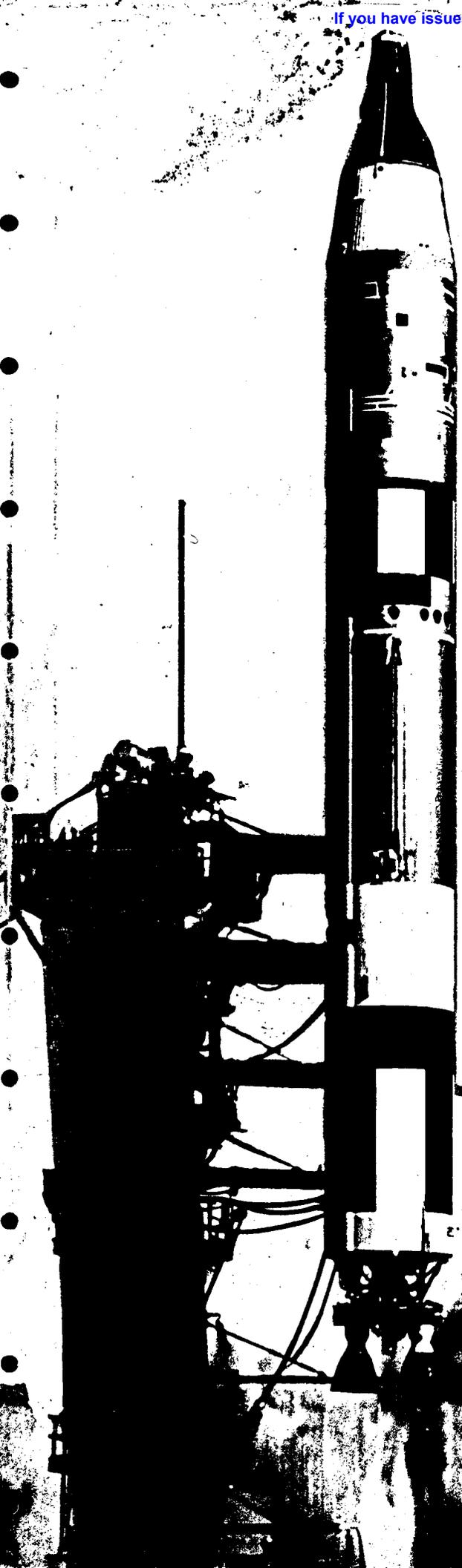


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Final Report
STAGE ONE

in

Planning & Development

of

State Wide In-Service Training

for

State of Rhode Island
Correctional Personnel

EXTENSION DIVISION
UNIVERSITY OF RHODE ISLAND
APRIL 1968

FINAL REPORT

RHODE ISLAND'S COMPREHENSIVE PLAN

STATE-WIDE IN-SERVICE TRAINING PROGRAMS

FOR

CORRECTIONAL PERSONNEL

STAGE I

PLANNING AND DEVELOPMENT

Grant #139
Funded by
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FORWARD

Experience and experts tell us that the organizational life goal is unpredictable, and there may be periods of flourishing growth, stagnation, death and revitalization. The President's National Crime Commission, cognizant of the stagnation in many correctional systems throughout the country, has tried to map out a blueprint of what Corrections should be in the future.

In his Special Message of March 9, 1966 on Crime and Law enforcement in the United States, the President stressed the importance of training when he stated that even seeking the most imaginative reforms underscores a fundamental truth: How well a job is done depends on the training and ability of the men who do it. Yet, leaders in the correctional field have declared that the most urgent change presently required in the field of Corrections is the need to have society recognize that Correctional facilities and service are an integral part of the community, offering a public service of equal or greater importance with hospitals, police, courts, and other public agencies. An effective training program that involves university and community resources can contribute to society's recognition of corrections as an integral part of the community.

As in any dynamic society or correctional system, past and present, accomplishments never seem good enough or "adequate". Among the staff in most professional fields there is a gap be-

tween knowledge and practical application by the staff. This situation is also true in the correctional field. Thus, it is mandatory that correctional personnel keep abreast of the changing state of policies, procedures and behavioral sciences underlying their practice.

As Rhode Island's Correctional Services advance, the need for effective job performance becomes more critical, not only to achieve universal levels of organizational efficiency but also to achieve higher levels of self-satisfaction for the individual employee. We have come to recognize that what's good for the organization is, in the long run, good for its people.

Training and development is increasingly recognized as a most important continuous organizational activity. In-service training and development, although focusing on present problems, must bring into perspective concern 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 skills, knowledge and attitudes to modify their job behavior in line with future requirements. Thus, continuous training and development becomes a method of achieving planned change in both the employee and the correctional agency.

Special acknowledgement and appreciation is made to each member of the Advisory Committee and to the Technical Consultants who volunteered their time and talents to accomplish the aims of this Stage I of the Project, and who will continue to serve in these capacities during the implementation of Stage II. Their names and agency affiliations are listed in the Appendix

William J. Morro, Project Director
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SECTION I

A. Background of the Project

The United States Department of Justice, Office of Law Enforcement Assistance, (OLEA), has established a special program of developmental grants to state correctional systems, or to colleges or universities. Selected by and working in collaboration with state correctional systems, the function of the problems to aid in developing and improving programs of state-wide in-service training for state correctional agency staff. Because of Rhode Island's geographical size and quantity of correctional staff, the grant has been extended not only to personnel who are primarily concerned with adult offenders, but also to correctional personnel working with juvenile offenders.

Under the Law Enforcement Assistance Act of 1965, OLEA's program supports new and experimental approaches to training correctional staff. Emphasis is on training those in direct contact with offenders, e.g., line and supervisory correctional officers, probation and parole officers, shop instructors, work supervisors, and even when possible, middle management personnel.

The stated expectation of OLEA is that training models be developed which will make maximum use of university and community training resources to supplement those within the correctional system; and that the training be directed primarily toward enhancing the capacity of trainees to function as "change agents",

as opposed to training in security practices, agency procedures or other traditional programs.

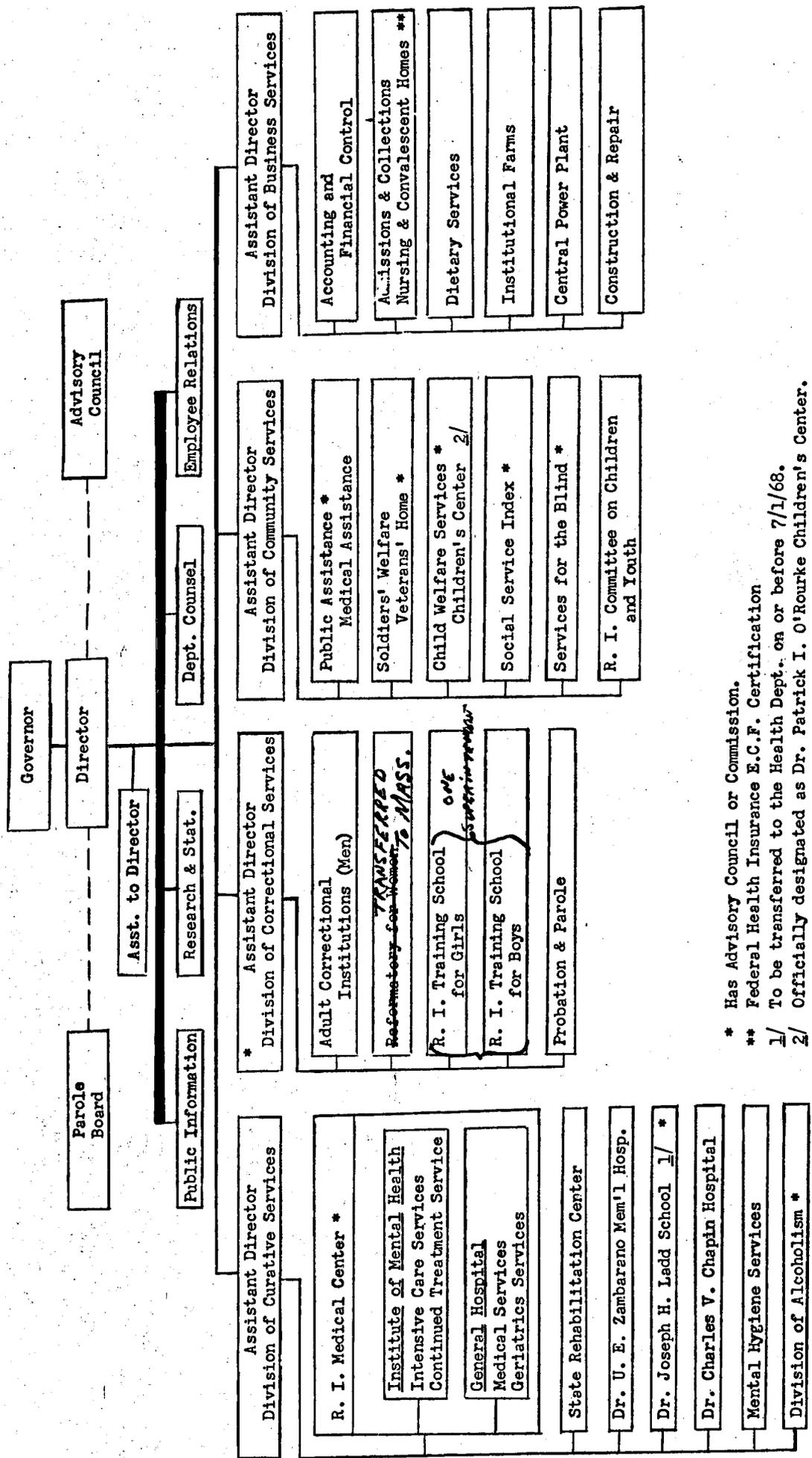
Some facts about Rhode Island's size and resource capabilities may be appropriate. This data will indicate to the reader the opportunity Rhode Island has to attain excellence in its correctional training efforts.

Rhode Island is the smallest state in the Union. It is also the most densely populated, having 843.77 persons per square mile. The United States Census Bureau 1965 figures give the total state population as 892,488.

The correctional institutions for both juvenile and adult offenders are geographically located within a circumference of less than one mile, on what is known as the Howard Reservation, Cranston, Rhode Island. Within this same area is the state-operated Rhode Island Medical Center, which consists of the Institute of Mental Health and General Hospital. All these services are within the Rhode Island Department of Social Welfare, (see Organizational Chart--Department of Social Welfare).

Effective 11/30/67

ORGANIZATION CHART OF RHODE ISLAND DEPARTMENT OF SOCIAL WELFARE



* Has Advisory Council or Commission.
 ** Federal Health Insurance E.C.F. Certification
 1/ To be transferred to the Health Dept. on or before 7/1/68.
 2/ Officially designated as Dr. Patrick I. O'Rourke Children's Center.

Although the resources of the Department of Social Welfare are extensive, this project aims to emphasize the utilization of private and public resources of both community and university. It may be pertinent to note that there are 16 institutions of higher learning in Rhode Island. The largest of these are the following:

1. University of Rhode Island (with Extension Division)
2. Rhode Island College
3. Rhode Island Junior College
4. Brown University
5. Providence College
6. Bryant College
7. Rhode Island School of Design
8. Roger Williams College

B. The Problem:

The problem that has precipitated the Department of Justice, Office of Law Enforcement Assistance grant to Rhode Island, (as with a number of other states of the country), has been articulated well by the President of the United States, the Congress, and the U. S. Attorney General. The Joint Commission on Correctional Manpower and Training, composed of 96 International, National and Regional organizations in the correctional field, in business, labor, industry, the professions, both private and affected government agencies, has also addressed itself to the problem. The Joint Commission represents the first attempt at a unified national approach to the increasingly serious problem of rehabilitating public offenders. The Commission's statement puts into clear focus the need for correctional staff training programs in Rhode Island and throughout the country.

The Joint Commission points out that the critical problem of crime and delinquency has aroused the concern of the nation. One part of the problem is the need to stop the process by which offenders go into, out of, and back into correctional institutions. The hard fact is that at least half the people convicted of crime today get into trouble all over again after they are released from prison.

Despite the seriousness of the problem today and the increasing challenge in the years ahead, the central conclusion of the President's Commission on Law Enforcement and Administration of

Justice is that a significant reduction in crime is possible if the following objectives are vigorously pursued. Only the objectives relevant to corrections are listed below:

1. Society's aim of reducing crime would be better served if the system of criminal justice developed a far broader range of techniques with which to deal with individual offenders.
2. The system of criminal justice must attract more people and better people--police, prosecutors, judges, defense attorneys, probation and parole officers, and correction officials with more knowledge, expertise, initiative, and integrity.
3. There must be much more operational and basic research into the problems of crime and criminal administration by those both within and without the system of criminal justice.
4. Correctional agencies must be given substantially greater amounts of money if they are to improve their ability to control crime.
5. Individual citizens, civic and business organizations, religious institutions, and all levels of government must take responsibility for planning and implementing the changes that must be made in the criminal justice system.

Specifically relevant to this project is the Joint Commission's stress of the point that "the most important single factor in chang-

ing an offender into a useful member of society is his personal relationship with able and understanding individuals on the prison staff, or in a community program. They must be capable of bringing about changes in the behavior and attitudes of offenders and potential offenders. Without such employees, institutions and preventative agencies are unrealized promises.

The President of the United States has made a vital point when he stated, "Progress can only be made if our Correctional Institutions and Community Treatment Centers are staffed with personnel trained and inspired to guide men from crime and despair, to decency and hope." The element of fostering an inspired and committed personnel must be weaved into the training program. Without it, we believe the outcome of training will be minimal. The need for trained staff has increased sharply in recent years. Owing to the great growth in population, the continued rise in lawlessness, and the growing public demand that crime be dealt with effectively. Yet, the Commission states, "the supply of manpower in the field of correctional rehabilitation has fallen far short of needs."

