or in part by the Attorney General or his designee at any time; and (4) that appropriate grant records and accounts will be maintained and made available for audit as prescribed by the Department.

18. Date: February 14, 1969

20. Signature of Authorized Official

19. Total Pages in Application: 10

N. E. McCall



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Detailed Project Budget

Complete Project

First Year Only (projects exceeding 16 months)

Period from February 1, 1969

Through October 31, 1969

A. Personnel (Employees and Consultants)	Percent of Time Devoted	Annual Salary	Requested of OLEA	Category Total
(1) Employees (list each position)				
Director	50%	12,150	4,556	
Secretary	50%	4,398	1,650	
(2) Consultants (list by individual or type)		Fee		
Part-time faculty and lecturers			3,696	
(3) FICA, Retirement, etc. (employees only)				
Collective benefits total 7% retirement			693	\$10,595

B. Travel (Transportation and Subsistence) (Itemize)				
Auto: 8 trips for Director to training sites & consultation @ \$35.00 average cost of transportation			280	
Commercial Air: 8 trips for Director to meetings and consultation @ \$75.00 average cost of transportation			600	
Subsistence: 25 days in-state per diem @ \$16.00 per day			400	\$ 1,280

C. Supplies, Communications and Reproduction (Itemize)				
Telephone			135	
Office Supplies			175	
Reproduction			225	
Postage			90	
				\$ 625

D. Other (Equipment, Miscellaneous and Indirect Costs) (Itemize)				
Overhead			2,500	
				\$ 2,500

E. Total Amount Requested (Sum of Categories A through D above) | \$15,000

F. Total Grantee Contribution (Page 2, Item 14) | \$ 3,400



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Budget Narrative

Begin below and add as many continuation pages (4a, 4b, etc.) as may be needed to complete the required justification and explanation of the project budget.

A.

1. It is to be noted that in review of the cutback on the operational phase of this grant, the budget and actual programming have been revised to a nine month operational project in order to continue adequate financial support for the major projects being planned. The director will receive a monthly salary of \$506, or \$4,556 total. This salary is recommended as it is in keeping with the established salary level of the University. The salary schedule for the University of Nevada was used as a basis for both the position of half-time director and the secretary.
2. Part-time Faculty (instructors): The Correctional Personnel Training is underway providing professionally oriented courses to correctional employees in several correctional agencies. We are hopeful of expanding Correctional Personnel Training to include 336 instruction hours of training. This will provide for a series of four (4) courses of twenty-one (21) hours for each course to be at four (4) separate locations.

Planning is underway with the Nevada State Personnel Division to establish three workshops in Supervision, Report Writing, and Race Relations. Detailed budgeting is not available at present since final arrangements are pending. However, it is our plan to use part of the funding from this grant for this purpose with supplemental funds being derived from other community resources.

B.

1. Except for the Maximum Security Prison located in Carson City, other principal correctional facilities extend beyond a 300 mile radius from Reno. In one instance, the facility is more than 500 miles from Reno (one way). For this reason it is necessary to combine both commercial air travel and automobile travel to insure the director reaching training sites. By law, in-state per diem in Nevada is \$20 per day. In order to comply with Federal regulations of \$16 per day per diem, the difference of \$4 per day will be paid from the overhead. Seven cents per mile plus \$3 per day is charged by the State for use of its vehicles.

Air fares to anticipated locations have averaged approximately \$75 per round trip, plus the above-stated subsistence. Auto trips have averaged approximately \$35, therefore it is suggested that this remain unchanged.

C.

1. Telephone charges: We are allocating \$15.00 per month for long distance service.
2. Office Supplies: Financial statements indicate that \$20.00 per month will be necessary for various office supplies. Normal items required for office maintenance are needed (i.e., paper, envelopes, typewriter items, filing material, bindings, cover stock, etc.).
3. Reproduction: Approximately \$25.00 per month will be necessary to cover cost of stencils, thermofax paper, mimeo paper, ink, xerox reproduction, multilith reproductions, and other necessary forms of printed material for training.
4. Postage: Information regarding this program will be mailed to organizations involved in the training programs as well as correspondence to out-of-state organizations already involved in similar programs.

