

FINAL REPORT

STATEWIDE IN-SERVICE TRAINING OF CORRECTIONAL PERSONNEL

OLEA GRANT 223 - Stage 1

NCJ001195

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FINAL REPORT  
STATEWIDE IN-SERVICE TRAINING OF CORRECTIONAL PERSONNEL

OLEA GRANT 223

INTRODUCTION

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

Toland, Director of the Department of Parole and Probation; and Mr. Del Frost, Associate Warden, Nevada State Prison. This committee was appointed to assist in the preparation of an application for funds to carry out a program of in-service training for the correctional people of the State of Nevada. This committee has since been increased to include Mr. Michael Guariglia, Administrator of Vocational Rehabilitation; Mr. Phil Hanifan, Director of the Department of Health, Welfare and Rehabilitation; Mr. Edward Cordisco, Deputy Administrator, Vocational and Technical Adult Education; Mr. Roland Dick, Director of Off-Campus and Evening Division, University of Nevada; Mr. Joseph Gardner, Superintendent, Nevada Youth Training Center; Dr. Irving Katz, Chairman, Psychology Department, Nevada Southern University; and Lawrence M. Hyde, Dean, National College of State Trial Judges. Mr. Delbert Frost has resigned from the committee. It was felt by this committee and by many of the local authorities in this field that a program on the elementary as well as the advanced level for in-service training of correctional personnel is desperately needed. Professional and Parole Department personnel, case workers, training and supervisory staff members and sections of the Police Department would be involved in this program, as well as the State Prison personnel, including the juvenile programs throughout the state. The project will aim for varied programs to suit the needs of all these departments in training their personnel in basic methods of handling the people with whom they are involved. The program will be aimed at both adult and juvenile corrections and should enter into the supervisory needs at

the advanced level as well as the needs of the average institution employee on the elementary level.

An application for funds was presented to the Office of Law Enforcement Assistance for a two-stage project. The first was a survey of development and organization; the second an implementation of the program. This final report covers the first stage--development and organization for a statewide in-service training program for adult and juvenile correctional personnel.

### TRAINING: A KEY TO EFFECTIVE CORRECTIONS

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

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

Administrators in the State of Nevada, like most other institutions in other states, found that the concern for budgets has hampered their development of in-service training considerable. Nevertheless, this does not reduce the need for greater and greater training for those members of the correctional staff that are going to be employed or that are now employed in this service.