It may be well to distinguish here the manpower needs as they relate to professional discipline and the custodial force. The 1967 New England Correctional Manpower Study and Training Project, funded by OLEA, states "that in the last two or three years, there has been a trend, nationally and in New England, of decreasing number of prisoners in Adult Correctional Institutions." If this trend continues, it seems most relevant at this time to emphasize the im-

provement of the quality of personnel, rather than with increasing the number of correctional officer personnel. The New England Correctional Manpower and Training Project has found that the ratio of correctional officers in Adult Male Institutions in New England is, on the whole, "a fairly good ratio and considerably better than the close to 1:6 national average." Rhode Island's ratio of Correctional officers to inmates in the early part of 1967 was 1:3.4. The per capita cost, relating only to salaries of correctional officers per inmate, was \$2,971 for the Rhode Island Women's Reformatory, and \$2,441 per inmate for the Rhode Island Adult Correctional Institutions.

The New England Manpower Study indicated that the administrators of Adult Institutions find the number of professional personnel on their staffs, "less than ideal from the point of view of effective rehabilitation." Thus, in the professional category, the emphasis of training seems to change from quality programs for line personnel to recruitment of more professional services, viz; psychiatrists, psychologists, social workers, educators, and chaplains.

It is pertinent to note that the enactment of the Law Enforcement Assistance Act of 1965 is not intended to be a mere subsidy. "The basic responsibility for dealing with local crime and criminals is, must be, and remains local." But the Federal Government, through this act, can provide for infusion of ideas and support for research, for experiments, for new programs. It may be reasonable to expect that Federal aid will continue to be available, but it is also to be

expected that appropriate state or regional public agencies will eventually assume financial responsibility for the correctional training programs.

It has been demonstrated that indeed, the total criminal justice system is failing in its task. FBI statistics have been cited to show that 91 per cent of the persons acquitted of crimes in 1963 were re-arrested, 78 per cent of the persons granted probation in 1963 committed a new crime and 60 per cent of the offenders released in 1963 were rearrested within four years. With these past failures, it is understandable that little credence is given to the premise that corrections can make a contribution to the reduction of the crime problem.

SECTION II

A. Project Goals and Tasks of the Planning and Developmental Stage I

The improvement of correctional training and education involves the removal of the isolation existing between correctional systems and universities, by making them aware of the opportunities and resources each has to offer the other, and by providing each with access to the resources of the other. This project supports the view, those who have given serious thought to the problem, that the interchange of persons and ideas on a continuing basis, would provide a milieu, which would be attractive to recruits and researchers from the university field. This Stage I, Planning and Developmental Project for Rhode Island's state-wide in-service training program for correctional personnel, tends to provide the milieu for maximum interchange. A brief summary of the project is as follows:

The Rhode Island Department of Social Welfare, as grantee, will contract with the University of Rhode Island, to carry out a nine month survey of the State's correctional training needs and to design a program to meet these needs.

The Project Director will be an employee of the University of Rhode Island Extension Division, with the title of Correctional Training Coordinator. He will work closely with an Advisory Board, composed of at least one specialist, each from the fields of correction, community organization, secondary, (and/or higher education, and social work.) The Board will include at least one official of the Department of Social Welfare and one representative of the University of Rhode Island of a social or behavioral science. The Project Director's responsibility will consist of three consecutive sets of activities:

1. Determine the training needs of Rhode Island's state correctional institutions and agencies staffs. This will require (a) assessing the present kinds of in-

service or other training available in and around Rhode Island, as they relate to the mandates and long-range goals of the agencies; (b) reviewing the personnel qualifications of present prison, probation and parole staffs; (c) soliciting the opinions of state correctional administrators as to presumed shortcomings in their staffs' levels of training, ranked on a priority basis; (d) consulting with correctional specialists as to recommended levels of training; (e) interviewing selected line and staff personnel for their ideas regarding their own training needs.

2. Design a training program (s). It is anticipated that varied training needs will be found to exist, and that varied programs geared to these respective needs will be required. The programs might take the form of symposia, seminars, conferences, workshops, revised in-service training, special non-credit extension courses of a semester's duration, etc., and might be offered at the Extension Division and elsewhere.
3. Draw up a detailed plan for making the program (s) operational, including: (a) procedures for recruiting and enrolling trainees; (b) number and qualifications of instructional personnel needed; (c) physical facilities required; (d) time-table of training operations for a twelve month period; (e) budgetary requirements.

B. Significance of the Project

The Rhode Island Correctional system will upgrade its overall programs by an effective comprehensive training program. If this is done successfully, it can have a major impact in the control and treatment of crime and delinquency. There is a sense of urgency in taking advantage of the opportunity for making substantial improvements in Rhode Island's Correctional Services.

Another significant aspect of this project is the meshing of many agencies, private and governmental, in meeting the training needs of Correctional Personnel, who are committed to helping juvenile and adult offenders.

Rhode Island's innovative effort to establish a Correctional

Training Center can well become a model of strategy for other States of similar size and circumstance.

The Workshops and Seminars that have been planned on a cooperative basis will produce much sounder results than if they were developed on a factionalized, competing, and duplicating basis. The comprehensive and cooperative development of these training programs will make it easier and more effective to develop a more professional, well trained and capable staff of institutional, probation and parole personnel.

Great stress needs to be placed on the role of the philosophy of State Government and the philosophy of the Department of Social Welfare and its Division of Correctional Services as a unifying force. The instruction of workers in the philosophical aspects of their task is a primary necessity. It is the fountainhead of training because it establishes the principles which define goals and the techniques for achieving them. The philosophy of the Correctional operation in Rhode Island must be wholly compatible with its governmental philosophy. In the absence of the collection and dissemination of a body of knowledge embracing the philosophy of Rhode Island and its Correctional Services of the ready and directed use of the worker, there can only be a tendency resulting in a confused, indifferent, self-steering, time-wasting, uneconomical, incompetent worker.

The Correctional Training Center can be an effective means to articulate the administration's concepts, objectives and ideals of

what it hopes to achieve and what it stands for. Rhode Island must clearly define the principles it wants its Correctional services to operate with. Unless this is done, the training effort will lose much of its impact in attempting to develop a cohesive team effort to influence the behavioral change of the offenders.

SECTION III

A. Target Population-Characteristics

The beneficiary of this plan and training effort will be every correctional agency in Rhode Island, viz: Bureau of Probation and Parole, Adult Correctional Institutions, Women's Reformatory, Rhode Island Training School for Boys, Rhode Island Training School for Girls. In the past, these organizations have had little or no formalized training programs.

The specific or primary target groups are Professional and non-professional line staff and first line supervisors, who are in direct contact with juveniles or adults. There are approximately 383 employees in these categories at the above-named correctional settings.

There has been no attempt to obtain an in-depth comprehensive review of the qualifications of the correctional personnel employed at the institutions serving adults and juveniles, or of the probation counselors serving both types of clientele. As a result of discussion with the Advisory Committee of this aspect of the study, it was decided that a brief Correctional Personnel Inventory Form, with an attached letter from the Project Director, (see appendix), would adequately serve the purposes of the project. Paramount in this decision was the realization that efforts to "evaluate" the personnel would tend to discourage their participation in the project, rather than to encourage maximum involvement. It

should be noted the Project Director asked that the completion of this Correctional Personnel Inventory be filled out by the employee on a voluntary basis. The results of this request for information were indeed gratifying. At the Adult Correctional Institutions and Women's Reformatory, out of a total Target Group of 187, 99 returned the Personnel Inventory. When consideration is given to the fact that a number of persons may have been on sick, or vacation leave, and some who did not receive the forms, the percentage of returns was better than 50%. This seems to be significant evidence that there is a degree of readiness by this substantial core of employees to participate in a comprehensively organized training program.

Another purpose of the Personnel Inventory Form was to determine how many employees would voluntarily participate in the Pilot Institutes and Buzz Sessions. To compile this data, three easily answered questions were asked. It is interesting to note that a number of employees voluntarily answered the questions with a view to committing themselves to future training programs that may be offered, rather than the one-day planning sessions of the Pilot Institutes and Buzz Sessions. This fact, seems to make the results that much more meaningful.

With the cooperation of the Administrators, those who expressed interest in the planning institute were scheduled for this activity, on either State time or were paid overtime. The number of positive responses removed any doubt as to the interest of the Target population in training activities.

Following are the results of the queries:

PERSONNEL INVENTORY

<u>RESULTS OF ACI AND WOMEN'S REFORMATORY</u>				
<u>Question</u>	<u>YES</u>	<u>NO</u>	<u>NO ANSWER</u>	<u>TOTAL</u>
Are you interested in attending the Planning Institute?	82	16	1	99
Will you attend without pay?	51	38	10	99
Will you attend during working hours?	72	23	4	99

The number of Probation & Parole counselors answering the Personnel Inventory was well over 50%. Whereas, the returns from the Juvenile Institutions were significantly less.

Characteristics in the categories of (1) age, (2) length of correctional service, (3) formal education and (4) military experience, of the total target population were compiled. The results of this inquiry are indicated in the following tables:

PERSONNEL CHARACTERISTICS

ADULT CORRECTIONAL INSTITUTIONS (ACI)

WOMEN'S REFORMATORY (WR)

<u>Characteristic</u>	<u>Mean</u>	<u>Range</u>
Age	30-40 years	21-71 years old
Length of Service	7-15 years	0-31 years
Formal Education	12th grade	4th-college

Approximately 60% of the employees in the sample have had a degree of military experience.

The data from the Adult Correctional Institute and the Women's Reformatory seems to indicate an employee profile that reflects a rather stable group of personnel. The factors of age, length of service and formal education all seem to be favorable. This data tends to raise expectations as to the results of our training effort.

It is not clear whether or not the employee's military experience will be an asset or a liability with regard to the project's aim to develop "change agents". However, from the custodial point of view, the advantages seem to be apparent.

PERSONNEL CHARACTERISTICS

JUVENILE INSTITUTIONS (BOYS AND GIRLS)

<u>Characteristic</u>	<u>Mean</u>	<u>Range</u>
Age	Over 51 years	25-66 years
Length of Service	Less than 5 years	Less than 1 year- over 21 years.
Formal Education	12th grade	6th-college

Approximately 50% of the employees at the Boy's Training School have had military experience. None of the employees at the girl's school have served in the military.

It may be significant to note that the highest category of personnel are in the age bracket of over 51 years of age. Yet, the largest number of employees have less than five years experience. Most of the employees claim a 12th grade formal education. This profile of the personnel working with juvenile offenders tends to indicate

that the results experienced from our training effort is less optimistic than for the employees working with our adult offenders.

PERSONNEL CHARACTERISTICS

PROBATION AND PAROLE (JUVENILE AND ADULT)

<u>Characteristic</u>	<u>Mean</u>	<u>Range</u>
Age	40-44 years	20-74 years
Length of Service	11-20 years	1-35 years
Formal Education	College	12th-Master & Law Degree

It is estimated that most of the male probation and parole counselors had previous military experience. From the point of view of our training effort, it is expected that it will be very difficult to unfreeze the situation with the organization of the Bureau of Probation and Parole, with regard to the behavioral changes of many of the counselors. At this time, it seems that the age, length of service, and the college level of education tend to indicate that a status quo situation with many Probation and Parole Counselors may be difficult to change.

However, since 33 of the counselors have less than 16 years service, and 27 are between 20-39 years old, this seems to raise our expectations as to what might be the result of this training effort.

Related to the problem of training is the matter of retaining personnel after they are recruited. It was felt that a survey of the number and reasons for terminations between a four year period from January 1964 to December 31, 1967, may be meaningful. The findings of the survey were as follows:

ACI and WOMEN'S REFORMATORY
CORRECTIONAL OFFICER TERMINATIONS

<u>YEAR</u>	<u>NUMBER OF TERMINATIONS</u>
1964	11
1965	18
1966	27
1967	<u>18</u>
	74...TOTAL

The official reasons stated for termination were in the following categories:

<u>NUMBER</u>	<u>REASON FOR TERMINATION</u>
25	Personal, unsuited or dissatisfied.
22	Better pay or other employment
19	Retired, illness or deceased
8	Schooling, military service, moved.

No legitimate conclusions can be drawn from this one set of figures and reasons. There are many other factors that need to be considered as to what are the underlying forces, in addition to the of-

ficial reasons that resulted in these terminations. To what extent an adequate training program would have influenced many of these terminations is difficult to state. However, it seems reasonable to assume that personnel and developmental training programs would tend to counteract this turn-over. This writer has explored with the Department of Employment Security Personnel Training Director, and their State Supervisor of Industrial Service, the possibility of using their testing services as one screening device in the recruitment and retention of correctional workers. The results of the inquiry indicate that aptitude tests for Correctional Officer, Probation Counselors, Youth Advisor and other related occupations are available. Thus, the General Aptitude Test Battery (GATB), could be multi-scored with norms in specific correctional occupations.

Based on experience from other states, it can be assumed that retention of correctional personnel can be related to the development of a trainee or recruit program. Thus, if it were feasible, prior to a man's appointment as a Correctional Officer, he would be required to complete successfully this trainee program. This method is presently used by Rhode Island State Police, fire departments and other state agencies. However, this pre-entry training is merely academic for years to come, since there have been insufficient applicants to fill Correctional Officer vacancies.

The solicitation of opinions from the administrators, key and line correctional personnel about the needs and priorities for training have revealed a common theme with regard to recruitment and reten-

tion of correctional personnel. The Joint Commission on Correctional Manpower and Training has articulated, not only Rhode Island's need, but the nations, when it stated, "that these problems are broadly related to pre-employment qualification standards, salary levels, the often ambivalent expectations of both professional and non-professional groups working in corrections and the uncertain image of corrections as perceived by the various levels of correctional personnel, strongly supported the Commission's statement of problems related to Correctional Training".

Recruitment and retention difficulties, the Commission continues, vary with the specific group or class of employees. Turnover rates are now highest among the lower-echelon employees (correctional officers, cottage officers and maintenance employees) because of such reasons as competition from industrial salaries. Employment Security and other benefits associated with public service are no longer holding factors they once were; salary and working conditions are now more important. This fact is reflected in the termination at the Boy's School from the same period of January 1, 1964 to December 31, 1967. During this time, there were seventy-seven terminations. A total of 52, of these Youth Home Life Supervisors (35) or Institutional Attendants (17).

