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**LAW ENFORCEMENT
ASSISTANCE ACT GRANT NO. 388-(279)
COMPREHENSIVE TRAINING PROGRAM
FOR
WEST VIRGINIA CORRECTIONAL PERSONNEL
FINAL NARRATIVE REPORT**

**WEST VIRGINIA UNIVERSITY
COLLEGE OF HUMAN RESOURCES AND EDUCATION
DIVISION OF CLINICAL STUDIES**

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LEAA PROGRAMS**

**FRANK J. NUZUM
PROJECT DIRECTOR**

From September 1, 1968 through September 30, 1969

NCI-00063

COMPREHENSIVE TRAINING PROGRAM FOR WEST VIRGINIA
CORRECTIONAL PERSONNEL

Law Enforcement Assistance Act Grant No. 388-(279)
SUMMARY

Subsequent to the appointment of Clarence E. Johnson as Commissioner of public institutions by Governor Hulett C. Smith, January 1, 1968, conflict developed between Commissioner Johnson and Director of Correction, C. Robert Sarver. Sarver was ultimately relieved of his duties June 11, 1968. There followed a total lack of cooperation on the part of Commissioner Johnson with this project. As the Project Director was currently holding a joint appointment with the West Virginia Division of Correction as Deputy Director; and Instructor, Division of Clinical Studies, College of Human Resources and Education, West Virginia University, a partial payment of salary from the Division of Correction had permitted the State to comply with LEAA guidelines, in that a base within both organizations had been established.

Near the middle of August, the fact that Commissioner Johnson was ignoring the necessity for the Project Director to maintain a base both within the University and the Division of Correction became apparent. The partial salary of the Project Director, previously paid by the Division of Correction, had been cancelled. There had been no communication from the Commissioner's office. However, upon inquiry by a UPI news correspondent as to whether or not Nuzum, the Project Director, had been relieved of his duties as Deputy Director of Correction, Commissioner Johnson is reported to have replied, "I suppose you could say that".

Subsequent to being informed by the Project Director of the necessity for a liaison person to the project, Governor Hulett C. Smith appointed Mr. John Lynch to that position.

The planning phase of OLEA Grant No. 279, "Comprehensive Training Program for West Virginia Correctional Personnel" was completed August 31, 1968. A proposal for continuation of Grant No. 279 was initiated and forwarded through proper channels during the month of July 1968, to be effective September 1, 1968. Subsequent to delay, the continuation proposal was approved to be effective September 1, 1968.

The months of September and October were utilized in finalizing the format of the training programs that were to be operational subsequent to January 1, 1969. Primarily, categories of personnel who were to participate in initial programs were identified and program format and content were planned.

It was determined that inasmuch as a new state political administration would become effective in January, 1969, the actual training intent would be best served if training were to commence with the new personnel. We believed that it was reasonable to assume that there would, in all probability, be certain changes with the advent of a new administration. Training at that point in time would help afford a smooth transition in institutional administration, and would provide initial correctional training for new personnel.

One of the primary components of the training effort was to conduct training institutes for state agency personnel. During the months of November, December, and January, contacts with collaborating agency heads to plot definite locations for institutes to be conducted throughout the State were made. Collaborating agency personnel populations were plotted on a state map in an effort to plan institute locations which would serve the greatest number of personnel stationed in more remote areas of the State.

On Tuesday, February 11, 1969, the Project Director, Paul L. Selby, Jr., Dean of the College of Law, West Virginia University, and the Honorable Arch A. Moore, Jr., Governor of West Virginia, met and discussed the status of Project Number 388-(279). During the meeting the Project Director suggested that inasmuch as the Governor appoints institutional administrators, that he consider issuing an Executive Order to the effect that cooperation and support in in-service training efforts be made mandatory upon correctional institution administrators. The Governor requested a letter from the Project Director setting forth the justification for the request. A letter was dispatched to the Governor to that effect.

During a meeting, Wednesday, February 19, 1969, between the Project Director and Honorable J. Donald Clark, Commissioner of Public Institutions, discussions regarding training program scheduling for correctional personnel within the West Virginia Correctional System ensued. It was at this time that the Commissioner indicated his agreement that sound correctional personnel training programs are needed. He further indicated his endorsement of personnel training programs and pledged full support for these endeavors.

OPERATIONAL PLAN

The overall program of bringing together agency personnel and correctional administrators was to consist of five phases:

Training Phase I. Correctional Administrators. A two day training seminar was conducted for correctional administrators at West Virginia Penitentiary, Moundsville, West Virginia.

The workshop seminar was designed to bring together correctional administrators in order to enhance the understanding, coordination, and cooperation among the administrators and training personnel and to provide basic orientation to administrators and trainers on training methodology and continuity in the training program as it is conducted within the respective institutions. Our plan for this training program was basically one of motivating, involving, and bringing to closure a total experience in the implementation of training. The sessions were purposely designed along a three to four hour block of time in order to allow a maximum of student participation.

At the opening session two institutions were initially represented. The warden and deputy warden from West Virginia Penitentiary and the superintendent, assistant superintendent, and chaplain from the West Virginia Industrial School for Boys were in attendance. Program progress, thus far, was reviewed; a national overview was presented; and implications for training programs under the Omnibus Crime Control and Safe Streets Act of 1968 and the upcoming Juvenile Delinquency Prevention and Control Act of 1968 were reviewed. A very worthwhile and productive discussion followed. In order to provide an appreciation of the training officers' duties and responsibilities, each person present was requested to utilize the remainder of the afternoon and evening in the development of a lesson plan on a subject of his choice. Resource materials were provided.

The second day session began with each individual presenting his lesson as chosen the previous day. Subsequent to each presentation, the group engaged in a critique providing constructive criticism of the lesson presented. The reaction of the administrators indicated that they had received valuable insight and developed a keener appreciation of the efforts of training personnel.

Operational Phase II. Curriculum Development and Instructor Scheduling. Having confirmed training topics and training priorities for each institution and having established training schedules, the next step was to finalize curriculum and to engage instructional staff. The final curriculum wholly reflects the training recommendations made by the correctional administrators during the planning phase. The curriculum consists primarily of training in security and

the behavioral sciences. All participants were nominated for attendance, the hiring of instructors was completed, and the instructional materials necessary for accomplishing training were presented to the instructors and administrators.

Operational Phase III. Correctional Training. Training for correctional personnel was to have begun within the institutions. The length of the training program was to depend upon the training needs established in conference with institutional administrators for each respective institution. The training at each institution was to be made available to correctional, probation and parole personnel, as well as interested community agency representatives. However, it became necessary to reverse the order of presentation, beginning with agency personnel.

Operational Phase IV. Finalizing Curriculum for Training Community Agency Personnel Who Deal Directly or Indirectly with Offenders or Ex-offenders. One of the overall purposes of this training effort was to develop among all agencies a high degree of understanding and cooperation, to eliminate duplication of efforts, and to establish continuity among agencies working with offenders. Numerous needs, ideas, and recommendations for training were expressed to the Project Director during the planning phase, by agency administrators. The recommendations made by agency personnel were incorporated into a training curriculum that was applicable to both agency and correctional administrators training.

Agency Personnel Training Program. Training programs for agency personnel were planned to accomplish two major objectives: (a) To provide a setting whereby agency personnel could come together to discuss mutual problems, facilities, and resources pertaining to working with the public offender and the ex-offender. (b) To disseminate knowledge and data to personnel of five major collaborating agencies with regard to: correctional institution programs and non-institution programs; an overview and evolution of correctional philosophy: social, psychological, and environmental aspects relating to offenders; an overview of the five major collaborating agencies organization, programs, resources, and facilities, etc., and an overview of the criminal justice system and laws pertaining thereto.

Objectives were developed on the basis of an expressed desire by personnel from various agencies as to a need for communication between agency personnel with regard to mutual problems, existing resources, and facilities that could be brought to bear in mutual problem solving attempts. There was also an expressed need for the kind of background knowledge, pertaining to the public offender, that has not heretofore been readily available to agency personnel.

The Project Director made contact with the Commissioner of Public Institutions and the administrative heads and/or their representatives, of the five major collaborating agencies to-wit: West Virginia Division of Vocational Rehabilitation; West Virginia Department of Welfare; West Virginia Department of Public Safety; West Virginia Department of Employment Security; and West Virginia Department of Mental Health. The administrators expressed agreement for the need of such institutes and pledged full support. They were requested to submit a roster of personnel of the individuals within their respective agencies who would be in attendance. It was agreed that these rosters of personnel would be in the Project Director's office as soon as they could be compiled. Rosters were subsequently received from the Department of Welfare, the Division of Vocational Rehabilitation, and the Department of Employment Security.

Each of the five agencies were requested to furnish one lecturer representing that particular agency in order that they might present the organization of the particular agency, and the facilities and resources that are available with reference to working with the public offender or ex-offender. These personnel were committed by their respective agency administrators. In addition, the Division of Correction was asked to provide four lecturers representing four

areas of correctional operation, namely, an institutional administrator; a corrections administrator; a professional person, preferably from within the particular area of the correctional system to discuss classification and prisoner profiles; and one person to discuss present probation and parole practices within the correctional framework. The Commissioner of Public Institutions willingly complied.

Certain lecturers were recruited from within the University framework on the basis of their particular expertise within the area of discussion and their particular knowledge of the application of subject content to the West Virginia system.

Fourteen lecturers were utilized in the presentation of twenty program hours. Each subject area was set up in terms of a one hour block of time. Lecturers were requested to attend a one-day workshop at West Virginia University, May 1, 1969. Lecturers were asked to prepare and forward to this office a lesson plan for their particular presentation in standardized form.

Lesson plans that were submitted were reproduced and each institution was presented with a loose-leaf binder containing each of the lesson plans that were utilized in the community program presentations. Lecturers were also asked to submit three questions representative of three major points contained within their presentation. These questions were compiled into a sixty-item test, which was administered prior to commencing the presentations. The identical test was also administered immediately subsequent to the conclusion of the presentations. The purpose of this measure was to give some evaluation of the organization and content of the institutes in terms of providing an opportunity for learning.

Prior to the beginning of the training programs, news media were notified and invited to attend.

Operational Phase V. Training Institutes for Probation and Parole, and Agency Personnel. Training was conducted on a regional basis and was open to probation and parole, and other community agency personnel. Formal invitations were sent to all administrators whose agencies have direct or indirect contact with offenders or ex-offenders.

Institutes began simultaneously in eight geographic areas throughout the State May 12 through May 22. Sessions were conducted for nine consecutive days (Saturday and Sunday excepted), primarily in the afternoon from three until five o'clock. Two of the lecturers, each responsible for a three hour block of time, met classes from two until five o'clock. Brochures were distributed to each participant.

Evaluation. Each of the training phases have pre-set objectives that are measurable in observable terms.

Results of the pre-tests and post-tests were recorded and compared. The method used for comparison was the "t" test. Using $N = 80$, pre-test and post-test scores were evaluated. It was found that there was a positive significance at the 0.001 level. The comparison of the pre-test and post-test imply that learning occurred during the training program. An increase in correct responses as shown by post-test results was the basis upon which this conclusion was reached.

A number of students who attended the training program were unable to attend at least one session in which the pre-test or the post-test was given. Pre-test scores which lacked a comparative post-test score were grouped and compared with all post-test scores which lacked a comparative pre-test score. Those who took the pre-test, but not the post-test, and who subsequently attended less than 10 hours of lecture; and, those who took the post-test, but not the pre-test and who attended more than 10 hours of lecture were evaluated. Upon comparing the grouped results, it was determined that the mean difference

between pre-test and post-test results was higher, occurring in a positive direction in favor of the post-tests. It seems reasonable to assume that the greater number of lecture sessions attended, the higher was the students post-test performance. Results further indicate that learning occurred throughout the program on a progressive schedule.

It has been concluded that this comprehensive training program was meaningful to the participants, and productive in terms of meeting the desired goals as they had been established. It is fully recognized that additional follow-up evaluation of the participants' behavior in the field would produce a more comprehensive and meaningful and accurate survey of the training program. Unfortunately, due to many uncontrollable factors this approach is not practical at this time. Later, as the programs become established within the institutions, a follow-up evaluation of behavior change will be effected.

Institute evaluation was completed by personnel in attendance. A recap of these results follows:

N = 86

EVALUATING THE PROGRAM

1. Informative	84%
2. Helpful	49%
3. Interesting	52%
4. Other	5%

IMPRESSION OF THE TRAINING INSTITUTE

1. Favorable	95%
2. Unfavorable	5%

WOULD YOU RECOMMEND THIS TRAINING TO OTHERS?

1. Yes	93%
2. No	7%

Most subject areas were well received with much popular appeal being in the correctional, legal, psychological, and sociological areas, as well as certain areas of agency presentations.