D.

1. The audited University overhead is figured at 44% of the salaries (director and secretary) on any one educational project, or 27.9% of the total grant. The overhead on this grant is figured at 20% of the total.



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Project Plan and Supporting Data

This section constitutes the heart of the grant application. It is the applicant's detailed statement of the project—its aims, precisely what will be done, who will be involved, and what is expected to result. Together with the project budget, it constitutes primary evidence to OLEA of the soundness of the project, the care and planning that has gone into its formulation, and the responsibility and qualifications of the applicant and others who will be involved in carrying it out.

Attach to this sheet as many additional pages (8" x 10½" or 8½" x 11" sheets—not legal size) as may be needed to complete the description of Project Plan and Supporting Data. Where the applicant wishes to append documents as supplemental information and these cannot readily be placed on continuation sheets, they should be listed on the last page of the Plan and 12 copies furnished with the application for staff and panel review.

* * * * *

Begin this section with a brief summary of the total project not to exceed 200 words in length.

A fundamental aim of the initial project has been to develop an organized training program for correctional personnel within a decentralized corrections network. As a consequence, we have attempted to develop programs for training and research, and also to meet the special problems of a system not centrally organized and widely separated geographically.

From a questionnaire survey we have gained a clearer understanding of the extent of academic attainment and of specialized training needs. The survey results revealed a need for emphasizing fundamentals and basic principles of social problems, crime, and theories and concepts relative to corrections.

Great efforts have been placed upon the necessity of enhancing the spirit of cooperation and communication between the agencies. Modest success has been realized here. The wide geographical isolation of the principal correctional agencies has imposed considerable difficulties in many areas.

Organize the remainder of the Project Plan and Supporting Data as per instructions for this section, under the following headings: I. Goals; II. Methods; III. Results; IV. Resources.

1. The project has profited from an Advisory Committee, with the following members:

Mr. Charles Keever
Personnel Training Officer
Nevada State Personnel Division

Mr. Edward Cordisco, Deputy Admin.
Vocational-Technical and Adult Education
State Department of Education

Mr. Joseph Gardner
Superintendent
Nevada Youth Training Center

Mr. Michael Guariglia
Administrator, Rehabilitation Division

Mr. Carl Hocker, Warden
Nevada State Prison

Laurance M. Hyde, Jr.
Dean, National College of State
Trial Judges, University of Nevada

Mr. Roland Dick, Director
Off-Campus and Evening Divisions
University of Nevada

Dr. Irving Katz, Chairman
Psychology Department
University of Nevada at Las Vegas

Dr. Wayne S. Martin
Director, Continuing Education
University of Nevada

Mr. Phil Hannifan
Chief, Dept. of Parole and Probation

Mr. Paul Toland
Manpower and Employer Relations
Coordinator, Nevada State Employ-
ment Security Department

Charles Keever has been appointed chairman of the committee, and Phil Hannifan associate chairman.

2. A long term correctional training program consisting of eight professional technical training projects in each of the three correctional agencies was begun January 31 and February 1, 1968, at:

Nevada Girls Training School, Caliente
Nevada State Prison, Carson City
Spring Mountain Youth Camp, Las Vegas

These projects were designed in response to questionnaire results, agency administrative and staff interviews, and content analysis of existing training programs. The instructors are being recruited from within the ranks of qualified correctional personnel, and the program is presently being financed by various community agencies.

3. An orientation program for new employees was established at Nevada State Prison.
4. An organized and administratively supported in-service training program was begun at Nevada State Prison. This has included the inception of a training budget, monthly publication of a training schedule, greater use of staff from all levels of responsibilities, and perhaps more important, the training of an I.S.T. officer in techniques and organization of training.
5. The questionnaire survey sampled 232 correctional employees at all levels of responsibilities in the following agencies: Nevada State Prison, Women's Prison, Minimum Security Prison, Nevada Youth Training Center, Caliente Girls Training School and Spring Mountain Youth Camp.
6. There is planned a series of workshops in Report and Evaluation Writing, Supervision, Race Relations, as indicated by questionnaire survey findings.