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

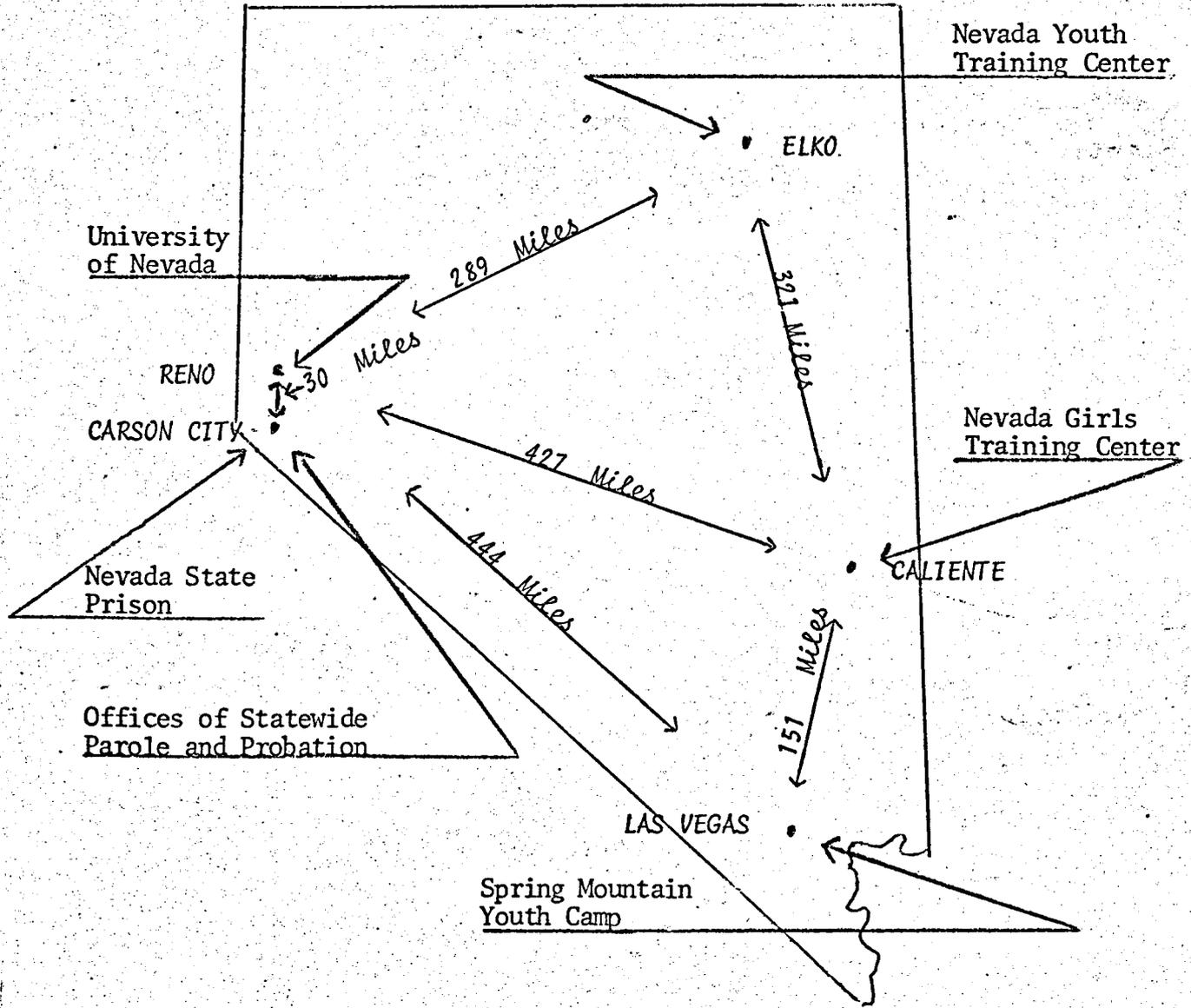
Nevada is unique in that it does not have a centralized corrections program. Each area of corrections is carried out by an individual type operation. There is a separation of the corrections program through the Nevada State Prison system, which incorporates a maximum security system, an honors camp and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

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

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

in the extreme southern tip of the state, over a third of the population in the northwestern section, or the Reno area, with the remaining portion of the population scattered throughout the rest of the state. The great distances between places in the state makes for difficulties in mounting good programs for in-service training of correctional personnel at the various institutions.

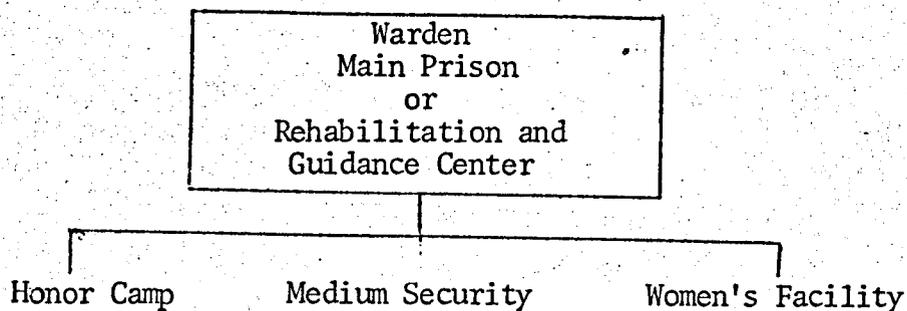
### LOCATION OF NEVADA INSTITUTIONS OF CORRECTIONS



NEVADA CORRECTIONAL INSTITUTIONS

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

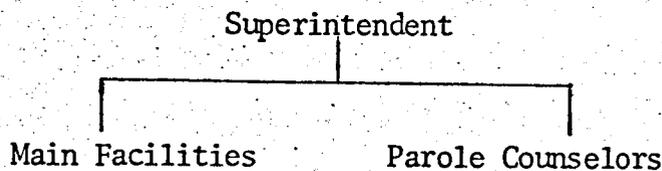
NEVADA STATE PRISON



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

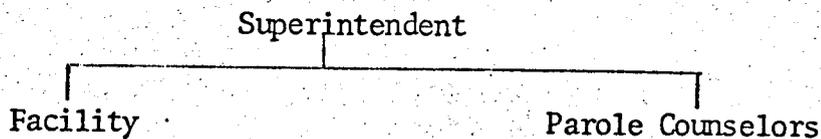
	<u>Inmates</u>	<u>Staff</u>
Rehabilitation and Guidance Center	335	100
Honor Camp	24	5
Medium Security	237	70
Women's Facility	<u>16</u>	<u>12</u>
Total	612	187