Suggestions for future programs, in order of popularity are:

- More inter-agency cooperation
- Full 2-3 day sessions instead of 9 partial days
- Visit to an institution
- Make these programs available to the community and all public agencies
- Hear a public offender speak
- More specific juvenile programs
- More audio-visual aids
- Use of more correctional personnel
- Judges should be present
- More discussion
- Include high school counselors, educators, and board of education members
- Lecture more specific and not so general
- More news media cooperation
- Films and tapes on counseling
- Methods of applying Federal money
- Morning sessions
- Film of institutions
- Team teaching
- Include minority groups
- Resource people from outside the State
- More emphasis on services available when the offender returns to society
- More money appropriated for institutes like this one
- More information regarding probation officers' duties
- Slow program down
- Greater variety of speakers
- More on HOW to apply theory
- More information on rural problems

ADDITIONAL ACCOMPLISHMENTS

The general goal of the proposed continuation project was the implementation of programs planned during the period of the developmental grant. Six specific goals were established to:

- 1) exert all effort and influence to obtain Civil Service Status for West Virginia correctional personnel,
- 2) organize a permanent research and training center,
- 3) commence the preliminary structuring of corrections degree programs,
- 4) initiate the implementation of extension course programs,
- 5) attempt to implement permanent training institutes, and
- 6) modify current institutional in-service training courses.

We are pleased to report: (1) Civil Service status for West Virginia correctional personnel became effective January 11, 1969. (2) The organization of a permanent Committee on Crime, Delinquency, and Law Enforcement at West Virginia University. (3) The preliminary structuring of corrections degree programs has begun. (4) The initial implementation of extension course programs looks very promising within the relatively near future. (5) A modification of current institutional in-service training models has been initiated. (6) The establishment of permanent institutes on a periodic basis for administrative and selected line personnel followed, subsequently, the establishment of training programs within the institution.

THIRTY DAY GRANT EXTENSION

The expiration date of the present grant 388-(279) was August 31, 1969. LEAA was petitioned July 10, 1969, for a one month extension, through September 30, 1969, to allow additional contact time with the Commissioner of Public Institutions and institutional administrators in effecting the transition from the present training program under direct LEAA funding to a continuing program of correctional institution personnel training under funding from the Governor's Committee on Crime, Delinquency, and Corrections. The request was granted as Adjustment Number 1, dated June 18, 1969, with no change in the amount of award.

The primary thrust of this effort is: (1) To design experiences whereby institutional top management will be provided with opportunities for growth in institutional administration through personnel training programs. (2) A requirement on the part of institutional administrators to identify problems and establish specific goals. (3) To train a training team within each institution that will provide competent personnel who can carry the major responsibility for a continuous program of personnel in-service training specifically geared to meet the training needs of their particular institution. (4) Ultimately, to work with correctional institution personnel in the development of different levels of training, and to establish these programs on a continuing basis.

Meetings were scheduled with each institutional administrator and staffs. First was determined the particular point at which the institutional personnel are at the present time in terms of training. Working from this point in training, each institutional administrator and their staffs are in the process of listing areas that they believe need to be incorporated into the initial training program. Upon completion of this work, they will forward the same to the Project Director who will in turn review the work and make any suggestions that he deems necessary and will subsequently meet with the respective administrators and their staffs to finalize training programs.

Each of the institutional administrators have expressed their willingness to cooperate in training by developing lesson plans and assuming the responsibility for presenting one or more subject areas. They have further committed in-kind contributions from their respective institutions as part of their share in developing training programs.

CONCLUSION

In the opinion of the Project Director, as a result of his experience with West Virginia corrections, if we were to identify only one significant development in the project at this time, it would undoubtedly stand out that for the first time in the history of the State, all institutional administrators are now eager to move forward with personnel training programs.

With funding through the Governor's Committee on Crime, Delinquency, and Corrections for continued training, we are now in position to move rapidly into the respective correctional institutions with cooperative and substantive personnel training programs.

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LEAA PROGRAMS

FRANK J. NUZUM
PROJECT DIRECTOR

GRATITUDES

We wish to express our sincere thanks and appreciation to the staff of LEAA for their support, patience, and understanding of our efforts to effect training programs for West Virginia Correctional Personnel, and especially, Mr. Arnold Hopkins and Mr. Frank Jasmine, among others, who have been in contact with this program from the beginning, and without whose assistance and support our own patience would have been sorely tried.

To the personnel with the West Virginia correctional system, who realize the dire and immediate need for this type of program, and who have continually supported our efforts - we thank them sincerely.

We also express our appreciation and thanks to state agency and departmental personnel who have so graciously given of their time and effort in aiding our endeavors.

To Dr. Oscar G. Mink, Director, Division of Clinical Studies, College of Human Resources and Education, and to the many faculty and administrative personnel of West Virginia University who have aided us immeasurably, we say thanks.

Last, but not least, a personal thanks to Mrs. Joan Clower, Secretary to the project, who has handled secretarial and clerical functions in a most competent and capable manner and who has helped compose the final report and typed the same in its entirety.

CONTENTS

PAGE

INTRODUCTION 1

BACKGROUND INFORMATION 2

OPERATIONAL PLAN

 Training Phase I. Correctional Administrators 3

 Operational Phase II. Curriculum Development and Instructor
 Scheduling 7

 Agency Personnel Training Program 8

 Agency Contributions 9

 Operational Phase III. Correctional Training 10

 Operational Phase IV. Finalizing Curriculum for Training Community
 Agency Personnel Who Deal Directly or Indirectly With Offenders
 or Exoffenders 11

 Operational Phase V. Training Institutes for Probation and Parole
 and Agency Personnel 15

ADDITIONAL ACCOMPLISHMENTS 18

30 DAY GRANT EXTENSION 19

SUMMARY AND CONCLUSIONS 24

FIGURE 1. Chart Illustrating the Organization of Programs, Scope, and
 Participation of Agencies 27

APPENDICES

 Appendix A
 Lesson Plans that were developed by instructors for presenta-
 tion 33

 Appendix B
 Sixty-Item Test 61

 Appendix C
 Schedule of Institutes 71

 Appendix D
 Institute Brochures 75

 Appendix E
 Certificate 79

 Appendix F
 Line Graphs Indicating Agency Personnel Participation 83

 Appendix G
 Commissioner's Letters to Project Director and Wardens 95

 Appendix H
 LEAA Adjustment Number 1 101

 Appendix I
 Letters of In-Kind Contributions by Institutions 105

INTRODUCTION

Subsequent to the appointment of Clarence E. Johnson as Commissioner of public Institutions by Governor Hulett C. Smith, January 1, 1968, conflict developed between Commissioner Johnson and Director of Correction, C. Robert Sarver. Sarver was ultimately relieved of his duties June 11, 1968. There followed a total lack of cooperation on the part of Commissioner Johnson with this project. As the Project Director was currently holding a joint appointment with the West Virginia Division of Correction as Deputy Director; and Instructor, Division of Clinical Studies, College of Human Resources and Education, West Virginia University, a partial payment of salary from the Division of Correction had permitted the State to comply with LEAA guidelines, in that a base within both organizations had been established.

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through proper channels during the month of July 1968, to be effective September 1, 1968. This office was informed that a delay in the approval of our proposal appeared likely, primarily due to the passage of the Omnibus Crime Control and Safe Streets Act of 1968, which entailed certain changeovers in administration and procedure. However, the faith that our proposal for continuation would ultimately be approved allowed us to maintain our staff intact and to proceed with our operation. The University administration was most patient and forbearing and permitted our unit to remain operative. Ultimately the continuation proposal was approved to be effective September 1, 1968.

BACKGROUND INFORMATION

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training program as it is conducted within the respective institutions. Our plan for this training program was basically one of motivating, involving, and bringing to closure a total experience in the implementation of training. The sessions were purposely designed along a three to four block of time in order to allow a maximum of student participation.

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A brief outline of the material covered at this meeting on the first day follows:

WHAT TRAINING CAN ACCOMPLISH

<u>INSTITUTION</u>	<u>INDIVIDUAL</u>
<ol style="list-style-type: none"> 1. Efficiency 2. Cost saving 	<ol style="list-style-type: none"> 1. Skills 2. Morale 3. Attitude 4. Confidence 5. Advancement 6. Career orientation

Spell out goals of institution and develop training to achieve these goals.

What kinds of resources does training need?

1. People (students)
2. Instructors
3. Materials, classroom, etc.

Objectives

To teach to write training objectives
 Teach to manufacture training aids and materials (audio-visual)
 Teach to write Lesson Plan
 Teach to write test question

Teaching Techniques

Must be appropriate to the lesson

1. Demonstration - performance
 - A. Usually done on an individual or small group basis
2. Role playing
3. Guided group discussion
 (used where students have some familiarity with the topic. Instructor poses a question on each major point that he wants to teach.)
 - A. Overhead question - Open to everyone
 - B. Retorical question - To stimulate thought
 - C. Specific question
 - D. Reverse or relayed question - Throwback to group
4. Lecture
 Poorest method of all in student learning. We want maximum participation from students. Don't get it here.
 3 kinds -
 1. Illustrated talk - Flip charts, etc.
 2. Briefing lecture - To get specific information across
 3. Formal speech - 1 of 3 purposes
 - A. Inform
 - B. Persuade
 - C. Entertain

Advantages:

1. Get across much information in a hurry
2. Economical
3. Introduce material

Disadvantages:

1. Cannot allow for much participation by students
2. Difficult to hold attention

80% to 90% of what we learn is through vision.

Evaluation

Kind of tests that can be developed.
 Has objective been achieved?
 Has teaching been effective?
 Is test result related to performance?

- May be pre-test and post-test
Frequent evaluation
- Tests must have:
1. Validity - must test what you set out to test
 2. Objectivity and reliability - tests consistently
- Types of tests - Performance tests
1. Objective
 - (a) True - False; Completion - one word, matching
 1. Don't set up a pattern
 2. Each test item should be related to one specific point
 3. Don't make trick questions
 4. Avoid 100% situations, i.e. all; never, etc.
 - (b) Multiple Choice
 1. Pick and choose situations
 2. Choices must relate to stem question
 3. Each stem should be completely unrelated to the other

Most Important:

1. Scores - lend themselves to statistical workups
2. Opinions of teachers don't enter into scoring

Advantage: Can test 5 to 20 times more of the material that you teach.

1. Subjective - Essay - Students must have a deeper understanding of the material. Takes in all levels of learning. Questions must be clearly and concisely stated.

Set up a basic requirement for new personnel - five years experience - what should he be able to do.

1. Select a training officer
2. Develop a schedule

PREPARING A LESSON PLAN

1. What is it that you want these people to know?
2. What do you want them to be able to do upon completion of training?

First of all we look at:

1. Present behavior
Training that does not change behavior doesn't get anything done.
2. Terminal behavior
What do we want them to do at the end?
3. Criterion
How do we measure?

A statement of objective should identify what we want in terminal behavior.

Example: (Poor beginning statements mean different things to different people and cannot be measured.)

- *1. To know -----
*Could mean a lot of things. Vague term.
- *2. To understand -----
- *3. To appreciate -----
- *4. To enjoy -----

(Good)

1. To write -----
2. To recite -----
3. To solve -----
4. To construct -----

Stated in behavioral terms

Poor example of objective:

1. "To develop a critical understanding of the operation of the institutional control room."

Good example of objective:

1. "When the learner completes the lesson he must be able to identify by each of the controls in the institution control room."

At what level do we begin to build lesson plans?

A. Where the people are now.

1. Level of familiarity
2. Level of knowledge (Does not understand cause and effect relationships.)
Ex. Recite lists, etc. but cannot use it.
3. Level of understanding
4. Level of application

Lesson plans must be written out.

Objective --- Research material, etc. for ideas, etc.

Introduction

Three things to be able to do.

1. Get the groups' attention. (Rapport building)
2. Motivate. (Ask: Why should they be learning what I'm teaching?)
3. Give overview.

Development

Should follow some kind of sequence.

1. Past to Present approach. (Ex: History to present)
2. Simple to Complex
3. Known to Unknown

Main points with sub or minor points following.

Operational Phase II. Curriculum Development and Instructor Scheduling.

Having confirmed training topics and training priorities for each institution and having established training schedules, the next step was to finalize curriculum and to engage instructional staff. The final curriculum wholly reflects the training recommendations made by the correctional administrators during the planning phase. The curriculum consists primarily of training in security and the

behavioral sciences, with emphasis on the behavioral sciences. All participants were nominated for attendance, the hiring of instructors was completed, and the instructional materials necessary for accomplishing training were presented to the instructors and administrators.

Agency Personnel Training Program

Training programs for agency personnel were planned to accomplish two major objectives: (a) to provide a setting whereby agency personnel could come together to discuss mutual problems, facilities, and resources pertaining to working with the public offender and the ex-offender. (b) to disseminate knowledge and data to personnel of five major collaborating agencies with regard to: correctional institution programs and non-institution programs; an overview and evolution of correctional philosophy; social, psychological, and environmental aspects relating to offenders; an overview of the five major collaborating agencies organization, programs, resources, and facilities, etc. and an overview of the criminal justice system and laws pertaining thereto.

Objectives were developed on the basis of an expressed desire by personnel from various agencies as to a need for communication between agency personnel with regard to mutual problems, existing resources, and facilities that could be brought to bear in mutual problem solving attempts. There was also an expressed need for the kind of background knowledge, pertaining to the public offender, that has not heretofore been readily available to agency personnel.