It should be noted that we are dealing primarily with four hundred correctional employees within the network of correctional agencies mentioned above and representing extremely difficult geographical disbursement over the entire state of Nevada. We hope to involve county and city, and other state correctional employees as the program develops.

GOALS:

The goals of the program have been determined initially from data derived from the questionnaire survey and numerous consultations with agency administrators and advisory committee members. On the questionnaire 9% of all regular staff responding claimed Bachelor's Degrees; 27% of supervisory staff reported college degrees, and 35% of supervisors indicated high school achievement only (meaning no formal college training). Indicated was strong support for training in areas such as supervision, psychology, social problems, group dynamics and criminology. Other specialized training desired included client-centered evaluation and developing report writing skills and supervision techniques.

Based upon these findings, it becomes important to concentrate upon orienting correctional personnel to the fundamentals and basic principles of correctional and behavioral concepts and methodology. This will be established on a long-term basis.

Secondly, these objectives would be supplemented with a series of workshops designed to improving client-centered evaluation forms and report writing skills, techniques of supervision, and race relations. These are currently being planned for.

Thirdly, the program seeks to make wider use of staff within the agencies in providing in-service training for agency personnel. Previously, this was underdeveloped and in some instances, the responsibility fell to one person who would conduct all of the training sessions.

Fourth, the program attempts to foster more exchange of inter-agency personnel for the purpose of in-service training. Since there has been only occasional use of this method greater emphasis will be placed upon stimulating inter-action and cooperative effort between agencies.

METHODS:

The Director will be responsible to the Advisory Committee for recommendations concerning the final determination of the needs of each group involved in the program, and he will make arrangements for the locations and instructors for courses offered as well as continuously researching for areas of need.

The program will not come under the auspices of any one University college, (i.e., Arts and Sciences, Education), but will continue to be a general program under the General University Extension, Department of Continuing Education or a subsidiary thereof. Consultants may be utilized for the program (without charge), and training materials may be packeted for the trainers by N.C.C.D. and/or other suitable sources. The general program is organized and all preparations for training sessions have been completed to meet the Special Conditions of the grant project. As research findings become available and needs arise, programs of various kinds will be continuously developed.

In response to the Questionnaire Survey Report completed January 1968, a Corrections Curriculum Program has been proposed and parts implemented.

1. The three mentioned training sites serve as central training locations for other county, state, and city correctional agencies.
2. Instructors are recruited from within the professional ranks.
3. Unofficial attendance indicates 83 total, per week.
4. Initial financing has been provided by various community agencies.
5. Certificate of Accomplishment suitable for mounting will be awarded at completion of courses with a copy to State Personnel Agency.

A series of two or three day workshops (report writing, supervision, race relations) is being planned with the Nevada State Personnel Department. This is an outcome of the questionnaire survey and supplemental reports studied by the personnel department. It is difficult to give details at present, however, discussions tend to indicate:

1. Use of staff personnel, thus implementing the goal of greater use of staff resources.
2. Exchange of staff - which would implement the parallel goal of interaction between agencies.
3. Instruction to improve skills.
4. Location of workshops at centralized agencies within easy commuting of nearby facilities.

The following is a list of courses planned for in-service training of personnel. It is realized that all of these programs cannot be completed in the time limit of this grant. However, it is proposed that they can be initiated and it is anticipated that they can be continued after the grant has terminated.

Compulsory attendance is not a requirement. Correctional Development and Social Problems have been started on a voluntary basis and have shown that correctional personnel will attend these classes.

COURSE DESCRIPTIONS

CORRECTIONAL DEVELOPMENT

Traces historical development of corrections from early European times through contemporary period. Emphasizes influence of social thought of the times upon prison architecture and concept of crime and rehabilitation. Applies to both juvenile and adult offenders.

CRIME AND THE COMMUNITY PROCESS

A preliminary survey of social class and class conflict; their criminological implications. Major focus is upon the criminal subculture as well as non-class oriented theories; ecological theory, culture conflict, racial and other minorities, economic factors, differential association.