NEVADA YOUTH TRAINING CENTER - ELKO



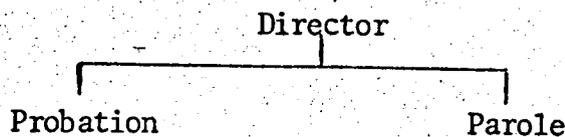
The Superintendent is administrative head of the boys facility and parole counselors. He is responsible to the Director of Health, Welfare and Rehabilitation. The process of parole and corrections is considered to be a continuum of the institutional process, and as such is placed within one organizational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

NEVADA GIRLS TRAINING CENTER, CALIENTE



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

PROBATION AND PAROLE



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

## EXISTING PROGRAMS

Existing Training Programs, Nevada State Prison. To the present there have been few, if any, organized training programs. A position was created for the In-Service Training Lieutenant several months ago. The present warden was appointed by the Governor. He is a career penologist with almost 30 years of prison service and represents a professional penologist. He is knowledgeable and sensitive to training needs. There is no record of a written or oral policy statement relative to training or funds available for this purpose. There has been no record of an orientation program for new employees.

Recent Developments:

1. Several conferences with the Warden and In-Service Training Lieutenant have taken place since inception and operation of this grant. Further, many of the staff have been interviewed and questionnaires circulated in order to survey staff resources and areas of need.
2. A policy is being published by the Warden supporting intentions of in-service training programs and necessity of staff involvement.
3. A \$4,000 budget has been established for training. In view of limited funds, it has been decided to pay staff instructors and make training voluntary.
4. An in-service training program has been officially inaugurated in December of 1967. There are four classes scheduled. (See Addendum, page 24.)

5. There is a policy making it mandatory that new employees be processed through an "orientation" program. This became official in January, 1968. (See Addendum, page 27.)

6. Plans are underway to establish an in-service training library.

Existing Training Programs, Nevada Youth Training Center - Elko. A training program has been in progress, although there is no specific position responsible for training. Training reports of October, 1967, indicate task-oriented objectives, i.e., wake-up procedures, use of telephones, rules covering sick leave, vacation, etc.

Some Observations. Administration is oriented toward necessity of staff training, although limited in scope and perception of definition of in-service training. Preliminary findings indicate staff interest in report writing in terms of client-centered evaluations, personality adjustment of clients, and personnel progress reports. Staff interviews indicate an eagerness to become involved in a more penetrating training schedule. A regular calendar of in-service training has been requested.

Recent Developments:

1. Recent calendar of in-service training shows definite upgrade in training with more emphasis in conceptional areas of problem people and delinquency.
2. There is good use of staff resources.
3. Plans are underway to establish an in-service training library.

Existing Training Programs, Nevada Girls Training Center - Caliente.

Research reveals a somewhat sophisticated training program over a period of time. The administration and staff alike seem receptive to training with flexibility in their approach to the various notions of training. The staff and administration at the Nevada Girls Training Center appear motivated toward training. The school is located in a relatively isolated community with an approximate population of 900 residents, about 150 miles north of Las Vegas.

Recent Developments:

1. Limited visits were made at this facility in order to focus greater attention upon the Prison and Nevada Youth Training Center.
2. A training class is planned on the concept of "Impact of Being Institutionalized," and "Family Relationships and their Effect on Behavior."
3. A class was developed in Social Problems. Thirteen people completed the course. Of these, nine were group supervisors, one was a Youth Parole Counselor, one was the Acting Assistant Supervisor and Business Manager and two were interested townspeople.

Existing Training Programs, Parole and Probation. There is insufficient data to evaluate effectively the extent of the in-service training program. This agency will provide valuable resource material. Their agents are located throughout the state and this should add substantially to the liaison program between agencies.

Recent Developments:

1. Plans are being made to utilize various staff as resource persons in a workshop designed to improve evaluation reports.
2. Several conferences have served to establish a climate of cooperation and availability of resources.
3. Plans are underway to establish an in-service training library.
4. Staff appears receptive to training, and research data reveals considerable resource personnel available.
5. Data reflects need for development, and perhaps modification of evaluation report.