The Project Director made contact with the Commissioner of Public Institutions and the administrative heads and/or their representatives, of the five major collaborating agencies to-wit: West Virginia Division of Vocational Rehabilitation; West Virginia Department of Welfare; West Virginia Department of Public Safety; West Virginia Department of Employment Security; and West Virginia Department of Mental Health. The administrators expressed agreement for

the need of such institutes and pledged full support. They were requested to submit a roster of personnel of the individuals within their respective agencies who would be in attendance. It was agreed that these rosters of personnel would be in the Project Director's office as soon as they could be compiled. Rosters were subsequently received from the Department of Welfare, the Division of Vocational Rehabilitation, and the Department of Employment Security.

Each of the five agencies were requested to furnish one lecturer representing that particular agency in order that they might present the organization of the particular agency, and the facilities and resources that are available with reference to working with the public offender or ex-offender. These personnel were committed by their respective agency administrators. In addition, the Division of Correction was asked to provide four lecturers representing four areas of correctional operation, namely, an institutional administrator; a corrections administrator; a professional person, preferably from within the particular area of the correctional system, to discuss classification and prisoner profiles; and one person to discuss present probation and parole practices within the correctional framework. The Commissioner of Public Institutions willingly complied.

Agency Contributions

In-kind contributions by agencies to the agency personnel phase of the training program as estimated dollars and cents values are:

<u>NO. OF LECTURERS</u>	<u>AGENCY</u>	<u>HOURS CONTRIBUTED</u>	<u>RATE</u>	<u>TOTAL</u>	<u>AVERAGE EXPENSES</u>	<u>TOTAL CONTRIBUTION</u>
4	CORRECTIONS	80 hrs.	@ 25.00 =	\$2,000.00	\$ 785.08	\$2,785.08
1	DIV. OF VOC. REHAB.	20 hrs.	@ 25.00 =	500.00	196.27	696.27
1	EMPL. SECURITY	20 hrs.	@ 25.00 =	500.00	196.27	696.27
1	MENTAL HEALTH	20 hrs.	@ 25.00 =	500.00	196.27	696.27
1	PUB. SAFETY	20 hrs.	@ 25.00 =	500.00	196.27	696.27
1	ROBERT F. KENNEDY YOUTH CENTER	20 hrs.	@ 25.00 =	500.00	196.27	696.27
1	WELFARE	20 hrs.	@ 25.00 =	500.00	196.27	696.27
				\$5,000.00	\$1766.43	\$6,766.43

Certain lecturers were recruited from within the University framework on the basis of their particular expertise within the area of discussion and their particular knowledge of the application of subject content to the West Virginia system.

Fourteen lecturers were utilized in the presentation of twenty program hours. Each subject area was set up in terms of a one hour block of time. Lecturers were requested to attend a one-day workshop at West Virginia University, May 1, 1969. Lecturers were asked to prepare and forward to this office a lesson plan for their particular presentation which was to be submitted in standardized form (See Appendix A for lesson plans that were developed by instructors for presentation).

Lesson plans that were submitted were reproduced and each institution was presented with a loose-leaf binder containing each of the lesson plans that were utilized in the community program presentations. Lecturers were also asked to submit three questions representative of three major points contained within their presentation. These questions were compiled into a sixty-item test (See Appendix B), which was administered prior to commencing the presentations. The identical test was also administered immediately subsequent to the conclusion of the presentations. The purpose of this measure was to give some evaluation of the organization and content of the institutes in terms of providing an opportunity for learning.

Prior to the beginning of the training programs, news media were notified and invited to attend.

Operational Phase III. Correctional Training. Training for correctional personnel was to have begun within the institutions. The length of the training program was to depend upon the training needs established in conference with institutional administrators for each respective institution. The training at each institution was to be made available to correctional, probation and parole

personnel, as well as interested community agency representatives. However, it became necessary to reverse the order of presentation, beginning with agency personnel. Reference is made to Figure 1, page 27, diagrammatic chart, illustrating the organization of programs, scope, and participation of agencies.

Operational Phase IV. Finalizing Curriculum for Training Community Agency Personnel Who Deal Directly or Indirectly with Offenders or Ex-offenders. One of the overall purposes of this training effort was to develop among all agencies a high degree of understanding and cooperation, to eliminate duplication of efforts, and to establish continuity among agencies working with offenders. Numerous needs, ideas, and recommendations for training were expressed to the Project Director during the planning phase by agency administrators. The recommendations made by agency personnel were incorporated into a training curriculum that was applicable to both agency and correctional administrators training.

Following is a list of annotated subject titles together with the names of the instructors who were selected to present subject material.

1. THE CHANGING ROLE OF THE CORRECTIONAL OFFICER: 1750, 1829, 1870, 1930

Mr. Joseph Kuzniar, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

As the dates listed here suggest, the historical role of the custodian will be explored through the changing mission of custodial institutions. The presentation will make use of the 107 color slide program, "The Development of Corrections," prepared by Southern Illinois University's Center for the Study of Crime, Delinquency and Corrections.

2. THE PLACE OF CORRECTIONS IN THE CRIMINAL JUSTICE SYSTEM

Mr. Willard D. Lorensen, Professor of Law, West Virginia University College of Law.

This presentation would utilize the first of the films produced by the American Foundation, Institute of Corrections and the system diagram produced by the President's Commission on Law Enforcement and the Administration of Justice. A primary purpose of the discussion would be to establish the nature of social systems and their operating components. The place of corrections in the system would be given special attention.

3. THE PRISON AS A SOCIAL INSTITUTION

Dr. Harold N. Kerr, Associate Professor, West Virginia University Department of Sociology.

Utilizing the film, "Dehumanization and the Total Institution," the nature of institutions will be explored. The problems of changing individual behavior within the institutional setting and the artificiality of setting will be explored. Some methods for modifying these difficulties will be suggested and some attention will be directed to the future of institutes.

4. REVENGE, RETRIBUTION, REFORMATION OR REESTABLISHMENT?

Mr. Fleary P. Samples, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

An examination of the several purposes which have been attributed to institutional confinement and how these purposes will be given social re-establishment as the contemporary purpose most often implied in programs of parole, work-release, minimum custody, etc.

5. INSTITUTIONAL TREATMENT PROGRAMS

Mr. Fleary P. Samples, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

A review of traditional and experimental programs of treatment employed in correctional confinement environments, including considerable attention to the wide variety of educational designs being currently applied. Individual and group counseling, milieu therapy and similar applications will be reviewed.

6. NON-INSTITUTIONAL PROGRAMS

Mr. Fleary P. Samples, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

A survey of traditional and recent measures of offender treatment in community settings, what is known of the effectiveness of these procedures, and a discussion of the model community treatment center and its operations. The film, "The Price of a Life"* would be integrated into this presentation.

7. "DIFFERENCES THAT MAKE A DIFFERENCE"*

Dr. Harold N. Kerr, Associate Professor, West Virginia University Department of Sociology.

Utilizing the publication of the same name, this presentation would discuss the essentials of cultural differences and relate these factors to the institutional setting.

*American Foundation, Institute of Corrections, Philadelphia, 1967.

**A Publication of the Joint Commission on Correctional Manpower and Training, Washington, D.C. 1967.

8. PRISONER PROFILES AND CLASSIFICATION

Mr. A. L. Rice, Institutional Counselor, and Counselor, Division of Vocational Rehabilitation, West Virginia Penitentiary.

Utilizing several recorded prisoner vignettes, prepared by Southern Illinois University's Center for the Study of Crime, Delinquency, and Corrections, this session would develop concepts of individual differences and the need for diagnostic classification of each prisoner. The rationale for a variety of institutional programs, to meet individual needs, would be taken up.

9. A NATIONAL SURVEY OF CORRECTIONS

Mr. Roy A. Gerard, Director; Mr. Herbert Beall, Assistant Director, Robert F. Kennedy Youth Center, U.S. Bureau of Prisons.

The evolution and development of correctional programs across the nation would be the focus of this discussion. National strengths, deficiencies, priorities and trends would receive attention if we would make regional differences in programming and development. Concluding attention would be given to the Federal Bureau of Prisons and its operating programs.

10. THE CONTEMPORARY ROLE OF THE CORRECTIONAL OFFICER

Mr. Joseph Kuzniar, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

A look at the historical sources of identity and conflict in the role of the correctional officer. Following presentation of an imaginary situation*, officers will be divided into small groups for tasks of defining the correctional officers requisite skills, operations and attitudes essential to his work.

11. VERTICAL AND HORIZONTAL GROWTH IN CORRECTIONAL ROLES

Mr. Joseph Kuzniar, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

This presentation would stress the opportunities available for career advancement and personal growth in correctional work in West Virginia. Attention would be given to current personnel policies and to the opportunities available through advanced education.

12. YOU AND THE LAW

Mr. Willard D. Lorensen, Professor of Law, West Virginia University College of Law.

This topic will be developed around two primary themes. The first involves a thorough legal definition of individual "rights and privileges" and the second will involve a review of recent court decisions that have relevance to the role of the correctional officer.

13. PROBATION AND PAROLE ORGANIZATION AND PRACTICE

Mr. John Lynch, Supervisor of Juvenile Field Services, West Virginia Division of Correction.

This session will consist of an overview of probation and parole trends generally which will be followed with the organization, philosophy and practice of probation and parole in West Virginia specifically.

14. PRINCIPLES OF MANAGEMENT AND SUPERVISION

Mr. William O. Wallace, Assistant Deputy Warden, West Virginia Penitentiary.

The main objectives of this session will be to discuss the changing role of the supervisor, the designation of authority and responsibility, the techniques of supervision, the importance of delegation and communication and the role of the interaction involvement of staff in a functional organization.

15. PHILOSOPHY OF CORRECTION IN WEST VIRGINIA AND THE INSTITUTION

Mr. Edward Supak, Deputy Director - Youth Services, West Virginia Division of Correction.

The purpose of this session will be to discuss the laws, philosophy and goals of the West Virginia Division of Correction and to relate them to the function of each institution within the sector.

16. VOCATIONAL REHABILITATION AND THE PUBLIC OFFENDER

Mr. Robert L. Griffith, Assistant Chief, Staff Development, West Virginia Division of Vocational Rehabilitation.

This presentation will examine the basic organizational structure of the State Division of Vocational Rehabilitation. The role of the Division as it pertains to offenders and ex-offenders will be discussed.

17. MENTAL HEALTH AND THE PUBLIC OFFENDER

Mr. Blaine Dowler, Supervisor, Mental Health Education; Mr. Donald R. Dancy, Supervisor, Division of Alcoholism; Mr. Robert E. Marshall, Supervisor, Division of Community Services; Mr. Louis Southworth, Assistant Supervisor, Division of Alcoholism; Department of Mental Health.

This presentation will examine the basic organizational structure of the Department of Mental Health. The role of the Department as it pertains to offenders and ex-offenders will be discussed.

18. WELFARE AND THE PUBLIC OFFENDER

Mr. Frank G. Shumaker, MSW, Child Welfare Specialist, West Virginia Department of Welfare.

This presentation will examine the basic organizational structure of the Department of Welfare and the Division of Child Welfare. The role of

the Department and Division as it pertains to offenders and ex-offenders will be discussed.

19. EMPLOYMENT SECURITY AND THE PUBLIC OFFENDER

Mr. Herman D. Gallin, Employment Service Counseling Supervisor, Mr. Stuart S. Whiting, Supervisor, Placement and Employer Services, West Virginia Department of Employment Security.

This presentation will examine the basic organizational structure of the Department of Employment Security. The role of the Department as it pertains to offenders and ex-offenders will be discussed.

20. THE DEPARTMENT OF PUBLIC SAFETY AND THE PUBLIC OFFENDER

Company A - Sergeant L. L. Herald
 Company B - Sergeant W. H. Mitchell
 Company C - Sergeant S. S. Satterfield
 Company D - Sergeant W. F. Wiant
 West Virginia Department of Public Safety

This presentation will examine the basic organizational structure of the Department of Public Safety. The role of the Department as it pertains to offenders and ex-offenders will be discussed.

Operational Phase V. Training Institutes for Probation and Parole, and Agency Personnel. This training was conducted on a regional basis and was open to probation and parole, and other community agency personnel. Formal invitations were sent to all administrators whose agencies have direct or indirect contact with offenders or ex-offenders.

Institutes began simultaneously in eight geographic areas throughout the State May 12 through May 22 (See Appendix C for Schedule of Institutes). Sessions were conducted for nine consecutive days (Saturday and Sunday excepted), primarily in the afternoon from three until five o'clock. Two of the lecturers, each responsible for a three hour block of time, met classes from two until five o'clock. Brochures (See Appendix D) were distributed to each participant.

In order to provide some reward for participation, a certificate of hours completed was issued each of those who attended (See Appendix E).

Evaluation. Each of the training phases have preset objectives that are

measurable in observable terms.

Results of the pre-tests and post-tests were recorded and compared. The most productive and informative method used for comparison was the "t" test. Using $N = 80$, pre-test and post-test scores were evaluated. It was found that there was a positive significance at the 0.001 level. These results imply that learning occurred during the training program. An increase in correct responses as shown by post-test results was the basis upon which this conclusion was reached.