GROUPS AS FACTORS IN CRIME - PART I

Explores basic notions of primary groups; family, schools, gangs, and significance of their influence upon development of self-concept.

GROUPS AS FACTORS IN CRIME - PART II

Continuation in depth of association in crime; occasional cooperation, the crowd, adult and adolescent gangs, and small groups.

SUPERVISION - LEADERSHIP

Principles of personnel management applied to the employee, supervisor relationships within correctional setting. Contemporary leadership methods usable by the supervisor in motivating employees to improve efficiency, and in resolving grievances and disciplinary problems. Discussion and role playing are used to analyze typical problems.

THE OFFENDER AND THE COMMUNITY

Briefly surveys circumstances and problems of release, probation and parole, crime prevention. Objectives: individual and community orientation.

BASIC THEORY OF CRIME CAUSATION

A survey of physiological, ethnic and racial, psychological and sociological theories including their early development and effect upon contemporary ideologies.

SOCIAL PROBLEMS

Selected social problems, their causation and proposed solutions including areas of drug use and its implications relative to juvenile and adult crime, school dropouts, family structure and other areas of current interest.

RESULTS:

Evaluations: Questionnaires will be distributed to (1) the trainees to evaluate the course and instruction; (2) to the instructor to evaluate trainee responses and make suggestions relative to modification; (3) to agency administrators.

Continuation: Prospects appear rather favorable for continued support of the In-Service Personnel Training Programs. Arrangements are currently under way toward development of three additional courses. The Nevada State Personnel Department has expressed an interest in this project as a form of up-grading correctional personnel. The overall plan is to provide regular course as well as workshops designed to be short ranged with staff being trained to train other agency staff in the use of report forms and writing skills.

Dissemination: Through regular publication of results, conferences, meetings, and individual contact.

Resources: General University Extension handles all aspects of Adult Education for the State of Nevada. Through the sponsorship of this division, programs will continue to gain access to the many university facilities. Office space and some equipment, classroom space, audio-visual aids, library facilities, dormitory and dining facilities are but a few of the available services.

Correctional agencies throughout the state have contributed staff and physical facilities which serve as excellent resource material, conference and training sites, and the like.

The Advisory Committee has been indispensable with aid in program direction and general planning. The committee membership provides a cross section of correctional and community responsibility and interest which has proved invaluable.

STAFF EVALUATION
IN-SERVICE CORRECTIONAL PERSONNELName: E. T. PogueCourse: Supervision and LeadershipLocation: Carson City High School

Please comment on:

1. What were the general objectives set for the course?

To give some theoretical background in supervision and to give some practical information on how to be an effective supervisor/leader.

2. How well did you meet the objectives?

Only somewhat. The class was interesting but it seemed like I tried to cover too much in too short of a time.

3. What would you say were the primary factors responsible for reaching your objectives? Not reaching your objectives?

There is a lot of material available for this subject. It is easy to use and of a wide enough variety to help keep the students interest.

4. Student interest.

Good. Very active participation, many ideas, many discussions.

5. Morale concerning opportunity for improvement.

Good.

6. Student need.

Good.

7. Opportunity for trainee to apply in daily work.

Good.

8. General comments.

This course only scratched the surface in what can/could be done. However I think it helped many people and they are interested in improving.

Name: A. A. Campos

Course: Social Problems

Location: Carson City High School

Please comment on:

1. What were the general objectives set for the course?
Provide basic information to custody personnel in areas of group motivation, behavior, & minority group problems.
2. How well did you meet the objectives? Fairly well considering limited time (21 hours).
3. What would you say were the primary factors responsible for reaching your objectives? Not reaching your objectives? Use of films from University of Nevada, class participation and term paper assignments.
4. Student interest. Excellent.
5. Morale concerning opportunity for improvement. Vague. Students seemed more interested in course material.
6. Student need. Very high. This type of instruction had generally not been available to Prison staff.
7. Opportunity for trainee to apply in daily work. Application here would probably best be described as an improved ability to understand behavior & make decisions more objectively.
8. General comments. None.