Within the Bureau of Probation and Parole, the terminations are of an insignificant character.

SECTION IV

A. History and Development of Existing Training Program

Information made available with regard to existing training programs points out the dire need for maximum concerted effort in this area. At the start of this project, there were no formal training programs functioning at the Adult Correctional Institutions, the Women's Reformatory, the Rhode Island Training School for Boys, or the Rhode Island Training School for Girls. At the Bureau of Probation and Parole, there is a person who was recently assigned to be responsible for the training function. At the present time, monthly meetings on a variety of subjects are being conducted for its employees. Since the start of this project, a training effort has been initiated by the Superintendent of the juvenile institutions. Through a Title I Grant of the Elementary and Secondary Education Act, the academic and vocational training teachers are involved in a project to upgrade their skills and techniques in working with the juvenile population. Also, orientation sessions are being conducted for employees working with juvenile offenders.

Prior to 1956, the Adult Correctional Institution did not have any formal training program. "Once every five years or so, custodial personnel were taken to a rifle range and were allowed to fire revolvers. Older employees imparted information to newer employees." In February, 1956, a thirteen week basic in-service training course for all custodial personnel was instituted.

Since that time, "training continued sporadically, only allowing training when the number of new employees, without the benefit of training was far out of proportion and represented a security hazard."

In 1966, orientation in-service lectures were conducted for all employees. These activities varied from one week to five weeks. There has been no refresher training conducted for any correctional officer since the basic course given in 1956. It may be well to note that the "treatment" staff participated only in the parts of the courses that were of interest to them.

Since 1960, the State of Rhode Island, Division of Personnel, has offered incentive in-service training courses to all state employees. The employee, after taking four approved courses related to his work, is awarded a step increment in pay. This monetary benefit is retained for the length of the employee's state service. The four courses must be spread over a two year period.

Following is a listing of job categories and numbers of personnel who have participated in this program since the program was started.

STATE IN-SERVICE PROGRAM

PARTICIPATION OF CORRECTIONAL PERSONNEL SINCE 1960

<u>POSITION</u>	<u>NUMBER PARTICIPATING</u>
Correctional Officer	51
Captain	2
Lieutenant	3
Correctional Officer (Women)	1
Deputy Warden	3
Probation & Parole	39
Case Work Supervisors (Probation & Parole)	5
Youth Home Life Supervisor	18
Senior Home Life Supervisor	8
	<u>130...TOTAL</u>

Experience has demonstrated that this program for correctional personnel has had only minimal results, both in terms of the total ~~of~~ participating employees and the relevance of these courses to demands of employee's job performance.

In 1966, because of a dirth of approved courses available to correctional personnel, this Project Director, then the Supervisor of Education and Vocational Training, was asked by a number of employees to develop a course in Guidance and Counseling for Correctional Personnel. There were approximately 33 individuals from the juvenile, adult and probation and parole correctional agencies enrolled in this course. This experience seems to be the forerunner of the concept of the Correctional Training Center. This center involves training employees from a variety of correctional agencies, under one roof. Through this means, common goals and strides to attain cohesiveness of our correctional personnel can begin to become a reality. The innovation and development of the Correctional Training Center will be treated further in this Report.

SECTION V

A. Training Needs

As outlined in the brief description of this project, the plan to determine the training needs for the target population group was to be attained through the following tasks: Assess the present kinds of in-service training in and around Rhode Island; review the personnel qualifications of present prison, juvenile and probation and parole staff; solicit opinions of State Correctional Administrators as to shortcomings of their staffs' levels of training ranked on a priority basis; consult with correctional specialists as to recommended levels of training; interview selected line and staff personnel for their ideas regarding their own training needs.

In addition to the above means to determine the training needs of Correctional personnel, a group interview was conducted with about ten inmates at the Adult Correctional Institution to obtain their perceptions of what they saw as needs for training of correctional officers and superiors, probation and parole counselors, and juvenile institutional personnel. Most of these inmates have gone through the complete process of Rhode Island's Correctional Services.

On November 2, 1967, the Project Director conducted a taped group interview with about ten inmates presently confined to the Adult Correctional Institution. The focus of the interview was to have them relate their experiences with regard to their re-

lations with juvenile and adult institutional personnel, as well as those in probation and parole. The results of this interview supported the needs that were being articulated from various quarters. This procedure, although above and beyond the OLEA Grant agreement, has given additional evidence as to where the emphasis of the training program should go. One significant item that was discussed by the inmates involved the results that previous Correctional Officer Training produced. The consensus of their opinion was that the training for correctional officers was geared 90% for custody and 10% toward trying to help the inmate. Since this was basically an Orientation Training Program, this conclusion is probably valid. The need for the development of basic human relations skills with the custodial personnel seems to have been the major conclusion of the session.

A need has been expressed by leaders in the field of corrections that there should be an expansion of the "professional" identification with corrections. This kind of expanded identification would include teacher education, vocational rehabilitation, guidance and counseling, undergraduate social welfare and undergraduate majors in sociology and psychology. Each of these has significant relevance to correctional work. The generic skills and knowledge, common to all these fields, could be combined with supplementary education in corrections and some work experience in the correctional setting, thus establishing correctional work as an accepted and important sector of the public service. The University of California and Southern Illinois University have both made significant strides in this regard.

There are a number of colleges and universities throughout the country offering associate, undergraduate and graduate degrees in corrections. Inquiries have been made by this writer to determine if such university based training is feasible in Rhode Island. There is every indication that such a development is indeed possible and has been well received by one institution of higher education.

B. Pilot Institutes and Buzz Sessions

Perhaps the most productive and exciting part of the project were the three Pilot Institutes or Buzz Sessions, conducted for all available line personnel and the immediate supervisors at the (1) Bureau of Probation and Parole (2) Adult Institutions and (3) Juvenile Institutions. The purposes of these activities for each of the three correctional agencies were to:

1. Develop an increased awareness and understanding of the overall mission and processes of correctional services.
2. Solicit the line personnel perceptions of their training needs and interests.
3. Explain and discuss the aims of the Rhode Island Correctional Training Project funded by OLEA.

As the institutes developed, the major thrust of the Buzz Sessions was to involve the participants in the planning function of the project by creating the climate for them to freely express how they viewed both their personal and organizational

needs. Some time was given to the explanation of the project and the relationship between OLEA and the University of Rhode Island.

The procedure, or rationale, for the organization and operation of these Pilot Institutes or Buzz Sessions was to involve a representative group in its planning committee. Others, who ordinarily would be on this planning were involved in various capacities.

About this time, the leaders of the Union and State Employee Association working in the field of corrections were informed of the project, and their support was solicited for this plan for training. The response was gratifying. It seems germane to make the point that the realities of the situation in each organization necessitates modification of certain general procedures in order to accomplish a given task. The unique characteristics of the Pilot Institutes and Buzz Sessions, and indeed of this project, are the result of our efforts to work with and within the framework of forces operating within the Rhode Island situation.

There is the tendency, at all levels of operations, for some personnel to feel that the plans for training should be the function of one man who has that particular title. We are convinced that the low degree of success of training programs that have been observed, is related to this basic difference in approach to the planning and development of a training program. Of course, there are many other factors as to why training directors chose to organize training programs with a variety of approaches.

Following is a description of the Pilot Institute and Buzz Ses-

sions conducted for the personnel of the Adult Correctional Institute and Women's Reformatory. The procedures and results for Probation and Parole and Juvenile Institutions were similar.

On November 1, 1967, forty-three (43) members of the target group from Adult Correctional Institute and Women's Reformatory, were present. On November 2, thirty-six (36) were present. The total of seventy-nine (79), was considered a good representative group from the various shifts and various elements of the correctional line and staff. The number of participants and the degree of their involvement in the Buzz Sessions were beyond expectations. Important in the voluntary participation of these employees was the willingness of management to pay overtime, if the employees had a day off or attending on his own time. Also, agreement was attained to relieve men for training if they were on duty. This willingness by the administration, seems to demonstrate its belief in the importance of the training function as a necessary and continuous part of correctional services.

Seventy-six (76) of the seventy-nine (79) participants filled out a Post-Institute Reaction Form. The first question of the Reaction Form was "How did you feel about the Institute"? Following are the results of this question.

POST INSTITUTE REACTION

ACI and WOMEN'S REFORMATORY

	Very Satisfied	Quite Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
Nov. 1	22	11	5	2	1
Nov. 2	17	13	3	2	0
Total	39	24	8	4	1

It may be significant to note that these Post-Reaction Forms were not mandatory to be filled out, and the name and agency of the person were optional. Other questions of the Reaction Forms were:

2. Please comment on why you felt this way?
3. What did you like most about this Institute?
4. What did you like least about this Institute?
5. How could you improve this Institute?

A sample of the typical favorable comments were: "good communication;" "good start;" "cooperative spirit;" "everyone had a chance to talk about their ideas and how to improve working conditions;" "finally getting the opinions of the working man and how he feels about his work;" "informal, people really talked;" "institute and buzz sessions well conducted;" "I'm glad to see the State of Rhode Island try to upgrade the Correctional Officer through school and I'm sure the inmate will be much better off to have a better trained officer; the broad area it covered and the freedom to discuss various situations; everything; it shows a step forward; buzz sessions got at root of problems by getting every level of opinion; we had a chance to talk about things that if followed through will help us all, etc!"

With regard to what the respondents liked least about the Institute, most of them felt there was lack of time. This reaction could also be considered a favorable comment. One person did not like the personal references and did not like being in the group with superior officers.

Following is the format used for the three Pilot Institutes and Buzz Sessions that were conducted. Each institute contained a general session with all participants attending; break up into small buzz groups (selected mostly by work shifts and homogeneous interests and job problems); coffee break; and finally, meeting together as a general session for the reports of recorders in each group. In addition to a person utilized as a recorder, one of the groups was also taped. The taping of this group, which was led by the Project Director, did not seem to impede the expression of ideas and feelings. The similarity of data from the other two groups seemed to verify this judgment.

It may be pertinent to note that some members of the Advisory Committee of the Project, felt that the Institute and Buzz Session would become mere gripe sessions. However, because of the writer's previous experience and confidence in the appropriateness of this chosen method, the decision was made to use this means to collect data related to the needs for training. Critical in this decision was the availability of resource people at the University of Rhode Island, who were skilled in the area of group dynamics.

Beside the identification of needs and problems, perhaps the most significant outcome of this Buzz Session was the stimulation of interest, anticipation, and an element of enthusiasm for the implementation Stage II of the training program. It should be noted that if this technique was not implemented properly, that it may have had negative results with regard to the implementation of any future training program.

One officer indicated that he never liked school, but he

would like more of these kinds of discussions. He felt that it gave the personnel a lift in morale. Another officer expressed to a small group during the coffee break that for the past ten years, opportunities for education and training were given to the inmates, and nothing for the officers. As a result of an evaluation session with the group leaders and this writer, it was a greed that a momentum of anticipation and desire for training activities had been started and that the success of the Pilot Institutes and Buzz Sessions were far beyond any expectations that any of us had.

C. Summary of Needs

An evaluation and analysis of needs was conducted by the Project Director with the leaders of the various Buzz Sessions for the Adult Correctional Institute and Women's Reformatory personnel. Composite ratings were related to nine tentative subject areas that went beyond the Orientation and Refresher Levels of Training. The nine areas then were ranked, based on the composite rating. Communication and Human Relations content headed the list.

As a consequence of the total process to identify the training needs for the correctional worker, it was determined that he must have:

1. Competence in his field of special knowledge. He must have a thorough understanding of how the various aspects build up the whole and of the significance of its various ramifications. He must be able to build up short and

- long time objectives, and have a sense of its enduring values.
2. A knowledge of people and understanding of how individuals and groups behave and why they are as they are.
 3. An understanding of the basic beliefs of the American way of life and the philosophy of our form of government and the field of Corrections.
 4. A knowledge of his specific responsibilities. He must know the policies, the rules, the hopes and aspirations of the groups or institutions of which he is a part. He must know the scope and limitations of the particular phase of Corrections with which he deals.
 5. The skills of teaching and guidance, skills in communication.
 6. The skills of improving. No phase of Corrections remains static. He must continually examine and improve his methods.
 7. The skills of working with people.

The analysis of the comprehensive Correctional Training needs has caused this writer to agree with those who have stated that in correctional organizations one finds many different bodies of personnel, each pursuing one or another subtask as though it were the primary and overriding concern of the organization. This segmentation of personnel by groups is observable not only in the custody, treatment, education and work programs of the institutions, but also in the correctional agencies that assume responsibility for different periods of time during the

individual offenders sentence, i.e., probation, institutions and parole. Each group of correctional personnel tends to perform its immediate functions with little reference to the impact of its work or the work of other groups; and each maintains its own ideology about the cause and cure of the social problem, to which the whole organizational system is addressed.

In order to counter-act this tendency of segmentation of Rhode Island's Correctional Services and to best implement the nine areas of program content, it is proposed that a Correctional Training Center be established. This facility, provided by Department of Social Welfare, Division of Correctional Services, will be staffed by a full time Correctional Training Corrdinator from the University of Rhode Island Extension. This center could be made operative within a relatively short period of time, and utilize the personnel and material resources of the Department of Social Welfare, the community and the universities. The cooperative nature of the Correctional Training Center indicates Rhode Island's sensitivity to the admonition of those who are expert in the field, that Correctional Training must not be organized in a closed system, but should make use of outside resources and outside participants.

SECTION VI

A. Stage II-Training Objectives

The Operational Stage II Training Program will be conducted to achieve four objectives. Most of these aims are on an immediate, and at the same time, continuous long range basis. This is especially true with reference to the career development objective.