A number of students who attended the training program were unable to attend at least one session in which the pre-test or the post-test was given. Pre-test scores which lacked a comparative post-test score were grouped and compared with all post-test scores which lacked a comparative pre-test score. Those who took the pre-test, but not the post-test, and who subsequently attended less than 10 hours of lecture; and, those who took the post-test, but not the pre-test and who attended more than 10 hours of lecture were evaluated. Upon comparing the grouped results, it was determined that the mean difference between pre-test and post-test results was higher, occurring in a positive direction in favor of the post-test. It seems reasonable to assume that the greater number of lecture sessions attended, the higher was the students post-test performance. Results further indicate that learning occurred throughout the program on a progressive schedule.

It has been concluded that this comprehensive training program was meaningful to the participants, and productive in terms of meeting the desired goals as they had been established. It is fully recognized that additional follow-up evaluation of the participants' behavior in the field would produce a more comprehensive and meaningful and accurate survey of the training program. Unfortunately, due to many uncontrollable factors this approach is not practical at this time. Later, as the programs become established within the institutions, a follow-up evaluation of behavior change will be effected.

Institute evaluation was completed by personnel in attendance. A recap of these results follows:

N = 86

EVALUATING THE PROGRAM

1. Informative	84%
2. Helpful	49%
3. Interesting	52%
4. Other	5%

IMPRESSION OF THE TRAINING INSTUTUTE

1. Favorable	95%
2. Unfavorable	5%

WOULD YOU RECOMMEND THIS TRAINING TO OTHERS?

1. Yes	93%
2. No	7%

Most subject areas were well received with much popular appeal being in the correctional, legal, psychological, and sociological areas, as well as certain areas of agency presentations.

Suggestions for additions to future programs, in order of popularity are:

- More inter-agency cooperation
- Full 2-3 day sessions instead of 9 partial days
- Visit to an institution
- Make these programs available to the community and all public agencies
- Hear a public offender speak
- More specific juvenile programs
- More audio-visual aids
- Use of more correctional personnel
- Judges should be present
- More discussion
- Include high school counselors, educators, and board of education members
- Lecture more specific and not so general
- More news media cooperation
- Films and tapes on counseling
- Methods of applying Federal money
- Morning sessions
- Film of institutions
- Team teaching
- Include minority groups
- Resource people from outside the State
- More emphasis on services available when the offender returns to society
- More money appropriated for institutes like this one
- More information regarding probation officers duties
- Slow program down
- Greater variety of speakers
- More on HOW to apply theory
- More information on rural problems

Institute participation by representatives from individual agencies are illustrated by line graphs (See Appendix F). The total number of participants by individual agencies at each of the eight locations and total number of hours attended are illustrated in these graphs. A total recap of institute attendance and number of lecture hours attended by all participants is also shown in the graph contained in Appendix F, page . . .

ADDITIONAL ACCOMPLISHMENTS

The general goal of the proposed continuation project was the implementation of programs planned during the period of the developmental grant. Six specific goals were established to:

- 1) exert all effort and influence to obtain Civil Service status for West Virginia correctional personnel,
- 2) organize a permanent research and training center,
- 3) commence the preliminary structuring of corrections degree programs,
- 4) initiate the implementation of extension course programs,
- 5) attempt to implement permanent training institutes and
- 6) modify current institutional in-service training courses.

We are very pleased to report: (1) Civil Service status for West Virginia correctional personnel became effective January 11, 1969. All personnel within the Division are covered by Civil Service status with the exception of wardens and superintendents who are appointed by the Governor, and the Director, Division of Corrections who is appointed by the Commissioner of Public Institutions.

(2) The organization of a permanent research and training center at West Virginia University. Efforts in this direction resulted in the organization of the University Committee on Crime, Delinquency, and Law Enforcement.

(3) The preliminary structuring of corrections degree programs -- The Committee on Crime, Delinquency, and Law Enforcement, West Virginia University, has secured L.E.E.P. funds to aid students and those presently employed in some phase

of law enforcement, corrections, or criminal justice work, to pursue further study at the University in these areas.

(4) The initial implementation of extension course programs -- There has been dialogue established with the Director, Division of Continuing Education, Appalachian Center, West Virginia University, with respect to instituting extension courses for University credit throughout various areas of the State. This possibility looks very promising within the relatively near future. It is also probable that this effort may be implemented through a cooperative effort involving multiple colleges and universities across the State.

(5) A modification of current institutional in-service training models has been initiated. Discussions have been held with wardens, superintendents, and the Commissioner of Public Institutions with respect to the establishment of in-service training programs within each of the correctional institutions.

(6) The establishment of permanent institutes on a periodic basis for administrative and selected line personnel followed, subsequently, the establishment of training programs within the institution. This phase provided curriculum content pertinent to administrative and leadership personnel. Programs were conducted at various locations, periodically, and utilized workshop and seminar models.

30 DAY GRANT EXTENSION

Correctional personnel training was designed as a cooperative effort by University staff, Division of Correction training personnel, Corrections Administrators, and agency personnel to present to institutional staffs a series of courses, the content of which was to provide basic knowledge in correctional program operation. These programs contain elements of both custodial and treatment aspects.

The Governor's Committee on Crime, Delinquency, and Corrections, which has

been designated as the State Planning Agency, has in their list of action programs, for which grant support is requested, included a request for \$16,500 for correctional staff training. This represents 60% of the total of \$27,500 that the Committee estimates to be the cost of a continuation of correctional staff training for fiscal year 1969-1970. We of the project staff believe this amount to be inadequate. We shall attempt to demonstrate the need for a substantial increase for fiscal year 1970-1971.

As a result of conferences in May with correctional administrators and the Commissioner of Public Institutions, a request was made by the Project Director that the Commissioner inform each correctional institution of his approval and support of our efforts to establish in-house training programs within the institutions. A copy of the Commissioner's letter to the Project Director and his letter to each of the wardens and superintendents is contained in Appendix G.

The expiration date of the present grant 388-(279) was August 31, 1969. LEAA was petitioned July 10, 1969, for a one month extension, through September 30, 1969, to allow additional contact time with the Commissioner of Public Institutions and institutional administrators in effecting the transition from the present training program under direct LEAA funding to a continuing program of correctional institution personnel training under funding from the Governor's Committee on Crime, Delinquency, and Corrections. The request was granted as Adjustment Number 1, dated June 18, 1969, with no change in the amount of award (See Appendix H).

The primary thrust of this effort is: (1) To provide experiences whereby institutional top management will be provided opportunities for growth in institutional administration through personnel training programs. (2) A requirement on the part of institutional administrators to expend some energy in identifying problems and establishing specific goals. (3) To train a training team within each institution that will provide competent personnel who can carry

the major responsibility for a continuous program of personnel in-service training specifically geared to meet the training needs of their particular institution. (4) Ultimately, to work with correctional institution personnel in the development of different levels of training i.e. for top management, middle management, and line personnel, and to establish these programs on a continuing basis.

We have continually maintained flexibility within our endeavors. When additional modification was warranted at any time throughout the program, we did our utmost to alter the approach to best meet the needs of the individual institution.

In an effort to meet with institutional administrators and their respective staffs, concerning individualized in-house personnel training programs, a letter was dispatched to each administrator requesting a meeting at each institution. This request was in keeping with the decision of the Commissioner of Public Institutions; the Deputy Director - Youth Services; correctional administrators; and the Project Director.

Meetings were scheduled with each institutional administrator and staffs on the following dates:

September 11, 1969	West Virginia Penitentiary
September 12, 1969	West Virginia Medium Security Prison
September 15, 1969	West Virginia Industrial Home for Girls
September 16, 1969	West Virginia Women's Prison
September 18, 1969	West Virginia Forestry Camp for Boys
September 19, 1969	West Virginia Industrial School for Boys

First was determined the particular point at which the institutional personnel are at the present time in terms of training. At West Virginia Penitentiary there is in existence a ninety (90) clock hour in-house training program for new personnel. While some small attention has been paid to the training function, the main thrust of the program has been primarily concerned with custody and security functions. It is the feeling of the staff at this institution that while many of the elements of the present program can and should

be maintained, there needs to be a modification of the training effort in terms of legal, sociological, psychological, and environmental aspects that will provide the officers with a much better understanding of their individual roles in the entire process.

According to the staff at West Virginia Medium Security Prison, there has been no personnel training program at that institution since 1963 or 1964. Approximately seventy-five (75%) percent of the personnel presently employed have had no training whatsoever. The warden and staff have indicated that they would like to begin a training program for top management followed by programs for middle management and line personnel. It was felt by the staff that we should begin with approximately twenty (20) clock hours of training. Due to the nature of this particular institution, being that of farming, it was felt by the warden and staff that the most appropriate time to begin a training program for officers would be in the later part of November or the first of December.

The superintendent for the West Virginia Industrial Home for Girls indicated that the personnel at that institution had had no training to the present time. It was felt that this institution would prefer to develop a training program consisting of some twenty (20) clock hours, initially, which could be expanded in due time. A desire was indicated by the superintendent to obtain some college course work that would enable her to complete a masters degree in the area of counseling and guidance. The Deputy Director - Youth Services, working in cooperation with the superintendent and her staff, is presently in the process of listing areas that they believe need to be incorporated into the initial training program. Upon completion of this work, they will forward the same to the Project Director who will in turn review the work and make any suggestions or recommendations that he deems necessary and will subsequently meet with the deputy director and the superintendent and her staff for a final approval of the initial training program curriculum.

The superintendent of the West Virginia Prison for Women indicates that none of the personnel at that institution have had any training whatsoever. She indicates a sincere desire for personnel training and is in the process of developing, along with her key staff, some suggestions as to areas for training that would meet the needs of that particular institution. Materials from this institution will be reviewed by the Project Director and suggestions will be made in a meeting with institutional personnel that will enable us to begin a program of personnel training at Women's Prison.

The superintendent at the West Virginia Forestry Camp for Boys, along with his staff, have suggested that some general in-service training has occurred for approximately forty (40%) percent of the personnel at that institution. There is presently an orientation of new personnel by the superintendent for a period of approximately two (2) weeks. As with the juvenile girls institution, material will be submitted to the Project Director who will in turn review the material and will subsequently meet with this staff and finalize a training program.

While many programs are moving forward in a most satisfactory manner at the West Virginia Industrial School for Boys, personnel training is badly needed. The superintendent at the institution with his key personnel have indicated an immediate need for personnel training. The staff at this institution is also interested in college credit courses being offered at the institution for the benefit of those personnel who desire to undertake college course work. They also indicated the likelihood that personnel from the Girls Home and the Forestry Camp and possibly the Robert F. Kennedy Youth Center (Federal) as well as interested community personnel would be interested in enrolling in college credit courses to be conducted at the institution. Contact has been made with Mr. Art Morris, Appalachian Center, West Virginia University, who is responsible for college credit courses in extension. Mr. Morris informs me that he is very much interested in this program and will cooperate in every way possible.

In all probability, a program of this nature will be initiated in January 1970. In this instance also, material for in-house training will be forwarded to the Project Director for his reaction and subsequent meeting with staff.

Each of the institutional administrators have expressed their willingness to cooperate in training by developing lesson plans and assuming the responsibility for presenting one or more subject areas. They have further committed in-kind contributions from their respective institutions as part of their share in developing the training programs (See Appendix I).

SUMMARY AND CONCLUSIONS

Subsequent to solving difficulties perpetrated by certain political interests within the State, which delayed the uninterrupted progress of training correctional personnel, we again achieved momentum in our activities in correctional training.

With the enactment of Public Law 89-197, special program development grants were established in order to provide state correctional systems and colleges and universities with the means to upgrade training for correctional personnel. West Virginia University was a recipient of one such grant.

Experience has dictated that present lines of authority within the Division of Correction insure cooperation from interested parties, both in the planning and implementation of in-service training programs for correctional personnel. This was not the case prior to the appointment of Mr. J. Donald Clark as Commissioner of Public Institutions.

In the interests of cooperation and support, which we believe will inure generally to the benefit of the State of West Virginia and specifically to correctional personnel we recommended :

(1) Should the Governor be so disposed, to issue an Executive Order to the attention of all state agencies in West Virginia emphasizing cooperation on the part of all personnel with regard to in-service training programs.

(2) Communication with all department heads of state government emphasizing the need for cooperation on all fronts in approaches to seeking solutions to the crime and delinquency problems in West Virginia.

Initial planning for correctional personnel training resulted in a program format that seemed viable. The conclusion of the planning phase was a culmination of efforts expended by representatives from a number of agencies, disciplines, and professions. A pilot training institute was further convincing proof that we had indeed developed a meaningful training program.

The first important test of the program's viability came as a result of presentations to agency personnel. Correctional administrators and personnel, along with others, participated as lecturers. In the final analysis it became clear, as evaluation from participants indicated, that for personnel with this level of sophistication and academic background, the content and methods of presentation were good. From our discussions with the correctional institution administrators, the opinions indicated that institutional correction personnel who, in the majority, lack the level of academic background and sophistication of their co-workers in corrections, would in all probability experience difficulty in relating to the subject matter at that level.