It is our belief that the University of Nevada through its Department of Continuing Education can overcome many of the problems of development of satisfactory training for these institutions by combining its resources with the resources of each institution. A more efficient staff for each institution should be the objective.

## SURVEY OF NEVADA CORRECTIONS

A survey of needs was made both by questionnaire and by interviews with interested correctional people throughout the state by the Director appointed to carry out the program. The Addendum includes a copy of the questionnaire used for determining needs and also to determine source of instructional help for the planned programs.

Concentration was on two basic methods of research: (1) Observation and interviews, and (2) Questionnaire. We make no pretense that the research design or its analysis reflect a sophisticated instrument or extraordinarily revealing results. There is evidence to suggest that the findings presented in this report will add substantially to a greater understanding of what is needed in the area of correctional training.

THE QUESTIONNAIRE

Part of the responsibility of this project was to research and discover ways which would contribute to the professional growth of correctional staff as well as to upgrade correctional agency proficiency. Following careful study and preparation, hundreds of questionnaires were prepared to assist in determining needs and were distributed to various youth and adult correctional agencies on state and county levels. In a few short weeks the questionnaires were returned, the results of which appear in the PROFILE (See Addendum, page 36).

This project was launched as a voluntary response effort. Of a total of 331 questionnaires sent out to the prisons, Nevada Youth Training Center and Nevada Girls Training Center, Caliente, approxi-

mately 61 percent or 202 responded. The prisons represent the lowest return, 84 out of 187 or 45 percent. Of this figure, none of the correctional captains wanted to engage in in-service training, and only one of eight correctional lieutenants and three of 14 sergeants indicated a willingness to participate.

#### OBSERVATION AND INTERVIEWS

The observation and interview technique has been used principally to size up physical plant facilities and their possible usefulness as meeting and classroom places, and secondly to evaluate on-going procedures relative to correctional processes, communication, and general over-view of operational effectiveness. These observations were then measured against other funds of information for validity or as reference material for later developments.

The observation and interview technique was also employed to sample attitudes and to obtain a cross section analysis of staff needs and desires. For this reason, areas of concentration not only focused upon administrative personnel response but low-line staff as well. Based upon information received from these two populations, priorities were made clearer as was some degree of validity relative to program needs. Informal interviews were generally conducted on the job, although situations developed when office space was available and formal interview times established. However, this situation proved impractical and generally prohibitive in view of the work demands of line staff and general activity of the agency. The non-directive approach was used wherever possible.

## PILOT PROGRAMS

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

Nevada Girls Training Center, Caliente

Nevada State Prison, Carson City

Spring Mountain Youth Camp, Las Vegas

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

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

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

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

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

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

## PROGRAM DEVELOPMENT

Following considerable research and careful evaluation, it has become increasingly clear that there is needed a series of courses that are specifically designed for correctional personnel. These courses are not intended or designed for college credit so much as they are to aid in better understanding of an extremely complex field.

It is important to recognize that the crime problem is continuously changing as is the social structure within which crime and social problems emanate. Consequently, correctional personnel are faced with increasing responsibility in terms of dealing directly with the products of these social forces. Unfortunately, they often have neither the opportunity nor the necessary resources to become improved and enlightened professionals. Therefore, it is our proposal that through the courses described herein, the correctional worker will become increasingly effective and basically informed. It is intended, therefore, that course material be established in each given agency, and that it will be a supplement to existing training programs and available to all.

In response to the Questionnaire Survey Report completed January, 1968, a Corrections Curriculum has been developed.

1. The three mentioned training sites served as central training locations for other county, state and city correctional agencies.
2. Instructors were recruited from within the professional ranks.
3. Attendance indicated a total of 83 persons per week.

4. Initial financing has been provided by various community agencies.

5. A Certificate of Accomplishment suitable for mounting was awarded at completion of courses with a copy to State Personnel Agency.