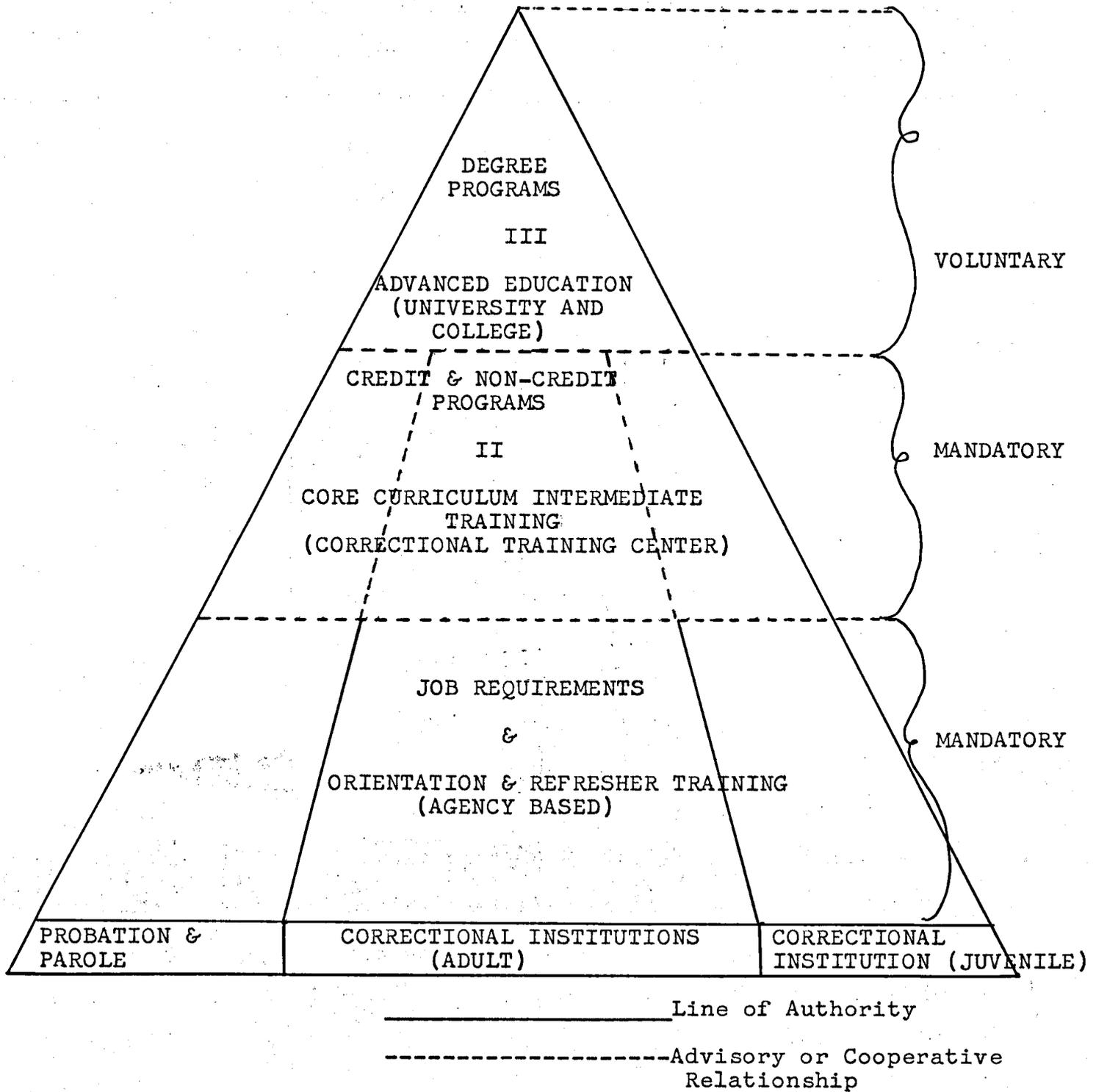
1. Orientation, Refresher and Intermediate Training for employees in the policies and procedures of the Department of Social Welfare, Division of Correctional Services.
2. Training in the application of skills in a practical work situation.
3. Improving the quality of job performance.
4. Establishment or improvement of the basis for career development within Rhode Island's Correctional System.

B. Correctional Training Center and Pyramid of Activities

Relevant to the execution of the Operational Stage II is the graphic model in-service training and educational structure, (see Pyramid diagram), that has been developed. The hierarchy of activities allows for training opportunities on a continuous and progressive career basis, immediate and long range program for all correctional employees.

Important in this Pyramid is the innovation, or establishment, of a Correctional Training Center that provides a way for

CORRECTIONAL IN-SERVICE TRAINING AND EDUCATIONAL
 STRUCTURE SPONSORED BY THE DEPARTMENT OF SOCIAL
 WELFARE AND THE UNIVERSITY OF RHODE ISLAND



legal, welfare health and educational institutions to share with Corrections in the mutual exploitation of each others resources. Since the problem of recruitment of professionals exists in these various institutions, the Center provides a basis for interaction with Corrections, University and Community.

The Center will tend to corrdinate, integrate and provide continuity of comprehensively designed in-service education and training programs for the various categories of correctional personnel. The Center will be involved not in working with management to attain organizational effectiveness and efficiency, but with the development of each employee's capacities in terms of self-improvement and job performance. This facility will also tend to counteract the artificial dichotomies that develop when personnel have differently perceived agency functions and objectives that will only emphasize and reflect fragmentation. The tendency for custody and "treatment" people to be at odds with each other often contributes to cynicism rather than reformation of the offenders. Hopefully, this sharing of points of view, problems and experience will broaden the perspectives of the respective correctional workers, communicate the interdependence of various functions and roles of the organizations, and encourage the development of common goals, expectations and cohesiveness of services.

The Center will house classrooms and an appropriate library for correctional personnel. Resources for training, such as audio-visual equipment and films, tape recorders, models, charts and mock-ups will be utilized.

A former dormitory at the Old Traing School for Boys will be converted for training purposes. The Correctional Training Center's location within the Howard Reservation, provides for easy accessability to line and staff and freedom from disturbing noises. This facility also contains adequate space and ventilation.

The following definitions are appropriate for the clarity of various types of Training Activities.

Definitions:

Level I-Orientation Training: is intended to adapt the new employee to his unfamiliar working enviornment in order that he may become a productive correctional worker as quickly as possible.

Refresher Training: is intended to keep the employee abreast of the procedures, practices and problems in the local situation.

Level II-Intermediate Training: The Correctional Training Center based program is intended to increase the skills and knowledge of Correctional workers. Attitudinal and behavioral changes in performance are aimed at this level. Characteristic of this training in the employees are opportunities to keep abreast of developments in the correctional and allied fields, and provide a means for organizational and individual growth and development. The learnings at this level represents a core curriculum to meet the needs of all correctional personnel, regardless of his work setting. In terms of the rehabilitative goals for employees this level of training has top priority.

Level III-Advanced Education: This program is intended to fill the need for academic degree requirements that are appropriate for cer-

tain categories of correctional positions. This Advanced Degree Level will not be operational in this Stage II OLEA Grant. It is expected that the Omnibus Crime Control Act of 1968 and the Juvenile Delinquency Act of 1968 will provide funds to share with the state the cost of this program.

Following is a graphic presentation and commentary of the number of participants in the Target Population of the Rhode Island Correctional Training Project that will receive training during the Operational Stage II of this project.

TARGET POPULATION CHART
RHODE ISLAND CORRECTIONAL TRAINING PROJECT
OPERATIONAL STAGE II

TOTAL PROJECT TARGET POPULATION 383

LEVEL I - TOTAL NUMBER 195

LEVEL I
ORIENTATION AND
REFRESHER TRAINING

LEVEL I
REFRESHER TRAINING

LEVEL I
ORIENTATION AND
REFRESHER TRAINING

ACI & WOMEN'S
REFORMATORY
STAGE II-TOTAL 95
TOTAL TARGET
POPULATION 185

(ADULT)

PROBATION & PAROLE
STAGE II-TOTAL 33
TOTAL TARGET
POPULATION 66

(ADULT & JUVENILE)

BOY'S SCHOOL STAGE II
TOTAL 50
GIRL'S SCHOOL STAGE II
TOTAL 17
TOTAL TARGET POPULATION
BOY'S 99
TOTAL TARGET POPULATION
GIRL'S 33
(JUVENILE)

INTERMEDIATE
LEVEL II -- TOTAL 170
CORRECTIONAL TRAINING CENTER

	QUOTA	
	Sept., Oct., Nov., 1968	Jan., Feb., Mar., 1969
ACI & WOMEN'S REFORMATORY	<u>50</u>	<u>50</u>
PROBATION & PAROLE	<u>20</u>	<u>20</u>
BOY'S SCHOOL	<u>10</u>	<u>10</u>
GIRL'S SCHOOL	<u>5</u>	<u>5</u>

C. Target Population Commentary

The scope of Level I In-Service Training, involves mandatory Orientation and/or Refresher Training. All Correctional Personnel in the Target Population of this Project will participate in this level of training over a two year period of time. Approximately 50% will be trained in this one year Operational Stage II, and the other 50% will be programmed for the following year.

At the Adult Correctional Institutions there will be approximately 8 groups with approximately 12 employees in each group. These groups, which represent about 50% of its Target Population, will be assigned one week of Refresher Training. Each Refresher group will receive at least 17½ hours of training at this Level I. The make-up of each group will consist of Correctional Officers, immediate Supervisory Officers, shop and "treatment" personnel. Specific assignments of personnel will be based on his work shift and consideration of institutional needs.

It is expected that the Orientation and Refresher level of Training at Probation and Parole and the Juvenile Institutions will be operational by the fall of 1968.

An Orientation Training Program for approximately 12 new Correctional Officers at the Adult Correctional Institutions, is planned sometime before September 1968.

The scope of Level II--Intermediate or in-depth training

at the Correctional Training Center, will involve approximately 170 workers of the total Target Population of 383. Thus, almost 50% of the Target Population will be assigned to various Workshops and Seminars during the one year Operational Stage II of the project. Because of the intensity, nature and techniques utilized at the intermediate training at the Correctional Training Center, it was necessary to allot a maximum of 20 employees to each of the seven Workshops and Seminars. The WORKSHOP IN COMMON GOALS OF CORRECTIONS, LAW ENFORCEMENT AND COMMUNITY AGENCIES would allow for about 30 participants. Therefore, about 170 correctional employees will participate in this Level II of training. Another consideration in this connection, was the number of employees that could be released from the total Target Population of the project on any one day. The Workshops and Seminars are planned so that during any one day, there will be only one activity that will draw employees from the routine operations of the various Adult and Juvenile Institutions and Probation and Parole. These activities of the center will be continued in succeeding years for those who are not included in Level II training in this years operational Stage II and for those who will be available to participate in a different Workshop or Seminar.

This aspect of the plan needs to be reassessed on an on-going basis during the year. Availability of personnel, instructors and resource people, scheduling problems and financial capabilities that are developed are all factors that may serve to change the program. Because of the intensive planning that this Application involved, no

significant changes are anticipated.

The Personnel quota estimate for each correctional agency is indicated on the Target Population Chart. The American Correctional Association has recommended fifty-two (52) hours of annual training time be budgeted for each custodial position. In this year's Operational Stage II, over 50% of the custodial personnel in the adult institutions could, by combining the hours at Level I and Level II, receive at least 37½ hours of training. In a two year period, all of the custodial personnel will have received this amount of training.

The inevitable result of the above training is better teamwork, better understanding of the overall program and increased effectiveness of personnel. The result will effect greater efficiency and economy in Rhode Island's correctional operations.

3. Training Activities-Level I

Concomitant with the training activities of Level II, a meaningful curriculum for the Orientation or Refresher Level I will be operational. Since the nature of most of the content in the Juvenile and Adult Institutions relates to security practices, agency procedures and other traditional programs, the decentralization of this level of training to each agency would culminate into more effective and efficient operation. This level of training will be under the overall supervision of the Correctional Coordinator. However, where common needs have been identified, a comprehensive or centralized approach to training became apparent.

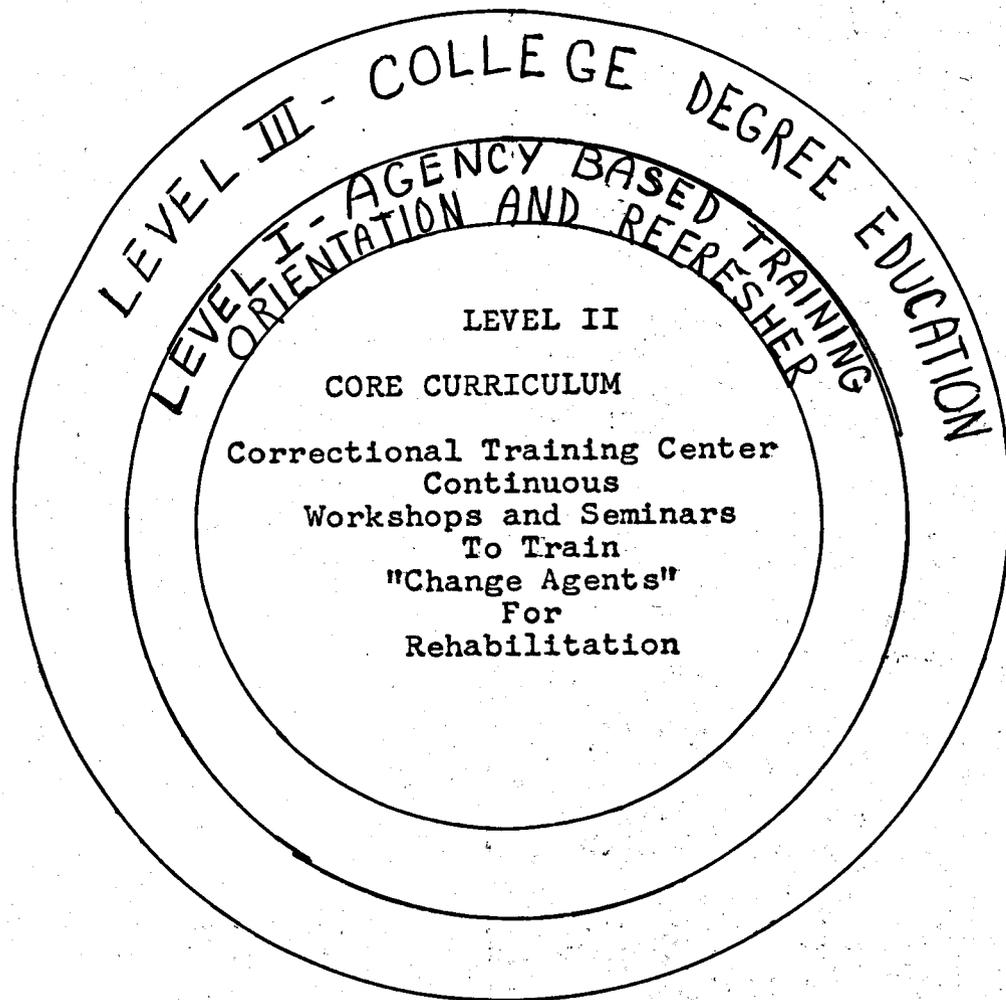
Intermediate Training and Education-Level II

The core or major plan of this project is reflected at the Intermediate Level II. The nature of the OLEA Grant, indicated this type of development. As stated in the United States Department of Justice, Office of Law Enforcement Assistance Guidelines, the training models that are developed as a result of Stage I, Planning and Development Grant for Statewide In-service Training Programs for Correctional Personnel, should make maximum use of University and Community training resources, as well as those in the Correctional system; and that the training will be directed primarily toward enhancing the capacity of the trainees to function as "change agents," as opposed to training in security practices, agency procedures and other traditional programs. Consequently, the priority needs to be given to the core curriculum at Level II, rather than the Orientation and Refresher levels of training.