It was therefore our contention that in order to provide good meaningful training to correctional institution personnel that we utilize the basic content of subject matter that had been developed, but present it in a more basic manner and on an individual institution basis. In consideration of the cooperation and support for these programs from the Commissioner and his staff, it was indicated that this approach should produce excellent results.

Throughout this project much effort has been directed toward creating an awareness among correctional personnel of the need for upgrading correctional services through in-service training. We have also attempted, not only to create an atmosphere of acceptance of training on the part of administrators, but to promote active participation by them in establishing in-house training

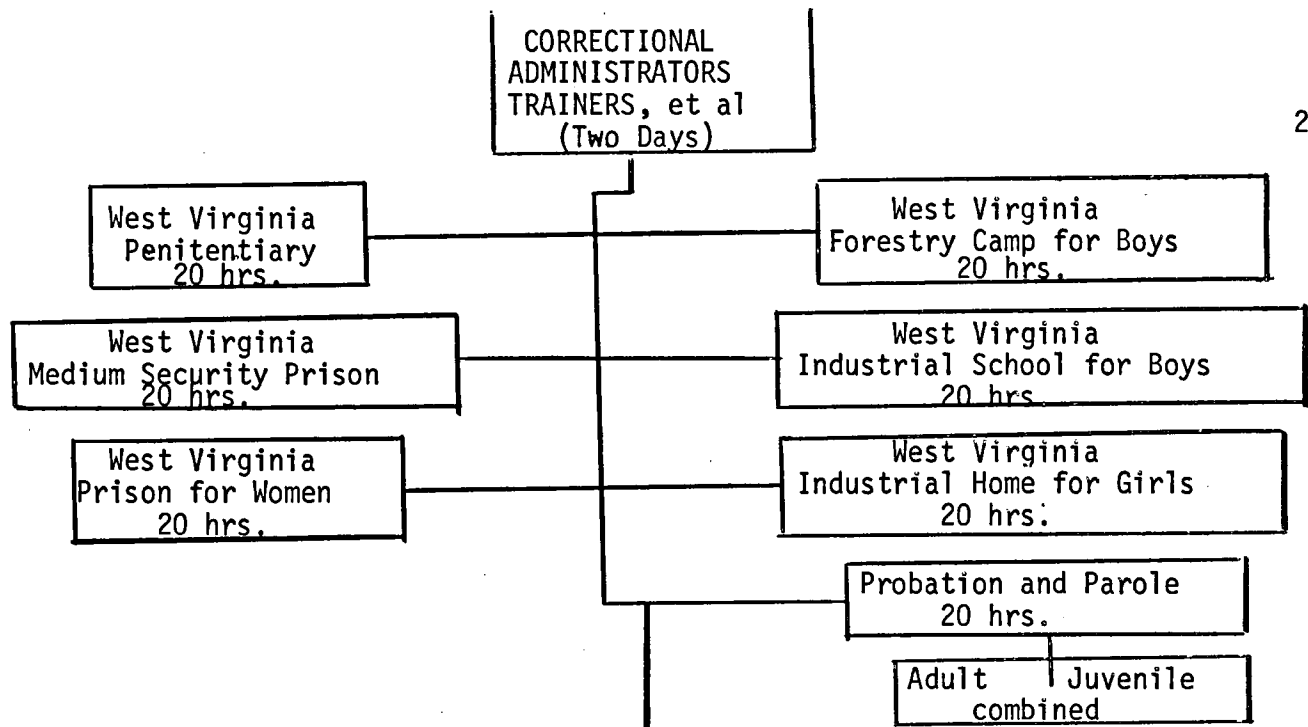
programs within their respective institutions. As a result of these efforts, institutional administrators participated cooperatively in an attempt to institute training programs within their institutions. Administrators and key personnel identified problems, established goals and objectives - both short and long term and designated certain personnel as responsible for the establishment and operation of in-house in-service personnel training programs.

The opinion of the Project Director, in his experience with West Virginia corrections, is that were we to identify only one significant development in the project at this time, it would undoubtedly stand out that for the first time in the history of the State, all institutional administrators are now eager to move forward with personnel training programs.

During the month of September, the Project Director conferred with each institutional administrator and the top staffs of each West Virginia correctional institution. The Commissioner of Public Institutions has given his support and cooperation and administrators have followed suit.

With funding through the Governor's Committee on Crime, Delinquency, and Corrections for continued training, we are now in position to move rapidly into the respective correctional institutions with cooperative and substantive personnel training programs. Not only will we be enabled to offer in-house training, but we are also planning to offer courses for college credit to those personnel who can meet the criteria for admission.

It is the considered opinion of the Project Director that during the ensuing year, training programs for West Virginia correctional personnel will begin to assume their rightful place in promoting professionalization and in upgrading the West Virginia Division of Correction.



Div. of Voc. Rehab.
 Dept. of Welfare
 Dept. of Employment Security
 Dept. of Public Safety
 Dept. of Mental Health

- Instructors from:
1. Division of Correction
 2. Collaborating Agencies
 3. West Virginia University

COUNTIES REPRESENTED		PROGRAM LOCATION	PROGRAM LOCATION	COUNTIES REPRESENTED	
Marshall	Ohio	Wheeling 20 hrs.	Martinsburg 20 hrs.	Berkeley	Morgan
Hancock	Brooke			Mineral	Jefferson
Wetzel				Hampshire	Hardy
Monongalia	Marion	Clarksburg 20 hrs.	Beckley 20 hrs.	Greenbrier	Monroe
Doddridge	Taylor			McDowell	Summers
Harrison	Lewis			Wyoming	Mercer
Preston	Gilmer			Nicholas	Raleigh
Pleasants	Tyler	Parkersburg 20 hrs.	Huntington 20 hrs.	Lincoln	Wayne
Calhoun	Wirt			Cabell	Logan
Ritchie	Wood			Mingo	Mason
Jackson	Clay	Charleston 20 hrs.	Elkins 20 hrs.	Braxton	Pocahontas
Kanawha	Roane			Upshur	Randolph
Putnam	Boone			Tucker	Pendleton
Fayette				Grant	Webster
					Barbour

Chart illustrating the organization of programs, scope, and participation of agencies.

Figure 1

A P P E N D I C E S

APPENDIX A

Lesson Plans that were developed
by instructors for presentation.

LESSON TITLE: The Changing Role of the Correction Officer 1750, 1829, 1870, 1930

INSTRUCTOR: Joseph Kuzniar, Instructor West Virginia University

LESSON OBJECTIVE: The trainees will be able to point out the roles and function of the correctional officer during 1750, 1829, 1870, 1930

INTRODUCTION: Ask the Question, "What is a correctional officer?"

I. The role of the correctional officer as stemming from the ideas why people commit crimes and the purpose of penal institutions.

II. Slides, "Development of Corrections."

DEVELOPMENT:

I. Pre-1750

- A. Man committed crimes because possessed by the devil and evil spirits
- B. Treatment was physical punishment (give examples)

II. 1829

- A. Man is a rational being able to think and plot crimes
- B. Imprisonment developed to be a rational response to a rational crime. Still punishment.

III. 1870

- A. American Prison Association declares that imprisonment was for purpose of rehabilitation
- B. Treatment through repentance and penitence.

IV. 1930

- A. Decline of industrial prison. A shift to rehabilitation.

CONCLUSION AND SUMMARY: The role of the correctional officer historically determined by the purpose of the penal institution.

METHOD OF PRESENTATION: The "open lecture" method will be used with questions and comments being solicited from the trainees. Open discussion will be encouraged. Slides: "The Development of Corrections" will be shown.

LESSON TITLE: The Place of Corrections in Criminal Justice System

INSTRUCTOR: Willard D. Lorensen
Professor of Law
West Virginia University

LESSON OBJECTIVE: To enable to the student to explain the relationship between correction processes and the total process by which crime and guilt is determined and sentences imposed.

INTRODUCTION: Drama of trials vs routine of the criminal justice system. Contrast practical importance of difference. About 400 trials a year in entire state of West Virginia. Number of criminal offenses that are processed through tribunals of some sort amount to 20 times that number. (Note television series, such as Judd, Perry Mason...etc.)

Finality--What happens after trial is very important--but much less dramatic.

Criminal Justice System does much to shape the man's attitude toward the corrections system.

AIM: Describe the steps in the criminal justices system and explain their relationship to correction processes.

I. Pre-Trial Phases

A. Investigation

1. Police Observation (typical traffic case...)
2. Victim reports (assaults, etc.)
3. Informer reports--victimless crimes--narcotics
4. Detective puzzle cases--rare in fact

B. Arrest

Technically, the taking of a person into custody...Note that this follows investigation--assumes that there is sufficient evidence to have a firm belief that the man has committed an offense. Much of the constitutional litigation arises--because the courts are concerned with police who feel under pressure to take precautionary measures which lead them to arrest first and then investigate. Note--attitude shaping effect of an arrest without adequate grounds.

C. Booking

Essentially a metropolitan step--not followed frequently in rural West Virginia. Without elaborate centralized police administration the public officer will usually take the person directly before a J.P.

D. Initial Appearance

The J.P. performs this function. By statute formally warns of rights--right to make call and contact a friend, etc.

E. Preliminary Hearing

1. Probable cause to hold, determined by non-police person (J.P. bias issue)
2. Set Bail--Freedom before trial is the issue.

II. Trial Phase

A. Felony Disposition

1. Information (sworn charge by public official) vs. indictment (only method now employed in West Virginia)--delay.
2. Arraignment--official step of importance--it fixes the jurisdiction of the court over the individual
 - a. appearance
 - b. official notice of charge
 - c. plea to the charge
3. Dilatory Pleas--technical stuff for lawyers, motions to suppress illegally got and the get started here
4. Guilty Pleas
 - a. about 90% of cases settled thus
 - b. ABA standards--fairness concern and impact upon the individual defendant. Routine bargaining away of his freedom is resented.
5. Trial
 - a. expensive and rare--about 400 a year in state
 - b. No "bench trials" in West Virginia

III. Sentencing

A. Pre-Sentence Report

1. Background on the individual--the problem about "confidential" information
2. Judges authority--actual range of choice versus "ceremonial aspects" of job. Again--how is the defendant impressed.
3. Dispositions Available
 - a. probation--5 year rule (eligibility and limit)
 - b. Prison--Indefinite Term--parole determines length
 - c. County Jail--alternative in some felonies.

IV. Contrast Misdemeanor and Juvenile Proceedings

A. Misdemeanors

1. Penalty limits (1 year in jail)
2. Fines
3. Probation--always possible
4. Counsel appointments

B. Juveniles

1. Therapeutic concepts of the court
2. In re Gault--we must view juvenile courts for what they are--a form of punitive courts
3. The uncertainty today
 - a. procedures--how much due process applies
 - b. dispositions--what forms are used, what works
 - c. Attorneys--how do lawyers fit in

V. Corrections

A. Institutions vs. Community Treatment

1. Institutions--note structure, location, size, support
2. Community--Services--employment, counseling, family, churches

- B. The processes preceding the institutional contract and the judge's decision do much to shape the attitude toward the possible success of corrections phase.

CONCLUSION AND SUMMARY: Corrections process starts at the first point of contact between authority and the offender. Once into the corrections system officially, the formal adjudicating process had little influence over what happens to the person.

METHOD OF PRESENTATION: Illustrated lecture--Each student will be furnished with a printed copy of the diagram: The general view of the Criminal Justice System reproduced from the President's Commission report: The Challenge of Crime in a Free Society, 1967, pages 8-9.

REFERENCES: Generally, President's Commission: The Challenge of Crime in a Free Society (1967)

LESSON TITLE: The Prison as a Social Institution

INSTRUCTOR: Dr. Harold N. Kerr, Associate Professor
Department of Sociology
West Virginia University

LESSON OBJECTIVE: To sensitize correctional personnel to some social factors related to the operation of a correctional facility.

INTRODUCTION: A stereotype held by many professional and lay people is that a correctional institution is a mini-society. It would appear that this concept is in need of reexamination. Basically, that stereotype is the product of a common practice of assuming that because a segment of population is housed under one roof and there is a division of role-playing among those people that there is a "society." Just as we know that "prison walls do not make a prison", so, too, we know that society is not only a matter of spatial relations.

DEVELOPMENT: It is felt by many in the field of correctional and the social sciences that the myth that a correctional institution is in reality, a small society should be discarded. The principal reason for such thought stems from the fact that the "small society" approach helps to perpetuate a false belief. The false belief in turn promotes erroneous expectations and false hopes. In keeping with the "small society" concept, activities related to education, religion, government, etc. are carried on in the belief that such program "by their very nature" will have a rehabilitation consequence for prisoners. In this lesson it is hoped that the societal aspect of all phases of a correctional institution may be examined.

CONCLUSION AND SUMMARY: The following major points will be developed in this lesson:

1. nature of correctional institution
2. problems of changing behavior within an institutional setting--the dehumanizing factor
3. artificiality of the setting
4. methods for modifying these difficulties
5. future of institutions

METHOD OF PRESENTATION:

Lecture-discussion

Film - "Dehumanization and the Total Institution"

LESSON TITLE: Institutional Programs and Revenge, Retribution, Reformation or Reestablishment

INSTRUCTOR: Mr. Fleary P. Samples, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University

LESSON OBJECTIVES: To present a historical overview of prison program developments; to state the purpose of prisons and to project the future goals of correctional institutions.