Name: John W. Ray

Course: THE OFFENDER AND THE COMMUNITY

Location: Carson High School, Carson City, Nevada

Please comment on:

1. What were the general objectives set for the course?
An overview of the problems existing between the community and the ingestion of the offender within the community, with emphasis on the role of Probation and Parole services, and how they are geared to meet these needs.
2. How well did you meet the objectives? I feel that all objectives presented in the course outline were met.
3. What would you say were the primary factors responsible for reaching your objectives? Not reaching your objectives? Although we utilized some text book theory in the presentation, we leaned heavily on the practical aspects of actual field supervision problems and cases. The students were familiar with some of the cases in point and were better able to understand the overall picture of treatment in various areas.
4. Student interest.
The students appeared to be quite interested in the field of treatment and supervision, and seemed to be involved in all aspects of class discussion.
5. Morale concerning opportunity for improvement. There was some questions raised by the class as to whether some of the approaches favored by the experts could actually be put into practice under our system of political pressures in the field of Corrections, without jeopardizing their job status.
6. Student need. As far as this type of program is concerned, I feel that the student would feel his needs were better met if the time spent in these classes could be applied to undergraduate or AA degree programs.
7. Opportunity for trainee to apply in daily work. As stated in part 5, the theories that are expounded by the experts are difficult to apply in actual practice as most students in this type of class are viewed with some suspicion by the "old heads" and are hindered by archaic practices in trying to apply the theories learned.
8. General comments.
Overall, I feel the class periods were instructive to the students and the instructor, by presenting several approaches to the problems that are inherent in this field of work. I feel that more of this type of class presentation would be good, provided that the agencies involved would cooperate better in allowing the students to have the time off to stay with the entire program, and give more credence to the learning process developed in these classes, instead of putting the student down among his peers.

Name: A. A. Campos

Course: Correctional Development

Location: Carson City High School

Please comment on:

1. What were the general objectives set for the course? Familiarize custody staff with all phases of correctional discipline. Improve expertise in custody procedures.
2. How well did you meet the objectives? Excellent
3. What would you say were the primary factors responsible for reaching your objectives? Not reaching your objectives? Choice of text "Manual of Correctional Standards". Use of expert guest speakers from various disciplines covered in text chapters.
4. Student interest. Very good. Opportunity for other than in-service training had been nil prior to this course.
5. Morale concerning opportunity for improvement. Excellent. A good percentage subsequently promoted which probably reflects more on the type of personnel seeking training than it did on the training itself.
6. Student need. Covered in item 4.
7. Opportunity for trainee to apply in daily work. Very good. Course was geared toward practical application, many examples of practical use were brought out in classroom.
8. General comments. Response from personnel was very encouraging. Many are "hungry" for training and want to be regarded as professional correctional workers. On a practical level, training of this type helps create a better working relationship between various services in the Prison setting.

Name: Bruce L. Alder

Course: Principles of Operant Conditioning

Location: Nevada Youth Training Center (Elko)

Please comment on:

1. What were the general objectives set for the course?

To give the staff a general background in Operant Conditioning and show how it should be used in dealing with the behavioral problems that exist among the boys.

2. How well did you meet the objectives?

The staff did get the background I hoped they would, however, I think the application of these principles to their specific problems will require more on-the-job training.

3. What would you say were the primary factors responsible for reaching your objectives? Not reaching your objectives?

Having the class well-organized and making it interesting accomplished the first objective. I do not think that the classroom is the best setting for teaching staff how to deal with problems. I think problems can best be dealt with in the cottages where they occur.

4. Student interest.

There was a great deal of interest in this subject.

5. Morale concerning opportunity for improvement.

Morale was mixed. Some saw the class as a bother while others as an opportunity.

6. Student need.

The need was high for this class.

7. Opportunity for trainee to apply in daily work.

There was opportunity for the staff to apply this, but it depended largely on the background of the specific employee as to how much it would apply.

8. General comments.

This class went very well and I was pleased with results of the course evaluation, the amount of material covered, and the attitude in general.