The Model of Project Priorities, (see diagram), is intended to reflect the essence, or heart, of this training effort.

The Correctional Training Center represents the major innovation resulting from this Rhode Island Project. The Center's programs represent a comprehensive approach to meeting the identified common, or core training needs of Rhode Island's Correctional Personnel. The operation of this center will be the responsibility of the Correctional Training Coordinator. Utilization of the correctional, state, university and community resources will be characteristic at this level of training.

UNIVERSITY OF RHODE ISLAND EXTENSION
CORRECTIONAL TRAINING PROJECT



MODEL OF PROJECT PRIORITIES

NOTE: The above graphic design is intended to help explain the essential elements of the Project and suggest priorities of training operations utilizing OLEA Guidelines.

The programs will be mandatory for all personnel in the Target Population, and will take on the form of Lecture-Forums, Workshops, Seminars, Practicum Seminars. The total of six Workshops and Seminars will be offered at least once during the year. Some of these training activities at the Center will be repeated. Those activities that will be repeated will be based on our experience during our first sessions. The three Lecture-Forum Series will be for all available Correctional Personnel. Other employees of the Department of Social Welfare, law enforcement and court personnel will also be invited to these Lecture-Forums to give them a greater awareness of the role of Corrections in the battle against crime.

The program at the Center is designed to meet the Incentive Training requirements for State Employees. Thus, these training activities will be credited to the Correctional Employee by the Rhode Island Division of Personnel Training Section, and contribute to his attainment of a salary increment. The instructional personnel and exact schedule are in the process of being finalized. Critical in these training activities will be the task of working with the instructional staff to transform the established aims and objectives into behavioral outcomes.

As their implicit goal, the training activities have the institution of a working relationship between the practitioner, the community and university resources. This effort seeks to establish, and to develop a basis of a mutual utilization of each other's resources.

A persistent need expressed by the participants of the Pilot Institutes and Buzz Sessions of Stage I of the Project was that of continuing to have the opportunity to discuss problems related to their competence on the job. Each of the Workshops and Seminars will afford the means to constructively and scientifically discuss the problems, and to take back to the job learnings that would occasion improved job performance. It is the intent of this design that the Directors of the Workshops and Seminars will afford individual attention to the problems of the participants. It should be noted that the Directors selected would probably modify the content of the Workshops and Seminars indicated in the following pages of this proposal.

4. Definition of Formats

It may be useful to define the types of formats that will be utilized at this Intermediate Level II - Correctional Training Center.

WORKSHOP: This type of meeting offers opportunities for persons with a common interest or problem to meet with specialists to receive first hand knowledge and practice. The emphasis is on improving individual proficiency and understanding. The learning situation tends to be based on interests and needs identified by the participants themselves not the expert.

SEMINAR: This technique involves the participants being led in a systematic study by a recognized authority in the subject studied. The leader of this Seminar assumes the role of teacher,

resource person and discussion leader at appropriate times during the sessions.

PRACTICUM SEMINAR: In addition to the Seminar aspect, this technique provides for exercises to help the participants application of behavioral concepts and models to actual situations. This approach in the area of Human Relations gives to participants more skill in dealing with other people by teaching them better methods of changing peoples attitudes and providing them with better insight into their own attitudes and values. The practicum allows each participant to apply the material of the Seminar to his specific needs and problems. This process is done with appropriate leadership of the Seminar Director.

LECTURE: A carefully prepared oral presentation of a subject by a qualified person.

FORUM: Usually an open discussion that is carried on among the members of an entire group and one or more resource persons. This technique is not basically a question and answer period, but rather guided discussion where participants are encouraged to make comments, raise or discuss issues, offer information and ask questions of each other and resource persons. It should be noted that the Forum aspect of the meeting will be performed by the Reaction Panel.

SECTION VII

Following is the Operational Stage II Training Schedule that has been developed. Details as to time and definite commitments by resource people will be completed within 30 days.

A. Operational Stage II-Training Schedule

June, July and August will be devoted to the following tasks:

1. Establishment of the Correctional Training Center.
 - (a) Physical improvements, stocking library, provisions of audio-visual aids, charts and mock-ups.
2. Identification, assignment and scheduling of Personnel to training activity.
 - (a) Development of Brochure.
 - (b) Establish in detail arrangements for released time and overtime cost with administrators.
3. Finalize commitments of Resource people.
4. Development of Curriculum content, resources and techniques, for Level I-Orientation and Refresher Training.
 - (a) Coordinate schedule of Training, for Level I and II.
 - (b) Evaluation design for Level I.
5. Development of Proposal for possible continuation of Federal Funds for Correctional Training.
6. Continued Level III, Exploration of College Degree Programs for Corrections.
7. Submission of Stage I, Final Report to OLEA.

Details as to objectives, content and resources of the ~~Training~~ Lecture-Forums, Workshops and Seminars are designated under each Training Activity further in this section.

The Correctional Training Center is referred to as CTC.

<u>DATES</u>	<u>ACTIVITY</u>	<u>PLACE</u>	<u>TIME</u>
May, 1968	FIRST LECTURE-FORUM	Auditorium Boy's School	_____
June, July, Aug., 1968	(SEE NOTE ABOVE)		
Sept., Oct., Nov., 1968	1. <u>WORKSHOP IN COMMUNI- CATIONS</u>	CTC	_____
	2. <u>PRACTICUM SEMINAR IN HUMAN RELATIONS</u>	CTC	_____
	3. <u>SEMINAR ON THE OFFEN- DER-PSYCHOLOGICAL AND PSYCHIATRIC VIEW</u>	CTC	_____
	4. <u>SEMINAR ON THE OFFEN- DER-SOCIOLOGICAL VIEW</u>	CTC	_____
Nov., 1968	<u>SECOND LECTURE-FORUM</u>	Auditorium Boy's School	_____
Jan., Feb., March, 1969	1. <u>WORKSHOP IN COMMUNI- CATIONS</u>	CTC	_____
	2. <u>PRACTICUM SEMINAR IN HUMAN RELATIONS</u>	CTC	_____
	3. <u>SEMINAR IN THE APPLI- CATION OF SOCIAL CASE- WORK AND COUNSELING</u>	CTC	_____
	4. <u>WORKSHOP IN COMMON GOALS OF CORRECTIONS, LAW ENFORCEMENT AND COMMUNITY AGENCIES</u>	CTC	_____
March, 1969	<u>THIRD LECTURE-FORUM</u>	Auditorium Boy's School	_____

General Lecture-Forum Series

Through the Operational year of Stage II, three Lecture-Forum Series are planned. The first general activity is intended to serve as an appropriate kick-off session to the training program. At this time, state dignitaries and officials will be invited to speak about the crime problem and how they see the role of training of correctional workers as a means of combating its growth. It is expected that the Executive Director of OLEA sponsored Governor's Committee on Crime, Juvenile Delinquency and Criminal Administration to study Crime Prevention Programs, will be one of the participants.

Other objectives (which will be included in the Workshops or Seminars) of the Series, would be to give a greater awareness and understanding of the common mission and ultimate goals of the various segments of corrections, and to continue to stimulate, inspire, and improve the image of correctional work in the state. All available correctional, and Department of Social Welfare personnel will be invited to these sessions. Law enforcement and court personnel will also be asked to attend.

Following are three Lecture-Forums planned for implementation during Stage II; based on the experience of the Pilot Institutes and Buzz Sessions, the series would be held one half day, either in the morning or afternoon. The topics and certain aspects of the format will be modeled after the National and Regional Training Institutes for Correctional Administrators, sponsored by OLEA. It is interesting to note that the topics of the Regional Conference were modeled

after the National Institute. It seems appropriate to give the benefit of selected topics and discussion to the correctional workers at the grass roots who have expressed a need and interest in these areas.

FIRST LECTURE-FORUM

Topic: THE MISSION AND NEW DEVELOPMENTS OF CORRECTIONS AND THE ROLE OF TRAINING

Objectives:

1. To obtain a greater awareness and increased knowledge about the mission and new developments of corrections in our society.
2. To inspire and encourage correctional workers as to the role training can play in helping their personal development and satisfaction in the endeavor to attain maximum results with clientele.
3. To foster a climate of inter-agency cohesiveness among the various correctional services and personnel.
4. To appropriately kick-off the state of Stage II of the project.

Resources: Keynote speaker; Executive Director of the American Correctional Association, Dignitaries and officials from the Governor's Office, R. I. Attorney General's Department, Department of Social Welfare and University of Rhode Island.

Reaction Panel: Members of the Rhode Island Correctional Training Project Advisory Committee and others.

Moderator: Project Director (Correctional Training Coordinator).

Date-Time-Place: June 12, 1968, _____, Boy's School Auditorium.

SECOND LECTURE-FORUM

Topic: NEW CONCEPTS OF TREATMENT AND THE CORRECTIONAL WORKER

Objectives:

1. Presentation of rehabilitation as a continuum, involving all personnel, both custodial and "treatment".
2. Description of concepts of treatment teams, therapeutic climate, work release, furloughs and other new methods.
3. To foster a climate of inter-agency cohesiveness among various correctional services and personnel.

Resources: Speaker; Warden Parker Hancock, State of New Hampshire, President of the American Correctional Association.

Reaction Panel: Selected personnel from Rhode Island's Correctional Services.

Moderator: Project Director (Correctional Training Coordinator).

Date-Time-Place: Sometime in November, 1968, _____, Boy's School Auditorium.

Cost: Approximately, \$100.00.

THIRD LECTURE-FORUM

Topic: NEW OBJECTIVES AND RESOURCES FOR MODERN CORRECTIONAL SYSTEMS

Objectives:

1. To provide an overview of conventional and emerging new program developments throughout the country.
2. Introduction of innovations, involving universities, other departments, citizen organizations, sectarian and civic groups, to bring correctional programming into the midstream of current social and economic change.
3. To foster a climate of inter-agency cohesiveness among the various correctional services and personnel.

Resources: Speaker; W.T. Adams, Assistant Director, Joint Commission on Correctional Manpower and Training, Washington, D. C.

Reaction Panel: Selected personnel from Rhode Island's Correctional Service.

Moderator: Project Director (Correctional Training Coordinator).

Date-Time-Place: Sometime in March, 1969, _____, Boy's School Auditorium.

Cost: \$100.00.

TRAINING ACTIVITIES AT CORRECTIONAL TRAINING CENTER - LEVEL II

I Title: WORKSHOP IN COMMUNICATIONS

Objectives:

1. To better understand the principles and various kinds and levels of communications.
2. To explore problems and appropriate means to improve organizational and interpersonal relations.
3. To develop skill in the exercise of various forms of communication.
4. Implications of communication to supervisor of employees or offenders.

Suggested Techniques: "T" Group or Sensitivity methodology, sub-group meetings of special interest, discussion, practice groups and guest speakers.

Length of Activity: Ten (10) sessions, minimum total, 24 hours.

Resources: University, Department personnel.

Place: Correctional Training Center, Howard, R. I.

Dates: Starting September, 1968; repeated, January, 1969.

II Title: PRACTICUM SEMINAR IN HUMAN RELATIONS

Objectives: (May be modified by Seminar Director)

1. To support each participant in developing his abilities as a helper or change agent in working with other people.
2. Understanding of self, group and organization, of the helping relationship of the process of change of offenders (adult and juvenile), of technical and value problems in trying to change people, or problems of diagnosis, planning and evaluation in change attempts, etc.
3. Skills in observing and diagnosing behavior, in planning and designing situations; in applying behavioral concepts and models to actual situations; in establishing and functioning in a helping relationship, etc.

4. Sensitivities in relation to self, its needs and strategies and its typical effects on others; in relation to offenders and co-workers in corrections or other organizations.
5. To develop an inter-agency cohesiveness with regard to the rehabilitation of offenders.

Method or Techniques: Discussion, Laboratory or "T" Groups, guest speakers, tape recordings.

Length of Activity: Ten (10) sessions, minimum total, 24 hours.

Resources: University, Marathon House (Resident Therapeutic Community, developed for rehabilitation of character or anti-social behavior), Director and staff; psychiatric and psychological consultants of the Department of Social Welfare.

Place: Correctional Training Center, Marathon House.

Dates: Starting, September, 1968; repeated, January, 1968.

III Title: SEMINAR ON THE OFFENDER-PSYCHOLOGICAL AND PSYCHIATRIC VIEW

Objectives:

1. To attain increased knowledge and understanding of an individual's personality development.
2. Appreciation of the individual differences of people and the complexity of motivations.
3. Knowledge of theories of causation of deviate behavior.
 - (a) Types of abnormal behavior.
4. Methods of diagnosis and treatment of offender, (adult and juvenile).

Seminar Content: (Subject to modifications by Director of Seminar).