INTRODUCTION: It is estimated that one in every 500 in the United States will be the victim of a violent crime during this year. Included in this violent crime classification are such crimes as forcible rapes, assaults, homicides and robbery. The 1 in 500 ratio for violent crimes will only account for 13% of the offenses for the year. The remaining 87% of the crimes will be committed against property. So, while the incidence of crime increases so does the need to bring all of the resources available into focus to deal with the offender. It is hoped that you will gain further insights into the problem during this session - because it is imperative that correctional and agency people begin to work more closely together and begin to reduce the fragmentation of services for the offender.

DEVELOPMENT: What is the purpose of our prisons (class response)? There is, as we have noted in this group, a wide range of opinions on the above question. Some feel that prisons are established to punish the offender; others think that prisons seek revenge for society by dehumanizing people; while others (and the number is increasing) believe that prisons seek to correct, rehabilitate or as the title implies, reestablish people to a more productive life.

Who is the offender (class response)? It is estimated that 500,000 people are dealt with daily in our correctional system. While the difference among inmates probably varies as much as the differences in people in the general population, the following are some identified types of offenders:

1. some seem to be irrevocably committed to a life of crime
2. alcoholics
3. drug addicts
4. sex deviants
5. rebels

It is estimated that 95% of the offender group is male and about 1/3 are juveniles. It costs \$2000 per year to keep an adult in prison while the cost of incarcerating a juvenile is nearly double that figure. In addition, to the 500 million for adults and 330 million for juveniles, it costs \$150 million each year to operate county and city jails.

PROGRAM: The inmate population generally has low educational achievement, dislike for school and authority figures and a pessimistic outlook to the future, in terms of acquiring skills necessary for competing with others in the society as a whole. There usually is a need for:

1. attitudinal training
2. basic education
3. vocational training

A major aspect of correcting or rehabilitating a person is to assist him in developing a positive attitude toward himself, others, work, training, authority, change, etc. This process of altering attitudes usually is done through regular group discussions with peers.

A second step toward rehabilitation is to provide the offender with basic academic skills necessary for acquiring more complex vocational training. The prison population is below the eighth grade in reading achievement which includes many illiterate or functional illiterate people. Frequently, one's negative attitude toward himself is related to his low achievement and feelings that he cannot learn. It is extremely important that inmates have established long and short range objectives that are related to their basic educational program. Some may want to gain skills necessary for participation in more advanced vocational training.

Others may want to complete a G.E.D., etc. The development of programmed institutional and adult materials have provided needed resources for training offenders.

Another important aspect of the program in the rehabilitation of offenders is vocational training. Ninety-four percent of all offenders have no marketable vocational skill. Prison vocational training has been given added impetus by amendments (1966) to the Manpower, Development and Training Act of 1962 and by the inclusion of some offenders as eligible for vocational rehabilitation services (1966).

Vocational training courses in prisons vary a great deal. Some of the commonly found courses include auto mechanics, upholstery, appliance repair, etc. Too often, production of goods is considered to be vocational training in cases where inmates get only limited exposure of a facet of the total task which would be inadequate for functioning in that job in industry.

Farming as a vocational training area is rapidly becoming extinct. Farming, too often, is an end in itself instead of a means to an end.

Personal services: Numerous counseling and treatment programs have been established in recent years. This has resulted in bringing multi-disciplinary persons into the prisons to focus on the problems of inmates.

CONCLUSION AND SUMMARY: In recent years, the prison system has begun to revise its goals and to open itself as a closed system. The change in goals can be summarized as sending folk to prison as punishment, not for punishment. By opening the prison as a closed system, numerous representative disciplines now are active participants in institutional correctional programs in addition to security personnel, teachers, counselors, recreation specialists, social workers, etc., have joined with security persons to establish programs for rehabilitating inmates. The bridge that once separated security and treatment personnel, where differences exist, are less and less significant than in the past.

LESSON TITLE: Non-institutional Programs

INSTRUCTOR: Mr. Fleary P. Samples, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University

LESSON OBJECTIVES: To list and describe community based correctional programs.

INTRODUCTION: At least 98% of the presently incarcerated offenders will be released back to the community. Community and agency personnel must now begin to work more and more with offenders in the community setting. This will require more education of agency people and the general public, more coordination and a sharp reduction in the fragmentation of services that are available to offenders through various agencies. The security that we once felt in having criminals locked behind walls is now primarily a myth. We must, more and more, begin to deal with offenders within the community setting.

DEVELOPMENT: A major trend in corrections today is the development of community based programs for treating offenders. At least 60% of all offenders are now being treated within the community.

In addition to the film presentation, some of the programs that warrant further discussion are work and study release, pre-release and pre-release guidance centers, half-way houses, and foster homes.

Work and study release programs are usually joint efforts between the community and correctional institutions. These programs provide an opportunity for inmates to leave the institution in the morning to report to a regular job or to attend school and return in the evening.

Pre-release centers take on many and varied forms. The basic concept of pre-release centers is to provide the inmate with a conditioning period before he is fully released from the institution. The pre-release Guidance Center program is operated by the Bureau of Prisons. These centers have been established in several metropolitan areas and receive inmates who have only short periods remaining on their sentences. The inmates are allowed to accept employment and other services available to them in the community and at the center. During this slow transition from the institution back to the community, the inmate can be assisted to make a more meaningful and lasting adjustment.

Half-way Houses - This term connotes many meanings to many different people and groups. The practices of half-way houses for offenders are as varied as the definition implies. Among the numerous uses made of half-way house programs are: 1) A temporary residence for released or paroled offenders, a detention home for probationers, and a place that offers specialized counseling and assistance to offenders. Numerous approaches to treating offenders have been attempted by half-way house programs.

Foster home programs have been used widely for community detention centers for juveniles. In a recent survey, 42% of 233 probation departments surveyed used foster homes for delinquent youths.

A major problem for offenders who seek community services is the fragmentation of those services among and within agencies. Even the services provided by the criminal justice system, the courts, corrections, police, etc., suffer major communication gaps and deep fragmentation. Each seems to function as a separate entity, independent of the others, thus the offender must try to overcome such mazes if he is to benefit from available services.

A prison is considered successful if the recidivism rate is 50%. Many community based treatment programs show 85% success records. The cost of community based programs is often only 1/3 what the costs are for institutional programs.

CONCLUSION AND SUMMARY: The development of community based programs will increase rapidly during the next few years. If an offender is locked behind bars, how can he learn to function in the environment to which he must return? So, the rationale for community programs is sound in that one is taught to deal with his problems in a community context.

The great needs in establishing programs of their nature are for: 1) more public education (especially employers); 2) highly trained staffs representing various disciplines; 3) more cooperation between community and institutional programs, and 4) reduced fragmentation of services for offenders.

TITLE: "Differences That Make a Difference"

INSTRUCTOR: Harold N. Kerr, Ph.D.
Associate Professor of Sociology
West Virginia University

OBJECTIVES: Two objectives will dominate this presentation: 1) to attempt to sensitize prison staff personnel to possible consequences of culture differences on the development of behavior habits of prisoners, and 2) to attempt to sensitize prison staff personnel to possible effects of culture differences upon the treatment of inmates by prison staff personnel.

INTRODUCTION: One factor contributing to the incidence of crime in the United States has always been what may be referred to as culture conflict. This results from the fact that Americans are people of many different races, religions, nationalities, education levels, and socio-economic classes. Frequently such differences produce prejudice, clannishness, jealousy, and misunderstanding, which in turn may result in irrational antagonisms and, at times, even hatred.

DEVELOPMENT: Many persons in the lower levels of the social spectrum find their way into correctional institutions. Society is quick to commit those of the lower classes who violate the rules on the ground that if left outside a prison they contribute to the production of more violators. The denial of the inmate's freedom through imprisonment adds reinforcement to the already present belief on his part that he is being victimized by a middle class society. Institutions are operated for the most part by middle class personnel. This tends to produce misunderstanding and friction. It is the understanding of this social structure that is necessary to reduce problems of interaction between inmates and correctional personnel.

CONCLUSION AND SUMMARY: It is necessary for correctional personnel to give considerable thought to the consequences that can arise from problems stemming from cultural differences.

Significance of the following:

1. The acquisition of loyalties to groups, ideas, beliefs, etc. as we grow up.
2. The significance of attitudes and/or prejudices that flow from an accompanying interaction with groups that are "different."
3. Maturity level and the presence or absence of prejudice, hatred, and other fanatical response patterns.
4. Assumptions that inmates will bring into prison unsupportable prejudices, loyalties, and misconception of several kinds.
5. The recognition of correctional staff personnel of the importance of reviewing their own prejudices, hatreds, or other fanatical beliefs.

METHOD OF PRESENTATION & INSTRUCTIONAL AIDS USED: The lecture-discussion method will be used in the presentation of this lesson. As one means of triggering idea-sharing, a film will be shown at the beginning of the lecture. The film titled, "The High Wall," demonstrates how hatred of "different" people can result in gang fighting ending in bloodshed and prolonged rivalries.

REFERENCES: Differences That Make The Difference, a monograph published by the Joint Commission on Correctional Manpower.

LESSON TITLE: Prisoner Profiles and Classification

INSTRUCTOR: A. L. Rice - Rehabilitation Counselor II
 Director of Classification
 Division of Correction
 Maximum Security Prison
 818 Jefferson Avenue
 Moundsville, West Virginia 26401

LESSON OBJECTIVES: A. To explain how diagnostic classification affords individualized treatment by creating an atmosphere allowing personal growth and development requisite for an inmate's release to a community. B. Show the need for a comprehensive diagnostic and classification system and how this system best serves the combined interests of correctional administrators, society, its communities, and the incarcerated offenders. C. To give an explanation of the multi-disciplined team approach for evaluation and understanding individual differences and the necessity for a variety of institutional programs serving these individual differences. D. Explain the basic concepts of individual differences and how we must gear our programs to meet each individual's needs.

INTRODUCTION:

- A. Brief introduction to topics to be discussed and their relevance to the group.
 - 1. Concepts of individual differences
 - 2. Diagnoses and classification
 - 3. Variety of services, purposes, follow-up
- B. Developing a relaxed and receptive audience.

DEVELOPMENT:

- A. Concepts of individual differences.
 - 1. The personalized self
 - 2. Individual growth and development
 - 3. Characteristics of offenders
 - 4. Typical offender profile
 - 5. Assessment of individual differences
- B. Diagnoses - classification duo.
 - 1. Background to diagnoses - classification
 - 2. Defining diagnosis - classification
 - 3. Tools and purposes of individual evaluation
 - 4. Advantages of classification - (team decisions)
 - 5. Personnel serving on classification board
- C. Serving individual needs through multi-disciplined team approach
 - 1. Behavior modification via program variety
 - 2. Necessity for diversified programming
 - 3. Follow-up and continuity of efforts

CONCLUSION AND SUMMARY:

- A. Even though we can present a typical public offender profile we need to be cognizant that each offender is an individual. The challenge lies in our combining efforts in assessing his individual differences and meeting his individual needs.
- B. Diagnoses-classification is a team approach which meets this challenge; and subsequently, prepares each resident to more responsibly assume and accept his position in society upon release.

- C. Individual needs can best be served by combining our efforts using the multi-disciplined team approach in facilitating the rehabilitative process of resocialization.
- D. Our efforts have moral and economic rewards in addition to helping solve one of society's most paramount and growing problems.

METHODS OF PRESENTATION AND INSTRUCTIONAL AIDS USED: Lectures guided group discussions.

LESSON TITLE: A National Survey of Corrections

INSTRUCTOR: Mr. Herbert Beall, Assistant Director
Robert F. Kennedy Youth Center, Morgantown, West Virginia

LESSON OBJECTIVE: After the trainee has participated in this one hour session, he should be able to give a general report on:

1. the state of the nations correctional facilities and programs;
2. the major needs in the field; and
3. present trends in corrections with some examples of the more promising programs currently in operation.

INTRODUCTION: In opening the session, a general over-view of the Evolution of Corrections in the U.S. and some facts about the present system will be discussed.

DEVELOPMENT: The state of the nation's correctional system will be examined in more detail, looking at such matters as the number of offenders, overall costs, per capita expenditures by regions, personnel, built-in problems and the public image.

CONCLUSION AND SUMMARY: The session will be concluded by looking at some of the major trends in corrections along with some suggestions as to the Federal role.

METHOD OF PRESENTATION: The material will be presented by lecture with the use of transparencies (over-head projector) or charts where the use of a projector is not feasible.

LESSON TITLE: The Contemporary Role of the Correctional Officer

INSTRUCTOR: Joseph Kuzniar, Instructor West Virginia University

LESSON OBJECTIVE: For the trainees to describe the present role and function of the correctional officer.