Name: Harry A. Lipparelli

Course: Corrections I

Location: Nevada Youth Training Center, Elko, Nevada

Please comment on:

1. What were the general objectives set for the course?

To give a brief (general) course on human growth and development from birth to adolescence.

2. How well did you meet the objectives?

Time would not permit a more detailed approach, however, the general objectives were satisfactorily met.

3. What would you say were the primary factors responsible for reaching your objectives? Not reaching your objectives?

Class interest and teaching from a layman's understanding.
Technological approach.

4. Student interest.

Very good and responsive.

5. Morale concerning opportunity for improvement.

The general consensus was that the class was informative and students could see the periods of growth more readily and could more directly with problems.

6. Student need.

It fulfilled the need of each student in trying to understand the periods of growth, especially in the areas of behaviors for each age group.

7. Opportunity for trainee to apply in daily work.

Each student was given four field trip observations to conduct, on four different age groups and under four different kinds of environment.

8. General comments.

Class response, attendance, and general interest ran high. I felt the class was very receptive and extremely worthwhile. Unfortunately, this area could have been covered more thoroughly had time permitted.

Generally I enjoyed the class very much and would certainly do it again if afforded the opportunity.

Name: Edwin C. Burgess

Course: Corrections I - Supervision + Leadership

Location: Elko, Nevada

Please comment on:

1. What were the general objectives set for the course?
Teach the basic principles of supervision + Leadership.
2. How well did you meet the objectives?
General object were met.
3. What would you say were the primary factors responsible for reaching your objectives? Not reaching your objectives?
High level of interest on part of students.
4. Student interest.
Exceptional
5. Morale concerning opportunity for improvement.
Good
6. Student need.
Better understanding of self and role played by the supervisor.
7. Opportunity for trainee to apply in daily work.
80% of class are in position to supervise others work, also some principles can be applied in working with a group of boys.
8. General comments.
The interest was high, participation and attendance very good - More time was needed to go thoroughly into the subjects. There was a sincere desire to learn more about how each individual effected the people around him.

Name: Bruce L. Alder

Course: Principles of Operant Conditioning

Location: Navada Girls Training Center (Caliente)

Please comment on:

1. What were the general objectives set for the course?

To give the staff a general background in Operant Conditioning and show how it should be used in dealing with the behavioral problems that exist among the girls.

2. How well did you meet the objectives?

The staff did get the background, I hoped they would, however, I think the application of these principles to their specific problems will require more on-the-job training.

3. What would you say were the primary factors responsible for reaching your objectives? Not reaching your objectives?

Having the class well-organized and making it interesting accomplished the first objective. I do not think that the classroom is the best setting for teaching staff how to deal with problems. I think problems can best be dealt with in the cottages where they occur.

4. Student interest.

There was a great deal of interest in this subject.

5. Morale concerning opportunity for improvement.

Most saw this as a good opportunity for improvement and had a high morale.

6. Student need.

The need was high for this class.

7. Opportunity for trainee to apply in daily work.

There was opportunity for the staff to apply this, but it depended largely on the background of the specific employee as to how much it would apply.

8. General comments.

The people were very receptive, however, I was somewhat bothered by the fact that I knew it would be their last exposure to operant conditioning and I tried to get too much material covered and at one time they were quite confused. The last class ~~felt that people understood what had been~~ was spent in overcoming this confusion and I felt that people understood what had been covered when I left.

Name: Jack A Jurasky, M.D.

Course: The Juvenile Offender In Society.

Location: Juvenile Court and Services, Las Vegas

Please comment on:

1. What were the general objectives set for the course?

Understanding role of juvenile family, correctional facilities and society as inter-relational.

2. How well did you meet the objectives?

well - OK

3. ^(A) What would you say were the primary factors responsible for reaching your objectives? ^(B) Not reaching your objectives?

A.. Interest of audience, cooperation of administration

B. In-service training requires follow-up
Too large a group

4. Student interest.

Good

5. Morale concerning opportunity for improvement.

Good

6. Student need.

Considerable

7. Opportunity for trainee to apply in daily work.

Considerable

8. General comments.

I would have liked opportunity to divide students into a smaller discussion groups periodically.