This activity will be designed to give the participant an increased knowledge of the contribution of psychology and psy-

chiatry to correctional treatment and the role of the psychologist, as a member of the diagnostic and treatment team in juvenile and adult institutions, and in probation and parole services. Case studies illustrating types of offenders may be analyzed and evaluated to give participants an insight into the offenders motives and activities. General consideration will be given to meaningful concepts of abnormal, social and developmental psychology that may be applied by the Correctional worker.

Techniques: Case studies, discussion, formation of interest groups.

Length of Activity: Ten (10) sessions, minimum total, 24 hours.

Resources: Behavioral disciplines, university, department and community.

Place: Correctional Training Center, Howard, Rhode Island.

Date: September, 1968.

IV Title: SEMINAR ON THE OFFENDER-SOCIOLOGICAL VIEW

Objectives:

1. To increase employee's awareness of the development and function of offenders, (juvenile and adult), culture, society and behavior.
2. To explore the causes and prevention of riots.
3. To increase knowledge and understanding of field of criminology.
4. To explore the social system of the offender.

Curriculum Content: Introduction to the principle and field of sociology, and selected overview, considerations of contemporary family, social problems, ethnic relations, criminology and

juvenile delinquency, that are meaningful to the Correctional worker.

Resource: University, community.

Techniques: Field trip, discussion.

Length of Activity: Ten (10) sessions, minimum total, 24 hours.

Place: Correctional Training Center.

Date: September, 1968.

V Title: SEMINAR IN THE APPLICATION OF SOCIAL CASEWORK AND COUNSELING

Objectives:

1. To increase one's knowledge and understanding of the principles of casework and counseling.
2. To involve community resources whenever need for first-hand information is desirable.
3. To identify common elements that exist in the helping relationship roles of Correctional personnel and other disciplines.

Seminar Content: (May be modified by Seminar Director).

A review of the basic principles of social casework and counseling, and their application in the correctional activity, the organization and functions of the casework staff and its role in the classification process, program coordination and preparation and supervision of offender upon release; a critical review of classification, casework and counseling programs in the state's institutions and probation and parole services for juveniles and adults.

Techniques: Discussion, invited speakers, role playing.

Length of Activity: Ten (10) sessions, minimum total, 24 hours.

Resources: Personnel of Department of Social Welfare and community resources.

Place: Correctional Training Center, Howard, Rhode Island.

Date: January, 1969.

VI Title: WORKSHOP IN COMMON GOALS OF CORRECTIONS, LAW ENFORCEMENT
AND COMMUNITY AGENCIES

Objectives:

1. To attain an overview of common goals and concerns of the field of corrections, Law Enforcement and community agencies; to meet the community and individual needs as; health, welfare, religion, recreation, education and employment and public safety.
2. To identify and explore the distinctive functions and the means utilized to accomplish their goals.
3. To determine how best to establish continued communication and utilize each others resources.

Techniques: Discussion, panels, field trips.

Resources: Correctional Administrators, key personnel, Attorney General's Department, lawyers, police, judges, Council of Community Services.

Place: Correctional Training Center, Howard, Rhode Island.

Length of Activity: Ten (10) sessions, minimum total, 24 hours.

Date: January, 1969.

SECTION VIII. - RESULTS

A. Evaluation

Evaluation of each training activity will be a process that involves these levels, viz:

Level I. Participant Reaction. How well did the participants like the program?

Level II. Learning. What principles, facts and technique/skills were learned?

Level III. Behavior. What changes in terms of quality and quantity, resulted from the training?

Level I, will utilize the Personnel Rating Chart, that has been developed for this purpose and is contained in this Application for Grant. Since there must be interest and enthusiasm for maximum learning, this level of evaluation is significant. However, this data needs to be properly interpreted. These reactions will be tabulated and quantified by the Correctional Training Coordinator.

Level II-The appraisal of principles, facts, and technique skills, will be worked out by the Correctional Training Coordinator with each Director of the Workshops and Seminars. Classroom performance, along with, before and after, paper and pencil, will be utilized. These paper and pencil tests will be developed for selected Workshops or Seminars. Standardized attitudinal tests may also be utilized.

Level III--This level of appraisal is most important,

since there is scientific evidence to support the contention, that there may be a big difference between knowing principles and techniques, and using them on the job. The Evaluation of Performance Rating for Correctional Officers contained in this application, will be utilized on a before-and-after basis. The Correctional Training Coordinator will organize and supervise the level of assessment. Modifications of this Evaluation Rating Form will be developed for probation and parole and juvenile institutional personnel. These Performance Ratings will be filled out by the supervisory personnel, and shared with the person being rated. This procedure will foster good relationships and morale, and will tend to establish mutual understanding of job requirements, as well as standards of performance.

An Evaluation Committee will assess the degree of success of the total Operational, Stage II, of the project. This committee will consist of correctional and non-correctional resources.

The on-going evaluation of each session of the Workshops and Seminars, will be done by the Correctional Training Coordinator, by means of interview and observation.

RECOMMENDATION

This project has developed a model or blueprint for Rhode Island to establish and improve programs and facilities for training and related professional education for its correctional personnel. Rhode Island, by virtue of its geographical size and its limited number of juvenile and adult offenders, has the distinct opportunity to excel in this effort.

It should be noted that this comprehensive in-service training, planning and developmental effort is focused only on the correctional system. However, due recognition must be given to the fact that there is need for coordination and integration of correctional training plans with those of the courts and law-enforcement agencies. The united resources of the criminal justice system is necessary to attain the common goal of reduction of the crime rate.

It may be useful to point out that the field of corrections is involved with dual concerns. It is part of society's system of justice that the primary goal is public protection through crime and delinquency prevention and control. This concern is associated with law-enforcement, prosecution, and the courts. The other concern of corrections is associated with the fields of education, social service, medicine etc.

The President's Commission on Law Enforcement and Administration on Justice has recognized the fact that adequate training and development is a most important organizational activity that could well serve as a uniting force for corrections to maximize its impact on the problem of crime. Not only is there a need for coordination and

integration of Rhode Island's correctional system, but there needs to be continued involvement of the universities and social agencies of the community.

The one recommendation that has emerged from this study is as follows:

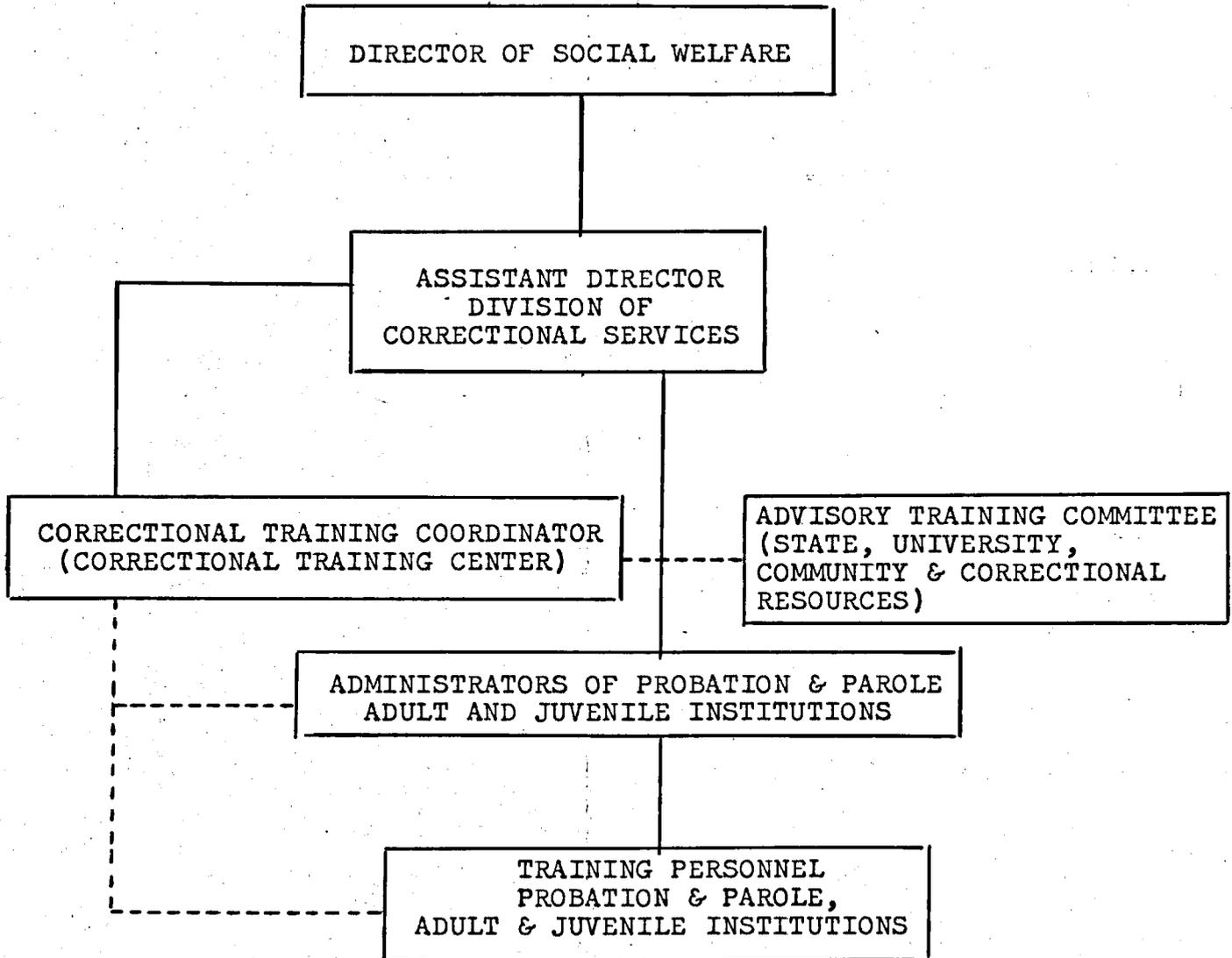
1. There should be established a Correctional Training Center on a permanent basis to provide continuous in-service training programs for all correctional personnel.
 - (a) This Center will provide appropriate training programs for management, supervisory and line personnel working in probation and parole and within the institutions serving adult and juvenile offenders.
 - (b) This facility should be primarily staffed, maintained and supervised by the Department of Social Welfare, Division of Correctional Services.
 - (c) University and community resources should be an integral part of the deliberations relative to the content, methodology and evaluation of the design and implementation of the training activities.
 - (d) This facility will offer training activities that carry both or either university non-credit or credit offerings leading to a certificate or degree. Program offerings will also carry Incentive In-Service Training Increment credit from the Division of Personnel, Training Unit.

(e) The person designated to be responsible for the Correctional Training Center should also work cooperatively with the administrator and training personnel responsible for the Orientation and Refresher training conducted within the various correctional agencies.

NOTE: At present the Correctional Training Center has been established and staffed by the joint effort of Department of Social Welfare and University of Rhode Island Extension with the financial aid of the U. S. Department of Justice, Office of Law Enforcement Assistance.

PROPOSED ORGANIZATION STRUCTURE
PERSONNEL TRAINING PROGRAM
RHODE ISLAND CORRECTIONAL SERVICES

(ADAPTED FROM RECOMMENDATIONS OF THE COMMITTEE ON PERSONNEL STANDARDS
AND TRAINING OF THE AMERICAN CORRECTIONAL ASSOCIATION)



————— Line of Authority
----- Cooperative or Advisory Relationship

Appendix

TENTATIVE TIME SCHEDULE OF CORRECTIONAL TRAINING PROJECT

STAGE I - PLANNING AND DEVELOPMENT

STEP I

July 16--August 12, 1967

1. Establish and meet with Advisory Committee.
2. Establish contact with leaders in correctional training field of selected states.
3. Request information and examine literature from agencies, listed in memo to Mr. Riccio, of June 22, 1967, eg., NEBHE, NECAC, ACA, etc.
4. Develop a plan to:
 - (a) Assess existing in-service and other training, in and around Rhode Island.
 - (b) Review personnel qualifications of present correctional staff.
5. Plan an interview schedule, or questionnaire, to solicit the opinions of State Correctional Administrators, as to priority of staff training needs.
6. Develop an instrument to solicit line and staff perceptions of their training needs.
 - (a) Perceptions of client population (adult inmates, probationers, and juveniles) of Correctional Services.

STEP II

August 13--September 30, 1967

1. Financial and Progress Reports due September 30, 1967, for OLEA.
2. Collect data pertaining to existing training programs and personnel qualifications.
3. Analyze and interpret data--consult with specialists at university and in state service.
4. Assess specific training needs for training priorities, immediate and long range.

5. Meet with Advisory Committee.

STEP III

October 1--November 30, 1967 (Design Program)

1. Determine kinds of training experiences needed to meet established needs. (Utilize consultants)
2. Assess extent of resources, (space, time, personnel), available within each correctional agency, colleges and universities, Community Adult Education Programs, etc.

STEP IV

December 1--January 31, 1968

1. Financial and Progress Reports due December 31, for OLEA.
2. Draw up detailed plan for an operational program to include:
 - (a) Availability and procedures for recruiting and enrolling trainees.
 - (b) Number and qualifications of instructional personnel needed. Establish resource file of instructional staff and tentative commitment of their availability in second stage of grant.
 - (c) Determine where, when, training will take place over 12 month period.
 - (d) Estimate and itemize cost of program.
3. Meet with Advisory Committee.

STEP V

February 1--February 29, 1968

1. Prepare and draft proposal of Stage I, to be submitted, to OLEA.
2. Develop proposal for Stage II, Operation Stage, for OLEA.
3. Review of proposals by Advisory Committee.

STEP VI

March 1, 1968 to April 16, 1968

1. Submit draft proposal to OLEA by March 1, 1968.
2. Make modifications if necessary.
3. Acceptance by Washington.
4. Final Project Report due 75 days after April 16, 1968.
5. Final Financial Report due 90 days after April 16, 1968.
6. Implementation of Stage I, with Stage II, Initial Operations Grant from OLEA, at termination date of Stage I project.