Fifteen days of workshops (report writing, supervision, race relations) are being planned with the Nevada State Personnel Department. This is an outcome of the questionnaire survey and supplemental reports studied by the Personnel Department. It is difficult to give details at present, since it is at the planning stage. However, preliminary discussions tend to indicate:

1. Use of staff personnel, thus implementing the goal of greater use of staff resources.

2. Exchange of staff, which would implement the parallel goal of inter-action between agencies.

3. Instruction to improve skills.

4. Location of workshops at centralized agencies within easy commuting of nearby facilities.

#### COURSES PLANNED

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

Compulsory attendance is not a requirement. Correctional Development and Social Problems have been started on a voluntary basis and have shown that correctional personnel will attend these classes. Courses and course descriptions are as follows:

CORRECTIONAL DEVELOPMENT - 21 hours

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

CRIME AND THE COMMUNITY PROCESS - 21 hours

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

GROUPS AS FACTORS IN CRIME - Part I - 21 hours

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

GROUPS AS FACTORS IN CRIME - Part II - 21 hours

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

SUPERVISION - LEADERSHIP - 21 hours

Principles of personnel management applied to the employee; supervisor relationships within correctional setting. Contemporary

leadership methods usable by the Supervisor in motivating employees to improve efficiency, and in resolving grievances and disciplinary problems. Discussion and role playing are used to analyze typical problems.

THE OFFENDER AND THE COMMUNITY - 21 hours

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

BASIC THEORY OF CRIME CAUSATION - 21 hours

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

SOCIAL PROBLEMS - 21 hours

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

Some Comments. Prospects appear rather favorable for continued support of the In-Service Personnel Training Programs. Presently, \$1,500 has been provided for the initial application. Arrangements are currently underway toward development of three additional courses. The Nevada State Personnel Department has expressed an interest in this project as a form of upgrading correctional personnel. The overall plan is to provide regular course as well as workshops designed to be short-ranged with staff being trained to train other agency staff in the use of report forms and writing skills.

There seems to be enthusiasm and cooperation between all of the correctional agency heads and members of the Advisory Committee in developing and implementing in-service training programs for correctional staffs.

A proposal for implementation and continuation of this program has been made. (See Addendum, pages 43-53.) The courses outlined and set forth in this report are to be carried out for the Correctional Staff of Nevada

ADDENDUM

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

Correctional TRAINING Toward Professional Careers

TRAINING SCHEDULE - DECEMBER 1967

Lieutenant Clyde Spraggins  
In-Service Training Officer

EFFICIENT AND EFFECTIVE CORRECTIONAL COMMUNICATIONS

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

INSTITUTIONAL CONTRABAND AND SEARCHING TECHNIQUES

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

NEVADA STATE PRISON'S PROCEDURES MANUAL FAMILIARIZATION

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

RESTRAINT EQUIPMENT AND ITS APPLICATION

INSTRUCTOR:..... Sergeant James Scott

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

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

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

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

.....

CORRECTIONAL REFERENCE LIBRARY

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

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

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

Social Work Yearbook - 1961

New Perspectives - Spring 1967

A primer of Short-time Counseling

Effects of Short-term Psychiatric Treatment

Social Case Work in Practice

Clinical Studies of Personality

Principles of Criminology

The Shook-up Generation Delinquency Control

Delinquency Control

Control of Human Behavior

My Unwelcome Guests

Gates of Dannemora

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

Maybe You're Not Crazy!

The Urge to Punish

Intercultural Attitudes in the Making

The Other America - Poverty in the United States

In-Service Training Department Clyde Spraggins, Training Officer

.....  
PRISON & DEPARTMENTAL FAMILIARIZATION

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

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

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

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

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

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

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

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

Sagebrush Visit

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

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

Cellhouse Housing Arrangement: 1, 2, & 4-man cells,  
Dormitories, Special Housing in single cells.

Inmate Feeding in Screening Cells

Old and New Locking Systems

Food carts to Maximum Security Housing.

Maximum Security Housing Procedures: Visitor's Log,  
Locking System, Emergency devices, Segregation  
Shakedown, Cell Shakedown, In & Out going Traffic  
Shakedown.

Contraband peculiar to Maximum Security.

Maximum Security Disciplinary Problems.

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

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

Police & FBI Checks

PRISON & DEPARTMENTAL FAMILIARIZATION (Continued)

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

Supervision and observation of yard  
Line Count

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

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

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

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

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

Contraband  
Procedures & Directives  
Supervision of Inmates  
Bribery

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

Question & Answer Period

In-Service Training Department      Clyde Spraggins, Training Officer

.....  
PRISON & DEPARTMENTAL FAMILIARIZATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

General Review  
Question & Answer Period

## NEVADA YOUTH TRAINING CENTER

Elko, Nevada

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

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

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

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

Richard Groy  
 William Rodriquez  
 William Johnson  
 Daryl Grover  
 Charles Maestas

Louis Rider  
 Arthur Russell  
 George Burkhardt  
 Steve Comish  
 Tim Burge

Harold Whitney  
 Tom Monson  
 John Wilson  
 Ted Moore  
 Mike Christensen

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

MONDAY, OCTOBER 23, 1967: SESSION #1

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

WEDNESDAY, OCTOBER 25, 1967: SESSION #2

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

MR. BURGESS  
MR. SMITH

FRIDAY, OCTOBER 27, 1967: SESSION #3

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

MR. ALLRED

MONDAY, OCTOBER 30, 1967: SESSION #4

Counseling, what it is, how to do it.