INTRODUCTION:

- I. Who is the correctional officer?
- II. Prison Guard title was changed to correctional officer to denote the changing roles and functions.
- III. His roles are defined by the purpose of the institution. Develop a definition of rehabilitation which is the purpose of modern day institutions.

DEVELOPMENT:

- I. Purpose of institutions (give examples)
- II. Functions:
 - A. security
 - B. custodial
 - C. classification
 - D. treatment
- III. Roles -- The correctional officer is a professional but not an expert in the following roles:
 - A. Doctor
 - B. Minister
 - C. Social Worker
 - D. Counselor and Psychologist
 - E. Lawyer
 - F. Educator
 - G. Custodian

CONCLUSION AND SUMMARY: The correctional officer is the most important person in the institution in carrying out the treatment program of rehabilitation.

METHOD OF PRESENTATION: The "open lecture" will be employed as to encourage questions and answers and discussion between the trainer and trainee. Small group discussion will be employed to determine the essential attitudes and skills needed by the present day correctional officer.

LESSON TITLE: Vertical and Horizontal Growth in Correction

INSTRUCTOR: Joseph Kuzniar, Instructor West Virginia University

LESSON OBJECTIVES: To point out the need for training and to discuss the opportunities for improvement and advancement

INTRODUCTION: The roles and functioning of the correctional officer have been discussed and it appears that there is a gap between what is and what should be.

DEVELOPMENT:

- I. The Civil Service Commission is now testing for the position of correctional officer, the State Code does not allow for this position only for the position of prison guard.
- II. A brief survey was made and it was discovered that the institutions in West Virginia are concerned with things besides training and that hopes are being placed on Civil Service for the creation of opportunities.
- III. Training in the future
 - A. correctional academy
 - B. region training centers
 - C. college with: NDEA
Stipends
Institutional support
 - D. Locally developed training programs

CONCLUSION AND SUMMARY: To fill the need of modern day institution training methods must be improved and developed along with an increase in salaries.

METHOD OF PRESENTATION: The "open lecture" method will be used along with discussion with and among the trainees.

LESSON TITLE: You and the Law

INSTRUCTOR: Willard D. Lorensen
 Professor of Law
 West Virginia University
 Morgantown, West Virginia

LESSON OBJECTIVES: To enable the student to identify newly recognized rights of prisoner enforceable in courts while the prisoner remains incarcerated to identify potential areas of limits on restrictions that may be imposed as a part of parole or probation and to be able to contrast such status with a private citizen.

INTRODUCTION: Quote " (The prisoner) has, as a consequence of his crime, not only forfeited his liberty, but all his personal rights except those which the law in its humanity accords to him. He is for the time being the slave of the state." Ruffin v. Commonwealth, 62 Va. 796 (1891). This reflects the rule of absolute administrative discretion that was the case until only the past decade or so. Now prisoners have their rights too, and the courts will recognize them.

I. Rights and Privileges

A. The basic presumption

1. Free to act so long as no interference with others

- a. Crimes
- b. Property restraints
- c. Regulatory rules -- e.g., traffic--parking

2. Right -- Privilege distinction

- a. Right -- something the law will do for you, e.g. remove someone who encroaches on your land.
- b. Privilege -- something the law won't stop you from doing-- e.g., entering into a contract.

B. The Basic Turn Around with Convicted Persons

- 1. Freedom to Move
- 2. Freedom to Associate and Communicate
- 3. Freedom to Contract

II. New Rights of Prisoners

- 1. Religion and Association -- The Black Muslim Cases
- 2. Communication -- Courts, lawyers and "jail house" lawyers
- 3. Freedom to Contract -- Book writing, the "committee" program in West Virginia

4. Arbitrary Regulations
 - a. Strip cells
 - b. Isolation
 - c. Corporal punishment

5. Suits for Injuries

III. Parole and Probation

1. Grace Theory
2. Contract Theory
3. Legality Theory

CONCLUSION AND SUMMARY: 1. A free citizen is presumed to act lawfully. Anyone who seeks to interfere bears the burden of justifying that interference.

2. The prisoner in a penal institution loses this presumption. His life is regulated. The burden is upon him to prove a right against administrative authority that is presumed to act correctly. This places the prisoner under a serious handicap.

3. The probationer and parolee are presently more akin to a prisoner in that the termination of his freedom is simple -- though growing more formalized.

LESSON TITLE: Probation and Parole Organization and Practice

INSTRUCTOR: John E. Lynch, Coordinator
Juvenile Field Services
Room 714, Office Building #1
Charleston, West Virginia 25305

LESSON OBJECTIVE:

- I. Define and explain organizational structure.
- II. Brief resume of philosophy of probation and parole.
- III. Outline practice of probation and parole in West Virginia.
- IV. Cite needs for up-grading corrections in West Virginia.

INTRODUCTION:

Specific position and duties of a Probation and Parole Officer.

- A. Counseling
- B. Rehabilitation
- C. Methods of treatment
- D. Formulating constructive release programs

DEVELOPMENT:

1. Brief history of probation and parole
2. Corrections and its purpose
3. Methods of Treatment
4. Suggestions for improvement:
 - a. Work-release programs
 - b. In-service training programs for correctional personnel
 - c. Community participation and responsibility
 - d. Half-way houses.

CONCLUSION AND SUMMARY: The probation and parole system had its beginning as early as 1787 and 1832 in Dublin and the U.S.A., and since that time it has expanded in practically every country of the world. The first action taken in America with reference to indeterminate sentences or parole was initiated by the State of Michigan in 1867, after which it quickly spread to other states. The effectiveness of the program has lead to intensive studies and research for augmentation and improvement.

Parole in West Virginia had its beginning in the 1920's under the Board of Pardons, and in 1939, a Director of Parole was appointed by the Governor. This office was later replaced by our present three member Board in 1953. In 1965, West Virginia moved even farther ahead in this field by creating a Division of Correction to liberalize the system of parole and treatment.

METHOD OF PRESENTATION:

1. Lecture
2. Chart demonstrating "Wheel of Correction."
3. Questions with reference to personal views regarding probation and parole practices.
4. Discussion period.

LESSON TITLE: Principles of Management and Supervision

INSTRUCTOR: William O. Wallace
Assistant Deputy Warden
West Virginia Penitentiary
818 Jefferson Avenue
Moundsville, West Virginia

LESSON OBJECTIVE: Understanding the supervision of a prison in the past, their objectives and policies. Understanding the supervision, objectives and policies of the Correctional Institution today. Understanding the primary goals of public service in the management of a Correctional Institution. Understanding the importance of staff and inter-department organization and communications in an efficient correctional agency. Understanding the meaning of inservice training. Understanding the chain of command and the responsibility.

INTRODUCTION: Here I would just like to talk about prisons and maybe ask some of you, what your idea of a prison might be. I would suspect that we would have as many answers as there are persons here. A few interesting facts about the Penitentiary at Moundsville. It was established by the Legislature, as a prison to house and isolate convicted felons of the State, both male and female. It was instituted on a ten acre plot of ground in 1866, within the city of Moundsville. At the City limits South and East of the prison is a 212 acre farm, and coal mine, which are maintained and operated by and for the prison.

DEVELOPMENT: I hope that you now have a little better idea of what a Penitentiary is and some idea of how it operates.

Now I would like to try and explain to you the function of the Administration of a unit of this kind. The best place to start is when I started my career in 1936.

The physical facilities were about the same then as they are now, in many institutions. Their objectives were probably basically the same as today, but the approach to these objectives was considerably different.

The administrator that kept his cost per-capita down, had few or no escapes, no serious riots or trouble, he ran a good tight institution. I do not mean that inmates were grossly mistreated, generally they were not. The main objective was to keep the inmates away from society, get as much work out of him as possible. He would be returned to society at the expiration of his sentence, or on parole, with little or no thought as to what would happen to him in a society, he had been isolated from for any number of years. If an inmate happened to be assigned to one of the prison shops, where he learned a trade he could possibly use in the free world this was fine, if he attended one of the teachers school classes, he might learn to read and write his own name. This however was not compulsory, nor was there too much attention given the interested inmate. So you can see, what the administration needed was a staff, and guards that could enforce regulations, increase productiveness and run a secure institution.

I would like to point out, at this time that by no stretch of the imagination am I criticizing these administrators or their staff. They were fine men, dedicated to their assignment, believe me - I know, I worked for and with many

of them. Just keep in mind this was a system handed down for years, from administration to administration. Let me say further that each and every administration I have known and worked for has contributed their fair share in developing the Correctional Institution we have today.

Today with the goals of Correction clearly defined by penologists, The American Correctional Association and every authority in the field, has justly stated that the work of the administrator is constantly becoming more complex.

What are the goals of the Correctional Institutions today. The primary goals of Public Service in management of correctional institutions are:

1. To provide protection of society, by the safe keeping of offenders committed to institutional custody.
2. To provide for the care, protection and welfare of inmates.
3. To provide a suitable program for the rehabilitation of offenders.
4. To establish and maintain an efficient correctional agency.

Now keeping this in mind, it naturally illustrates that an administrator needs and must have trained personnel. As stated previously, the number one goal is still the protection of society and the safe keeping of the offenders. At this point the new thought is inserted, to provide for the protection, care and welfare of the offender. A second idea is also inserted, to provide a suitable program of rehabilitation for the offender. Finally we arrive at the oldest and perhaps the most important goal of every institution and every administrator, to establish and maintain an efficient correctional agency.

Correctional Institutions for offenders have been provided for the custodial care and rehabilitative treatment. Such institutions may have adequate physical facilities and proper equipment. Policies and procedures governing the operation may be well formulated; however, the key to the operation of the Correctional institution for the attainment of the stated goals will always depend upon the calibre of the personnel. The staff must not only be carefully selected persons, they must also be trained to render effective correctional service.

Some Goals of Such Training are:

1. To improve the capabilities of personnel for participation in the custody, classification and treatment of offenders.
2. To increase the effectiveness of personnel and thereby obtain greater efficiency and economy in operation.
3. To promote personnel capacity to recognize, understand and solve the problems, which occur in the Correctional Institution.
4. To prepare personnel for greater job satisfaction and broader career service.

CONCLUSION AND SUMMARY: Management and Supervision have changed in the Institution, even the name (Prison). The present day administration must be aware of the goals of the present correctional institution. He must have trained personnel to carry out these goals, of custody, classification and treatment. Inter-departmental communication and cooperation are very important in the operation of an efficient correctional agency. Training starts with command, so the administrator must understand its importance and make plans for a good training program. He must also designate the chain of command of his organization and see that it is strictly followed.

LESSON TITLE: Philosophy of Correction in West Virginia and the Institution

INSTRUCTOR: Ed Supak
Deputy Dorector of Youth Services
Box 493
Thomas, West Virginia

LESSON OBJECTIVE: Discuss the laws, philosophy and goals of the West Virginia Division of Correction.

INTRODUCTION: The formation of the Division of Correction. Relate some of the accomplishments of the Division through its laws, philosophy and goals, up to the present time.

DEVELOPMENT: My material will be presented on a past to present basis. Correction bill. Philosophy: It is possible for an individual to change his attitude; or to be changed to a more acceptable approach to that which is desired by society. Institutional programs, goals and needs.

CONCLUSION AND SUMMARY: Reiterate the following: Responsibilities of the Division; Philosophy of the Division; and, Goals of the Division.

METHOD OF PRESENTATION: Lecture, followed by a question and answer period.

LESSON TITLE: Vocational Rehabilitation and the Public Offender

INSTRUCTOR: Mr. Robert L. Griffith, Assistant Chief, Staff Development
Division of Vocational Rehabilitation
West Virginia Rehabilitation Center
Institute, West Virginia 25112

LESSON OBJECTIVE:

Primary Objective: For trainee to make meaningful client referrals for Vocational Rehabilitation services.

Secondary Objectives for trainees to know:

1. What Vocational Rehabilitation is
2. Who is eligible for Vocational Rehabilitation services
3. How to refer persons for Vocational Rehabilitation services
4. What Vocational Rehabilitation can do for the Public Offender

INTRODUCTION:

- I. Ask the question, "With the job you have now, how many of you have some dealing with handicapped people?"
- II. Ask the following questions:
 - A. What is Vocational Rehabilitation?
 - B. Who is eligible for Vocational Rehabilitation services?
 - C. How do you refer a person for Vocational Rehabilitation services?
 - D. What services are available?
 - E. What is being done for the Public Offender?

DEVELOPMENT:

- I. What is Vocational Rehabilitation?
 - A. Very brief history
 - B. Define Vocational Rehabilitation
- II. Who is eligible for Vocational Rehabilitation services?
 - A. Explanation of the three criteria for eligibility
 - B. How to refer a person to Vocational Rehabilitation
 1. Six (6) items of information necessary
 - C. Where to go for services
 1. DVR offices and facilities in West Virginia
- III. What services are available?
 - A. Medical
 - B. Artificial Appliances
 - C. Evaluation
 - D. Training (Vocational, College, Commercial)
 - E. Transportation and Maintenance
 - F. Tools, License and Equipment
 - G. Job Placement
 - H. Follow-up
 - I. Guidance and Counseling
 - J. The West Virginia Rehabilitation Center.