CORRECTIONAL TRAINING PROJECT

Problem Areas--Adult Correctional Institutions and Women's Reformatory

INSTRUCTIONS

- I. Please indicate problem areas that relate to specific situations, that you are presently experiencing, or you expect to reoccur on a continuing basis.
- II. Please indicate the priority of need by using the following rating:
 1. Highest priority.
 2. Moderate priority.
 3. Lowest priority.
- III. Please indicate by a "T", those problems that you believe, an in-depth systematic training program, would be appropriate and helpful and an "O" for those problems that you feel other means would be more appropriate (such as administrative policy or personnel changes).

Eg: Problem: Newly hired Probation Counselors do not have the benefit of adequate orientation and training before being put on the job.

Rating: (I) T

N.B. Please attach this sheet to your reply.

William J. Morro
Correctional Training Coordinator

September 8, 1967

Copy sent to:

General Sherman-Assistant Director in charge of Corrections
Warden Langlois-Adult Correctional Institutions
Walter Siwicki- Administrator-Probation and Parole
Joseph Devine - Superintendent-Boys and Girls Training School
Mrs. Esther Reali-Assistant Superintendent-Girls Training School

In order to design an adequate training program under the Department of Justice, Office of Law Enforcement Assistance Grant to Rhode Island, one of the most important aspects is to determine the training needs of personnel from a management point of view. It may be superfluous to state that without your cooperation, any attempt to assess the need for, and to implement a training program, would be doomed to failure. However, since the training function is primarily the concern of management, I feel very confident that this project will have your strong support. Because of my confidence in this support, it is easy to predict that the comprehensive nature of Rhode Island's Correctional Training Project will be a model for others to follow. Given the size of our state, and the numbers of personnel this project will be helping, it is difficult to be satisfied with anything but excellence.

Since the training program should reflect your administrative concerns, I will appreciate the following information (see Instruction sheet), forwarded to me no later than Wednesday, September 20, 1967. This time schedule is necessary because of the limited time of the grant.

Also, after I receive this basic data, I intend to follow-up with an interview, with you and other key members of your staff, not only to obtain a fuller understanding and appreciation of the problems, but to determine what your expectations are of the outcomes of any training experience that may be set-up. At this time, if there is an existing training program, I will be seeking its history and development to date.

Sincerely yours,

William J. Morro
Correctional Training
Coordinator

WJM/ch
encl.

RHODE ISLAND CORRECTIONAL TRAINING PROJECT

ADMINISTRATOR AND STAFF INTERVIEW GUIDE

Note: Follow-up of Problem Area Assessment

Interview with administrators and key staff members to attain the following purposes:

- I. Feedback by Project Director on rating of priority and problem areas stated by the administrators.
 - A. Clarification, fuller understanding and appreciation of the problems.
- II. Expectations of administrators, and key personnel, as to what the outcomes should be of a training program designed to cope with each problem. (N.B. State in operational terms, what will personnel do differently).
- III. Solicit accurate description of existing training program if any, and its history and development. Interview training and staff personnel.
- IV. Designation or suggestions by the administrator of persons to work with the Project Director to plan an institute(s) and buzz sessions to:
 1. Develop an increased awareness and understanding of the overall mission and process of correctional service.
 2. Solicit the line personnel perceptions of their training needs and interests.
 3. Explain and discuss the aims of the Rhode Island Correctional Training Project, funded by OLEA.

9/20/67

INTERVIEW WORKSHEET

1. Review Problem Areas.
2. Expected outcome of training.
3. Existing training program.
4. Institutes.

DATE: _____

NAME: _____

TITLE: _____

LOCATION: _____

University of Rhode Island Extension
Correctional Training Project
Box 3, Howard, R. I.

October 6, 1967

TO: Correctional Personnel
FROM: Correctional Training Coordinator
SUBJECT: Personnel Inventory; Institutes

The Department of Social Welfare, Division of Correctional Services is cooperating with the University of Rhode Island to develop a comprehensive in-service training program. This program is being planned with a special emphasis for the correctional personnel who have direct contact with the juveniles and adults who may be in the Institutions, or on Probation and Parole.

There is agreement, by those who have given serious thought to the problem of crime (both in the Nation and in Rhode Island), that whether a man comes out of an institution, or off of probation and parole, better or worse, depends more than any other factor, on the influence of the staff people with whom he comes in contact. The Office of Law Enforcement Assistance is funding this project, because it believes in this principle as I do.

Therefore it is important that any training program that is developed, has the benefit of your opinions as to what are your training needs and interests. Within a few weeks, three (3) institutes, (I-Probation and Parole; II-Adult Institutions; III-Juvenile Institutions), are planned to tell you more about this project, but more important to obtain your views as to what will be helpful to you personally or be for the good of the agency.

The attached form is a preliminary and voluntary step on your part to planning these institutes. Instructions pertaining to the where and when the form should be returned will be given by the administrator of your particular agency.

Sincerely,

William J. Morro
Correctional Training Coordinator

WJM/tp

att:

R. I. Correctional Training Project
Correctional Personnel Inventory

Name: _____ D.O.B. _____ Age _____
(last) (first) (initial) (day-month-year)

Home Address: _____

Title of present position: _____

Date of appointment: _____

Other correctional positions: (Indicate title, where, when, how, how long)

Other work or military experience: (Indicate title, where, when, how long)

Formal education: (Indicate where, when, how long) _____

Other education & training: (Indicate where, when, how long), (Such as; R. I. In-Service Training, Correspondence Courses, Education and training you feel is important, such as; received in military) _____

Future education or training: (Indicate plans you may have)

Are you interested in attending the Planning Institute? Yes ___ No ___

Will you attend without pay? Yes ___ No ___

Will you attend during working hours? Yes ___ No ___

University of Rhode Island Extension
R.I. Correctional Training Project

_____ (date)

POST INSTITUTE REACTION

1. How did you feel about this Institute? (check)

Very Satisfied	quite satisfied	neither satisfied nor dissatisfied	somewhat dissatisfied	very dissatisfied
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2. Please comment on why you felt this way?

3. What did you like most about this Institute?

4. What did you like least about this Institute?

5. How could we have improved this Institute?

Name _____ Agency _____

Note:

Your name and agency are optional.

UNIVERSITY OF RHODE ISLAND EXTENSION
CORRECTIONAL TRAINING PROJECT
BOX 3, HOWARD, R. I. 02834

PILOT INSTITUTE

AND

BUZZ SESSIONS

FOR

ADULT CORRECTIONAL INSTITUTIONS

AND

WOMEN'S REFORMATORY PERSONNEL

November 1 and 2, 1967
1:15 p.m. to 3:15 p.m.
R.I. TRAINING SCHOOL
FOR GIRLS

PROGRAM SCHEDULE

WEDNESDAY - NOVEMBER 1, 1967

- I. GENERAL SESSION - 1:15 PM to 1:35 PM.
 - A. WELCOME - Mrs. Esther Reali, Assistant Superintendent,
(R.I.T.S.G.)
 - B. INTRODUCTORY REMARKS - Harold V. Langlois, Warden,
(ACI & Women's Reformatory)
 - C. GOALS OF CORRECTIONAL TRAINING PROJECT -
William J. Morro
Correctional Training Coordinator
University of Rhode Island Extension
 - D. INTRODUCTION OF GROUP LEADERS -
James Bromley - U.R.I., Adult
Education and Training Specialist
Joseph Brown - U.R.I., Graduate Student
- II. SMALL GROUP BUZZ SESSIONS - 1:40 - 2:30
- III. COFFEE BREAK 2:35 PM - 2:45 PM
- IV. GENERAL SESSION - REPORT OF BUZZ GROUPS - 2:45 PM to 3:10 PM.
- V. POST - INSTITUTE REACTION FORM

THURSDAY - NOVEMBER 2, 1967

(SAME FORMAT AS WEDNESDAY)

PLANNING COMMITTEE

Chairman - Harold V. Langlois, Warden
John F. Sharkey, Assistant Warden
Robert E. Houle, Deputy - Maximum Security
Robert Black, Senior Classification Counselor
Charlie Brown, Correctional Officer

RESOURCE PEOPLE

Matthew Wright, Captain - Training Officer
Fred Chiarini, Correctional Officer - President
Local 114 AFL - CIO
John Galligan, Correctional Officer - Executive
Council - R. I. Employee's Association
William J. Morro, Correctional Training Coordinator

UNIVERSITY OF RHODE ISLAND EXTENSION
CORRECTIONAL TRAINING PROJECT
BOX 3, HOWARD, R. I. 02834

PILOT INSTITUTE

AND

BUZZ SESSIONS

FOR

RHODE ISLAND TRAINING SCHOOL FOR GIRLS

AND

RHODE ISLAND TRAINING SCHOOL FOR BOYS

November 8, 1967
1:00 PM to 3:00 PM
R. I. TRAINING SCHOOL
FOR GIRLS

PROGRAM SCHEDULE

WEDNESDAY - NOVEMBER 8, 1967

- I. GENERAL SESSION - 1:00 PM to 1:25 PM
 - A. WELCOME AND PERSONAL COMMENTS: Mrs. Esther Reali, Assistant Superintendent, (R.I.T.S.G.)
 - B. INTRODUCTORY REMARKS - Mr. Joseph Devine, Superintendent, (R.I.T.S.B.)
 - C. GOALS OF CORRECTIONAL TRAINING PROJECT - William J. Morro
Correctional Training Coordinator
University of Rhode Island Extension
 - D. INTRODUCTION OF GROUP LEADERS - Joseph Brown, University of Rhode Island
Neal Ross, University of Rhode Island
William J. Morro
- II. SMALL GROUP BUZZ SESSIONS - 1:30 - 2:15 PM
- III. COFFEE BREAK 2:15 - 2:30 PM
- IV. GENERAL SESSION - REPORT OF BUZZ GROUPS - 2:30 - 3:00 PM
- V. POST - INSTITUTE REACTION FORM

PLANNING COMMITTEE

Joseph Devine, Superintendent, R.I.T.S.B.
Mrs. Esther Reali, Assistant Superintendent, R.I.T.S.G.
Michael DeLorenzo, Assistant Superintendent, R.I.T.S.B.
Joseph N. Brown, U.R.I. and former Director of Adult Education

RESOURCE PEOPLE

William J. Morro, Correctional Training Coordinator
James Bromley, U.R.I. Adult Education and Training Specialist
Joseph N. Brown, U.R.I. and former Director of Adult Education.
Neal Ross, U.R.I. and former Job Corp Instructor
Raymond H. Picard, Home-Life Supervisor

UNIVERSITY OF RHODE ISLAND EXTENSION
CORRECTIONAL TRAINING PROJECT
BOX 3, HOWARD, R. I. 02834

PILOT INSTITUTE

AND

BUZZ SESSIONS

FOR

BUREAU OF PROBATION AND PAROLE

November 15, 1967
2:00 PM to 4:00 PM
PROVIDENCE COUNTY
COURTHOUSE

PROGRAM SCHEDULE

WEDNESDAY - NOVEMBER 15, 1967

- I. GENERAL SESSION - 2:00 PM to 2:20 PM
- A. COMMENTS - Mr. Walter W. Siwicki, Administrator
Probation & Parole
 - B. CORRECTIONAL TRAINING PROJECT - OLEA
William J. Morro
Correctional Training Coordinator
University of Rhode Island Extension
 - C. INTRODUCTION OF GROUP LEADERS -
Dora Krevlin - Consultant, Training
Public Assistance
James Bromley - University of Rhode
Island
Joseph H. Brown - University of Rhode
Island
William J. Morro - University of Rhode
Island
- II. SMALL GROUP BUZZ SESSIONS - 2:25 PM to 3:15 PM
- III. GENERAL SESSION - 3:20 PM to 3:45 PM
- A. REPORT OF BUZZ SESSIONS
 - B. POST - INSTITUTE REACTION FORM

PLANNING COMMITTEE

Chairman - Walter W. Siwicki, Adm. Probation & Parole
Vincent J. Colagiovanni, Chief Supervisor (Adults)
(Mrs.) Jean C. Turcott, Case-Work Supervisor,
(Family Court)
Raymond D'Aguzzo, Probation Counselor (6th.
District Court)
William E. Laurie, Probation Counselor (Family
Court)

RESOURCE PEOPLE

Thomas E. Muddiman, Jr. - United States Probation Officer
William J. Morro - Correctional Training Coordinator -
University of Rhode Island Extension

UNIVERSITY OF RHODE ISLAND EXTENSION

CORRECTIONAL TRAINING PROJECT

BOX 3, HOWARD, R. I. 02834

BUZZ SESSION: GUIDELINES

LEADER: _____ GROUP # _____

RECORDER: _____ DATE: _____

Note: The following questions are intended only to suggest and stimulate productive directions in each Buzz Session. The basic task of each group is to determine what each member feels are his own training needs and interests and what training programs would contribute to making the organization more effective:

1. What do you think about your job? (Custody, rehabilitation, communications, discipline, esprit de corps, public image and other)

2. What kind of training did you get for the job?

3. What kind of training should you have?

4. What are the kinds of problems you are experiencing? (With other staff, inmates, administrators, others)

5. What are the things you would like to understand better about the individuals and groups you work with?

UNIVERSITY OF RHODE ISLAND EXTENSION
CORRECTIONAL TRAINING PROJECT
BOX 3, HOWARD, RHODE ISLAND

PERSONNEL RATING CHART

INSTRUCTOR _____ ACTIVITY _____ DATE _____

Note: It is extremely important to know how you experienced this training activity. How well have we met your needs that were expressed at the Pilot Institutes and Buzz Sessions in the Fall of 1967? How can we better meet your needs and interests?

-
1. Was the training activity pertinent to your needs and interests?
 NO To some extent. Very much so.
 2. How was the ratio of lecture to discussion?
 Too much lecture. OK Too much discussion.
 3. What is your overall rating of the leader?
 Excellent. Very good. Good. Fair
 Poor.
 4. How well did he keep the sessions alive and interesting?
 Excellent. Very good. Good. Fair
 Poor.
 5. Has the activity resulted in your doing anything differently than you were doing before? (Be specific as possible.)
 6. What would have made the Sessions more effective?