MR. GARDNER  
MR. WOODS  
MR. GLENNWEDNESDAY, NOVEMBER 1, 1967: SESSION #5

What is a "helping relationship."

MR. GARDNERMONDAY, NOVEMBER 6, 1967: SESSION #6

Reality therapy - theory and application.

MR. GARDNER  
MR. WOODSWEDNESDAY, NOVEMBER 8, 1967: SESSION #7

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

MR. McDADEFRIDAY, NOVEMBER 10, 1967: SESSION #8

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

MR. SMITH  
MR. GOODALEMONDAY, NOVEMBER 13, 1967: SESSION #10

How to deal with a disturbed boy.

MR. GARDNER  
MR. BURGESS  
MR. GLENNWEDNESDAY, NOVEMBER 15, 1967: SESSION #11

Boy motivation.

MR. GLENNFRIDAY, NOVEMBER 17, 1967: SESSION #12

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

MR. McDADEMONDAY, NOVEMBER 20, 1967: SESSION #13

Indoctrination of our academic school and parole program.

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

WEDNESDAY, NOVEMBER 22, 1967: SESSION #14

Discipline.

MR. GARDNER  
MR. BURGESS  
MR. SMITHFRIDAY, NOVEMBER 24, 1967: SESSION #15

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

MR. BRESCHINIMONDAY, NOVEMBER 27, 1967: SESSION #16

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

MR. YRIBARWEDNESDAY, NOVEMBER 29, 1967: SESSION #17

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

MR. SMITH  
MR. GLENNFRIDAY, DECEMBER 1, 1967: SESSION #18

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

MR. BURGESS  
MR. SMITHMONDAY, DECEMBER 4, 1967: SESSION #19Group Supervisor Position:Duties:

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

Purpose:

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

Method:

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

MR. BURGESS  
MR. SMITH

NEVADA GIRLS TRAINING CENTER  
Caliente, Nevada

November 7, 1967

MEMO

TO: ALL STAFF

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

SUBJECT: TENTATIVE PLANS FOR IN-SERVICE TRAINING

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

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

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

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

DATES:

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

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

November 13, and 14

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

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

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

December 5 and 7

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

Note: 60 minutes  
Instructor: Mr. Isernhagen

December 11 and 13

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Session IV - Discussion of Revised Procedural Manual

Note: 60 minutes

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

December 18 and 20

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

Note: 60 minutes

Instructor: Mr. Isernhagen

January 5, 1968

Session VI - "Impact of Being Institutionalized"

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

Note: Each session 60 minutes

Instructor: Bob Wallace, University of Nevada, Reno

January 15 and 16, 1968

Session VIII - "Counseling Techniques"

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

Note: 60 minutes

Instructor: to be arranged

January 29 and 30, 1968

Session IX - "Behavior Modification Techniques"

Note: 60 minutes

Instructor: to be arranged

February 7 and 9, 1968

Session X - Transactional Analysis

Session XI - Application of Transactional Analysis in Counseling

Note: 60 minutes each session

Instructor: to be arranged

February 12, 1968

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

Note: 60 minutes  
Instructor: to be arranged

February 19, 1968

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

Note: 60 minutes each session  
Instructor: to be arranged

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

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

Circle highest grade or last year of school completed:

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

If you have college training: Major \_\_\_\_\_ Minor \_\_\_\_\_

Degree \_\_\_\_\_ Institution \_\_\_\_\_ Year Completed \_\_\_\_\_

Degree \_\_\_\_\_ Institution \_\_\_\_\_ Year Completed \_\_\_\_\_

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

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

If yes, what courses would you teach? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

November 16, 1967

ADVISORY COMMITTEE  
CORRECTIONAL PERSONNEL TRAINING  
University of Nevada, Stead Campus

INTRODUCTION

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

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

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

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

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

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

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

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

Improve public image - guard against false impressions.

Reduce discouragement or static promotional opportunity.

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

Gentlemen:

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

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

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

Sincerely,

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

OUTLINE OF MINUTES

CORRECTIONAL PERSONNEL TRAINING  
ADVISORY COMMITTEE MEETING  
November 16, 1967

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

Highlights:

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

Afternoon Session:

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

Highlights:

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

- 2 -

**Objectives:**

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

**Proposals:**

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

Members of Advisory Committee:

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

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

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

Michael Guargiglia, Administrator  
Vocational Rehabilitation  
Carson City, Nevada

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

Carl Hocker, Warden  
Nevada State Prison  
Carson City, Nevada

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

Charles Keever  
Training Officer  
Nevada State Personnel  
Carson City, Nevada

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

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

Robert Wallace, Director  
Correctional Personnel Training  
University of Nevada

Guests:

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

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



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

APPLICATION FOR GRANT

Page 1

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

(Leave Blank)  
Application Number

Date Received

1. Short Title of Project: (Do not exceed one typed line)

State-wide In-Service Training

Correctional Personnel

2. Type of Application: (Check one)

Original  Revision  Continuation of Grant No. 223

3. Project Duration:

Total length 9 months

From February 1, 1969

Through October 31, 1969

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

\$ 15,000.00

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

\$ \_\_\_\_\_

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

University of Nevada  
Reno, Nevada 89507

784-6614

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

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

972-1684

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

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

784-6614

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

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

784-6908

10. Type of Agency or Institution:

Public  Private nonprofit

11. Federal Tax Exemption Determination

Yes, Date \_\_\_\_\_  No  Pending

12. Assurance of Compliance With Civil Rights Act of 1964

The Applicant hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to Regulations of the Department of Justice (28 CFR Part \_\_\_\_\_) issued pursuant to that title, to the end that no person shall on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and gives further assurance that it will promptly take any measures necessary to effectuate this commitment, as more fully set forth in the Department's Grant Conditions heretofore furnished to the Applicant. This assurance shall obligate the Applicant for the period during which Federal financial assistance is extended to it by the Department and is given in consideration of and for the purpose of obtaining the grant for which application is hereby made, and the United States shall have the right to seek judicial enforcement of this assurance.



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APPLICATION FOR GRANT

Page 2

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

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

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

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

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

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

17. Applicant's Agreement

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

18. Date: February 14, 1969

20. Signature of Authorized Official

19. Total Pages in Application: 10

*N. J. McC...*



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

addendum 45

APPLICATION FOR GRANT

Page 3

Detailed Project Budget

Complete Project

Period from February 1, 1969

First Year Only (projects exceeding 16 months)

Through October 31, 1969

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

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

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

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

<b>E. Total Amount Requested (Sum of Categories A through D above)</b>				\$15,000
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<b>F. Total Grantee Contribution (Page 2, Item 14)</b>				\$ 3,400
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APPLICATION FOR GRANT

Page 4

Budget Narrative

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

A.

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

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

B.

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

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

## APPLICATION FOR GRANT

Page 4B

C.

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

D.

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



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APPLICATION FOR GRANT

Page 5

**Project Plan and Supporting Data**

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

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

\* \* \* \* \*

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

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

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

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

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

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

Mr. Charles Keever  
Personnel Training Officer  
Nevada State Personnel Division

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

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

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

Mr. Joseph Gardner  
Superintendent  
Nevada Youth Training Center

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

Mr. Michael Guariglia  
Administrator, Rehabilitation Division

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

Mr. Carl Hocker, Warden  
Nevada State Prison

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

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

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

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

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

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

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

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

#### GOALS:

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

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

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

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

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

#### METHODS:

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

## APPLICATION FOR GRANT

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

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

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

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

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

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

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

## COURSE DESCRIPTIONS

### CORRECTIONAL DEVELOPMENT

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

### CRIME AND THE COMMUNITY PROCESS

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

### GROUPS AS FACTORS IN CRIME - PART I

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

### GROUPS AS FACTORS IN CRIME - PART II

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

### SUPERVISION - LEADERSHIP

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

### THE OFFENDER AND THE COMMUNITY

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

### BASIC THEORY OF CRIME CAUSATION

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

### SOCIAL PROBLEMS

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

RESULTS:

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

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

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

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

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

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