NAME (optional) _____ AGENCY (optional) _____ POSITION (optional) _____

EVALUATION OF PERFORMANCE FOR CORRECTIONAL OFFICERS

DATE _____

NAME _____ POSITION OR TITLE _____

ORGANIZATION _____ RATING PERIOD FROM: _____ TO _____

NAME OF RATER: _____ DATE OF INTERVIEW: _____

INSTRUCTIONS:

Please check in the appropriate columns your estimate of the above-named person's level of performance in the following areas.

Use the back of the page for general remarks, and results of your interview with the Correctional Officer.

	POOR	FAIR	GOOD	VERY GOOD	EXCEL- LENT
A. KNOWLEDGE					
1. Understands the philosophy, policies and procedures.					
2. Understands his role with regard to the custody, and control of inmates.					
3. Has a working knowledge of the processes and techniques used in helping people toward solution of problems.					
4. Knows the system of law enforcement, justice and services available within the State and Department of Social Welfare that are related to Correctional work and the problem of crime.					

	POOR	FAIR	GOOD	VERY GOOD	EXCEL- LENT
5. Knows the proper persons to refer inmates for proper guidance, such as, educators, vocational personnel, emotional and adjustment problems.					
6. Understands the administrative framework within which the work of the institution is carried out.					
B. SKILLS					
1. Uses policy and procedures for maximum benefit to the inmates and the institution.					
2. Demonstrated ability to safeguard and supervise inmates and to maintain discipline.					
3. Demonstrated ability to cooperate and work with other employees engaged in carrying out plans for the rehabilitation of inmates.					
4. Demonstrated ability to meet and deal effectively with others in resolving problems related to assigned functions.					
5. The developed capacity to observe the attitude and mental, physical and other reactions of inmates.					
6. Proficiency in the art of self-defense and in the use, care and operation of firearms.					

	POOR	FAIR	GOOD	VERY GOOD	EXCEL- LENT
7. Interprets agency policy and procedures to inmates and interested citizens.					
8. Records or reports orally with clarity.					
9. Responds to supervision.					
10. Organizes work load for adequate coverage.					

C. ATTITUDES

1. Acceptance of managements articulated philosophy of corrections.
2. Acceptance of most inmates as people who are capable of changing their behavior.
3. Shows concern for all people and desires better social conditions in the community.
4. Shows responsibility in working within legal and administrative framework.

	POOR	FAIR	GOOD	VERY GOOD	EXCEL- LENT
1. Acceptance of managements articulated philosophy of corrections.					
2. Acceptance of most inmates as people who are capable of changing their behavior.					
3. Shows concern for all people and desires better social conditions in the community.					
4. Shows responsibility in working within legal and administrative framework.					

ADVISORY COMMITTEE

Mr. Robert Burgess, Executive Director
Rhode Island Council of Community Services
333 Grotto Avenue
Providence, Rhode Island

Attorney General Herbert F. DeSimone
Attorney General of Rhode Island
Providence County Courthouse
Providence, Rhode Island

Mr. Charles Heffner, Assistant Professor
Connecticut University Graduate School of
Social Work

Warden Harold V. Langlois
Adult Correctional Institution
Howard, Rhode Island

Mr. Charles E. Moan, Jr., Chief of Training
Rhode Island Division of Personnel
Providence, Rhode Island

Rev. Robert C. Newbold, PhD.
Principal, Our Lady of Providence Seminary
Warwick, Rhode Island

Professor William Rosengren
Department of Sociology
University of Rhode Island
Kingston, Rhode Island

Mr. Thomas Sandham, Jr., Associate Commissioner of Education
Rhode Island Department of Education
Providence, Rhode Island

General Paul D. Sherman, Assistant Director (Corrections)
Rhode Island Department of Social Welfare
Providence, Rhode Island

Mrs. Rozella Switzer, Regional Director
The National Conference of Christians and Jews, Inc.
Providence, Rhode Island

TECHNICAL CONSULTANTS

Mr. James Bromley
Adult Education and Training Specialist
Cooperative Extension Service
University of Rhode Island
Kingston, Rhode Island

Dr. Ismail Ersevım
Mental Hygiene Services
Rhode Island Department of Social Welfare
Providence, Rhode Island

Miss Dora Krevlin
Training Consultant
Division of Public Assistance
Rhode Island Department of Social Welfare
Providence, Rhode Island

Mr. George Moore, Chief
Vocational Rehabilitation
Rhode Island Department of Education
Providence, Rhode Island

Mr. Thomas E. Muddiman, Jr.
United States Probation Officer
Providence, Rhode Island

Mr. Albert Sisti
Rhode Island AFL-CIO
Providence, Rhode Island



Announcing
UNIVERSITY OF RHODE ISLAND EXTENSION'S
STATE-WIDE TRAINING ACTIVITIES
FOR
CORRECTIONAL PERSONNEL
1968 1969

Financed by
The Office of Law Enforcement Assistance
United States Department of Justice

FALL 1968 AND SPRING 1969

I. SECOND LECTURE-FORUM

TOPIC: NEW CONCEPTS OF TREATMENT AND THE CORRECTIONAL WORKER

Objectives:

1. Presentation of rehabilitation as a continuum involving all personnel, both custodial and "treatment".
2. Description of concepts of treatment teams, therapeutic climate, work release, furloughs and other new methods.
3. To foster a climate of inter-agency cohesiveness among various correctional services and personnel.

SPEAKER: Warden Parker Hancock, State of New Hampshire, President - American Correctional Association.

II. TITLE: WORKSHOP IN COMMUNICATIONS

((This Workshop is repeated with same objectives and leaders—See Spring and Autumn, 1968 Schedule).

III. TITLE: PRACTICUM SEMINAR IN HUMAN RELATIONS

(This Seminar is repeated with same objectives and leaders—See Spring and Autumn, 1968 Schedule).

IV. TITLE: SEMINAR IN THE APPLICATION OF SOCIAL CASEWORK AND COUNSELING

Objectives:

1. To increase one's knowledge and understanding of the principles of Casework and Counseling.
2. To involve community resources whenever need for first-hand information is desirable.
3. To identify common elements that exist in the helping relationship roles of correctional personnel and other disciplines.

SEMINAR CONTENT: (May be modified by Seminar Director) A review of the basic principles of social casework and counseling and their application in the correctional activity; the organization and functions of the casework staff and its role in the classification process, program coordination and preparation and supervision of offender upon release; a critical review of classification, casework and counseling programs in the State's institutions and probation and parole services for juveniles and adults.



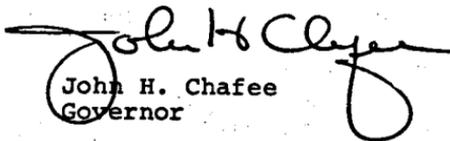
STATE OF RHODE ISLAND & PROVIDENCE PLANTATIONS
EXECUTIVE CHAMBER
PROVIDENCE

JOHN H. CHAFEE
GOVERNOR

Perhaps the single most important group of people who can exercise the greatest influence on first or repeated offenders and assist them in becoming useful, contributing members of society are the members of correctional institution staffs and community agencies who deal most directly with them. Their able understanding can often be the means diverting an offender or even a potential offender toward constructive living and away from the wasteful life of crime.

Such correctional staffs are worthy of the best development of their knowledge, skills, and attitudes we can provide, and their success may be measured by the professional training and inspiration that can be provided by understanding interdevelopment of similar services in the various correctional agencies.

To realize the greatest conservation of human resources in both our correctional supervisors and ultimately those under their direction, I heartily recommend the comprehensive in-service training program, the Rhode Island Correctional Training Project, which begins on June 12, and commend those who are planning and conducting it. I am sure that you will find the program personally and professionally rewarding.


John H. Chafee
Governor

III. TITLE: PRACTICUM SEMINAR IN HUMAN RELATIONS

Objectives: (May be modified by Seminar Director)

1. To support each participant in developing his abilities as a helper or change agent in working with other people.
2. Understanding of self, group and organization, of the helping relationship of the process of change of offenders (adult and juvenile), of technical and value problems in trying to change people, or problems of diagnosis, planning and evaluation in change attempts, etc.
3. Skills in observing and diagnosing behavior, in planning and designing situations; in applying behavioral concepts and models to actual situations; in establishing and functioning in a helping relationship, etc.
4. Sensitivities in relation to self, its needs and strategies and its typical effects on others; in relation to offenders and co-workers in corrections or other organizations.
5. To develop an interagency cohesiveness with regard to the rehabilitation of offenders.

IV. TITLE: SEMINAR ON THE OFFENDER—PSYCHOLOGICAL AND PSYCHIATRIC VIEW

Objectives:

1. To attain increased knowledge and understanding of an individual's personality development.
2. Appreciation of the individual differences of people and the complexity of motivations.
3. Knowledge of theories of causation of deviate behavior.
(1) Types of abnormal behavior.
4. Methods of diagnosis and treatment of offender (Adult and Juvenile).

V. TITLE: SEMINAR ON THE OFFENDER-SOCIOLOGICAL VIEW

Objectives:

1. To increase employee's awareness of the development and function of offenders (juvenile and adult) culture, society and behavior.
2. To explore the causes and prevention of riots.
3. To increase knowledge and understanding of field of criminology.
4. To explore the social system of the offender.

INTRODUCTION:

The Rhode Island Department of Social Welfare, through a contract agreement with the University of Rhode Island, has planned a comprehensive State-Wide In-Service Training Program for its Correctional Personnel.

The Planning and Development Stage I of the U.S. Department of Justice, Office of Law Enforcement Assistance Grant, has established a core curriculum that has been designed to meet the correctional practitioner's expressed needs in certain identified areas of knowledge, skills and attitudes. This common curriculum, or program, is appropriate to each employee in the target population of this project, regardless of the particular work situation in which he is employed. Through the innovation in Rhode Island of a Correctional Training Center, these established needs will be met on a continuous basis through organized training activities.

The Center will establish and progressively develop the maximum utilization of university, community, departmental and correctional resources to attain the varied training objectives.

In addition to the Workshops and Seminars that will be conducted at the Center, there will be continuous Orientation and Refresher Training at each correctional institution and Probation and Parole Services. Arrangements can be made with the Correctional Training Coordinator for those interested in attaining their High School or Elementary Equivalency Diploma.

PROGRESS:

The opportunity to update your knowledge and stay abreast of today's changing correctional approach, methods and techniques is available to you through this training program. Keeping up-to-date is vitally important in the correctional field. The offerings of this project will prove to be a most progressive step in your personal development as well as your organization's.

INCENTIVES:

Each one of the Workshops and Seminars at the Center (upon successful completion) have been approved by the Rhode Island Department of Administration, Division of Personnel, Training Section, for State Employee pay increment. Also, a certificate of completion will be awarded to each participant by the University of Rhode Island Extension. However, at this time, no college credit will be given for this training activity.

The training obtained in this program should be beneficial to you when you apply and take examinations for career promotions.

**PROGRAM *
PREVIEW**

SPRING AND AUTUMN, 1968

I. FIRST LECTURE FORUM

TOPIC: THE MISSION AND NEW DEVELOPMENTS OF CORRECTIONS AND THE ROLE OF TRAINING

Objectives:

1. To obtain a greater awareness and increased knowledge about the mission and new developments of corrections in our society.
2. To inspire and encourage correctional workers as to the role training can play in helping their personal development and satisfaction in the endeavor to attain maximum results with clientele.
3. To foster a climate of inter-agency cohesiveness among the various correctional services and personnel.
4. To appropriately kick-off the stage of Stage II of the Project.

SPEAKER: Dr. E. Preston Sharp, General Secretary, American Correctional Association

II. TITLE: WORKSHOP IN COMMUNICATIONS

Objectives:

1. To better understand the principles and various kinds and levels of communications.
2. To explore problems and appropriate means to improve organizational and interpersonal relations.
3. To develop skill in the exercise of various forms of communication.
4. Implications of communication to supervisor of employees or offenders.

*Leaders for the Workshops and Seminars will be announced at a later date.

**V. TITLE: WORKSHOP IN COMMON GOALS OF CORRECTIONS,
LAW ENFORCEMENT AND COMMUNITY AGENCIES**

Objectives:

1. To attain an overview of common goals and concerns of the fields of Corrections, Law Enforcement and Community Agencies to meet the community and individual needs as health, welfare, religion, recreation, education and employment and public safety.
2. To identify and explore the distinctive functions and the means utilized to accomplish their goals.
3. To determine how best to establish continued communication and utilize each others resources.

VI. THIRD LECTURE—FORUM

**TOPIC: NEW OBJECTIVES AND RESOURCES FOR MODERN
CORRECTIONAL SYSTEMS**

Objectives:

1. To provide an overview of conventional and emerging new program developments throughout the country.
2. Introduction of innovations, involving universities, other departments, citizen organizations, sectarian and civic groups, to bring correctional programming into the midstream of current social and economic change.
3. To foster a climate of inter-agency cohesiveness among the various correctional services and personnel.

**SPEAKER: W. T. Adams, Assistant Director, Joint Commission on
Manpower and Training, Washington, D.C.**

ENROLLMENT:

Enrollment is limited this year to enable each participant maximum program benefit, and in consideration of the institutional needs that must be met on a daily basis. However, it is expected that eventually each employee in the target population of this project will have the opportunity to be released from his job to participate in the training activities of the Center. Each employee will also participate in either the Orientation or Refresher Training that will be offered to personnel in the Juvenile and Adult Institutions and the Bureau of Probation and Parole.

If you feel that you prefer to participate this year in one of the training activities listed in this Brochure, please let it be known by filling out the following brief Interest Blank and sending it to:

William J. Morro, Correctional Training Coordinator
University of Rhode Island Extension
Box 3, Howard, Rhode Island Tel: 463-7900 Ext. 896, 897

.....INTEREST BLANK.....

NAME JOB TITLE

AGENCY

I am interested in participating this coming year in the following training activities of the Correctional Training Center (List in order of preference).

- 1.
- 2.
- 3.

I have () have not () received my State Employee Pay Incentive.

COMMENTS:

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