- IV. West Virginia Division of Vocational Rehabilitation and the Public Offender
 - A. DVR Unit at Moundsville
 - B. Future Plans

CONCLUSION AND SUMMARY:

- I. Review
 - A. Who is eligible?
 - B. Proper referral
- II. Rehabilitation's main objective - OPTIMUM EMPLOYMENT
 - A. As a problem for the "Ex-Con"

METHOD OF PRESENTATION AND INSTRUCTIONAL AIDS USED:

Method: The "open lecture" method will be used. Information outlined under "Development" above will be presented by lecture, with opportunity for brief questions and discussion by trainees throughout presentation. At the conclusion of the lecture trainees will be asked to discuss and comment on information presented. Copies of handout material (attached) will be given to trainees. The instructor will refer to this information during the presentation. Handout material will also serve as reference material for trainees' future use.

HANDOUTS: Pamphlet - "Doorway to Opportunity"
Vocational Rehabilitation Guidelines for Referring a Person for
Rehabilitation Services
Map - West Virginia Division of Vocational Rehabilitation Field
Program

LESSON TITLE: The Role and Mission of the West Virginia Department of Employment Security

INSTRUCTORS: Herman D. Gallin, Employment Service Counseling Supervisor
Stuart S. Whiting, Supervisor of Placement and Employer Services

West Virginia Department of Employment Security
112 California Avenue
Charleston, West Virginia 25305

LESSON OBJECTIVE: To provide trainees with information and an appreciation of the services available through the West Virginia Department of Employment Security.

INTRODUCTION:

- A. A brief description of the Department and its two major Divisions, the Unemployment Compensation Division and the West Virginia State Employment Service.
- B. A short outline of the public employment service in the United States, 1917-1965 and the "new direction" of the employment service 1966 to the present time.

DEVELOPMENT: Each of the substantive programs, beginning with Unemployment Compensation, will be discussed briefly. Particular emphasis will be accorded activities and programs which support ultimate job placement. Major programs of the West Virginia State Employment include Interviewing, Occupation Classification, Selection, Recruitment and Job Placement as well as the supportive services of Testing, Employment Counseling, Training, Job Development, Services to Special Groups, and Industrial Services.

CONCLUSION AND SUMMARY: A 10-15 minute question and answer period, and a closing summary which will attempt to relate discussion material to the work of the trainees.

METHOD OF PRESENTATION: Lecture, and group discussion through a question and answer period. Hand-out material: Pamphlet: - "Unemployment Compensation for West Virginians." Leaflet: "Do You Find the Right Personnel to Meet Your Requirements", both by West Virginia Department of Employment Security.

LESSON TITLE: Basic Organizational Structure of Department of Public Safety and Role with Offender and Exoffender.

1. Simply stated, Department of Public Safety upon conception was formed for the "Protection of Life and Property."

INSTRUCTORS: Company A - Sergeant L. L. Herald
Company B - Sergeant W. H. Mitchell
Company C - Sergeant S. S. Satterfield
Company D - Sergeant W. F. Wiant

LESSON OBJECTIVE:

- A. To explain the Department of Public Safety structure and its functions in conjunction with our role in relation to the offender and the exoffender.
- B. Department of Public Safety is not sufficiently structured to assist with exoffender and a rehabilitation program.
- C. Show necessity of an expansion program involving Department of Public Safety, if we are to participate in a rehabilitation program with exoffenders.
- D. Exoffender reluctant to contact officers for assistance.

INTRODUCTION:

- A. Over-view...
 1. Officer normally experiences first association with offender after a violation has occurred.
 - w. Department of Public Safety not sufficient in depth nor training to properly engage in rehabilitation program with exoffender.

DEVELOPMENT:

- A. Topic content
 1. Department of Public Safety primarily structured to "Prevent Crimes and Protect Property," dealing with the offender, and little, if any attention afforded exoffender.
 2. Officers in our social structure of present day need more personnel and additional training to communicate with exoffenders, to provide aid and counsel in conjunction with problems encountered.

CONCLUSION AND SUMMARY:

- A. Offender - Exoffender
 1. Officers of past and present are primarily engaged in energies directed toward the offender.
 2. Officers of today are insufficient in number and lack adequate training to communicate and assist exoffenders.
 3. Expansion programs involving officers in rehabilitation of exoffenders could be most effectual, and beneficial.

METHOD OF PRESENTATION: Lecture - Discussion

APPENDIX B
Sixty-item Test

Form 1 Program Evaluation

SIXTY QUESTIONS

Location _____ Date _____ Name _____

1. T F The primary objectives in the past relating to penal administrators have been to keep costs at a minimum and to protect society from law violators.
2. T F A public offender must be convicted of a crime before he can be referred by the judge for diagnostic psychiatric evaluation and/or treatment.
3. Imprisonment of criminals was developed historically:
 - a. to enable more efficient punishment to be administered by the "correction" officer.
 - b. to penalize the rational lawbreaker or to be a rational response to a crime and to be a deterrent.
 - c. by John Augustus and was incorporated into the Auburn Plan.
 - d. but was considered to be inhuman by Jeremy Bentham.
4. T F While flogging has largely been abandoned as a form of punishment within penal institutions to keep misbehaving prisoners in line, there is no law denying prison authorities the authority to use this method of control so long as serious or permanent injury is not inflicted.
5. Who would you say retains the greatest influence over the prison inmate:

a. Warden	e. supervising officer
b. fellow inmate	f. personal friend
c. family	g. others
d. community agencies	
6. About how many offenders are handled daily in the U.S. Correctional System?

a. 500,000	c. two million
b. one million	d. three million
7. T F For a small fee, testing, employment counseling, and placement services are available to all persons who apply for jobs through the Employment Service.

8. What are the six (6) necessary items of information to properly refer a disabled person for rehabilitation services?
9. Diagnosis and classification is used for the benefit of:
- correctional administrators
 - society
 - incarcerated offenders
 - treatment personnel
 - all of the above
10. T F Officer participation in rehabilitation program with ex-offender could be beneficial.
11. Which of the following are trends in corrections, generally:
- an increase in community based correctional programs
 - a break-down of correctional institutions as a "closed system"
 - a concentration on increasing production on prison farms
 - all of the above
 - a and b
12. T F Services from the West Virginia Department of Welfare are available only to people who receive welfare checks.
13. Which one of the following does a good correctional administrator need to understand:
- security
 - proper use of firearms
 - treatment and rehabilitation
 - principles of management and supervision
 - all of the above
14. A truly comprehensive program of mental health services should include which of the following:
- emergency services
 - in-patient services
 - out-patient services
 - partial hospital services
 - consultation and educational services
 - all of the above
 - a, b, and c above
15. T F Prison authorities have no right to stop papers being sent by prisoners to courts even if they fairly conclude that the prisoner is making a pest of himself and has no legitimate complaint.

16. The term prison guard in West Virginia was changed to correction officer because:
- prison guard is an outdated title and has "bad" connotations.
 - the Division of Correction decided to professionalize the occupation
 - the Division of Correction has started to emphasize the changing role and function of the occupation
 - the Correction Officer title means more pay and prestige for personnel employed by the correction institution.
17. T F The attitude of the parole officer should be that of counseling and supervision rather than policing and law enforcement.
18. Most offenders in the United States are:
- under supervision in the community.
 - in institution.
19. T F In West Virginia only the employer pays into the unemployment compensation fund. No deductions are ever made from a worker's wages for this purpose.
20. What are the three (3) criteria to be eligible for rehabilitation services?
21. The best method to use in understanding and evaluating individual differences is:
- comprehensive testing program
 - psychiatric or psychological evaluation
 - multi-disciplined approach
 - personal interview
22. T F The Department of Public Safety is presently prepared, trained and equipped to participate in rehabilitation program with ex-offender.
23. T F An inmate should be compensated in a monetary way for work performed while in the institution.
24. T F It is estimated that 98% of the present inmate population in prisons today will be released, either as a result of completing their sentence or of being paroled.
25. T F Most children receiving services from the Division of Child Welfare need to be taken from their homes.

26. T F It is best not to put much faith or trust in a convicted felon because they have already proven they cannot be trusted as they are in the penitentiary.
27. T F Between 30 and 40% of all prisoners in our State correctional institutions are alcoholic or have a related alcohol use problem.
28. T F The Supreme Court recently ruled that state prison authorities may not punish a man by segregating him in an isolation cell for helping other prisoners prepare legal writs when such help for prisoners is not otherwise available.
29. Historically, the community treatment program was pioneered:
- for the purpose of reducing cost and personnel in state penal institutions.
 - by John Augustus as to confront the individual with problems in the environment in which he lives.
 - by John Augustus to let the criminal know that he was a part of society.
 - as to be a deterrent to crime as the people of the community could see to what criminals are exposed.
30. T F The community should be held solely responsible for the action and behavior of the offender or parolee.
31. A comparison of the costs of handling offenders under supervision in the community to confinement in an institution reveals:
- it is more expensive to handle them in the community.
 - it is more expensive to handle them in the institutions.
 - the costs are about the same.
32. T F Counseling in the Employment Service is only available to those with vocational problems in the 16-21 age group.
33. What is the main objective of vocational rehabilitation?
34. Rehabilitative efforts are most effective when we:
- fit the individual to our already existing programs.
 - develop programs to meet the individual's needs.
 - offer education courses to drop-outs so they can acquire a high school education.
 - offer training courses to all the unskilled.
35. The Department of Public Safety as presently structured is a:
- police agency
 - rehabilitation center
 - civil processing agency

36. T F Indeterminate sentences seem appropriate, especially for youthful offenders, since inmates readiness is a primary criterion for release or parole.
37. T F In a society emphasizing work as the major status determinant, prison industry has important potentialities for making the correctional institution a means of rehabilitation.
38. T F Most West Virginia juvenile courts have their own probation staff.
39. The majority of inmates come from which socio-economic class(es):
- a. middle
 - b. lower and upper
 - c. lower
40. T F The collaborative system is a recent development in treatment where the custodial, administrative, and business staff cooperate together in the rehabilitation of the inmates.
41. T F The corrections process starts when a person convicted of a crime is officially sentenced and what happens to him before has no important bearing on the rehabilitation of the person.
42. T F In addition to the offender's own personality structure, his group affiliations are cited as sources for the persistence of criminality.
43. T F Under the collaborative system, group counseling is employed to increase communication between the staff and inmates.
44. T F Under the American system of criminal justice, the guilt or innocence of most criminal offenders is determined in a trial before a jury.
45. The high proportion of inmates in grade levels below the eighth testifies to:
- a. their inferior position in competing for employment in the community.
 - b. a previous lack of scholarly interests.
 - c. the inferiority of public schools.
 - d. a and b
46. T F The correction officer "plays" many roles and must be an expert in each one.
47. T F From the judicial point of view, the investigation of a crime is something that is largely completed before anyone is to be arrested.
48. T F The correction officer, being under civil service, may have the opportunity in the future to advance in position through inservice training.

49. Factors which may reduce the offenders possibility of successful readjustment to the community are:
- a lack of acceptance by local people and relatives.
 - limited or fragmented services available through appropriate agencies.
 - the "suspect" attitude of law enforcement officer
 - all of the above
 - a and c
50. T F High school graduates may under NDEA borrow money from the government for schooling in fields relevant to correction and be reimbursed for working in the field.
51. T F It is estimated that by 1975 the number of juveniles confined in institutions will increase from 44,000 in 1965 to 74,000.
52. T F To solve manpower needs in the field of correction, the trend is to develop highly skilled professionals as opposed to sub-professionals.
53. T F Eighty-three percent of correctional institutional inmates 25 to 64 years old have not completed high school.
54. Corrections has a special interest in people who are culturally different from the majority because:
- minorities are known to be mentally inferior as a group.
 - many of the minority groups are over-represented in the offender population.
 - minority groups are not interested in avoiding crime and delinquency.
 - minority groups are not interested in helping themselves once they get into the "hands of the law."
55. There are about 121,000 people employed in corrections.
- most work in community programs.
 - most work in institutions.
 - about an equal number work in each area.
56. T F If the Japanese are excluded, poverty is the greatest common denominator among minority groups.
57. T F Segregation is a continuation of the earliest effort within slavery to fix a generally subordinate socio-economic purpose for the Negro on the basis of race.
58. T F It seems likely that a single theory can account for all human behavior.

59. The piece-meal approach to sloving problems involving offenders if best illustrated by:
- a. urban renewal.
 - b. efflumentarianism.
 - c. preparing the individual to return to society while allowing the individuals social setting to remain unchanged.
 - d. all of the foregoing.
60. T F There are but two possible starting points in attempting to bring about personality change -- the person or the persons personal world (or social setting.)

APPENDIX C
Schedule of Institutes

TIME

(exceptions where indicated)

WHEELING PARKERSBURG HUNTINGTON CHARLESTON BECKLEY ELKINS MARTINSBURG CLARKSBURG

2:30-5 PM May 12: Kerr(2) *Samples(3) *Kuznair(3) Loren.(2) Gerard(1) InstAdm(1) CorAdm(1) ESec.(1) PubS.(1)

Lynch(1) Rice(1) DVR(1) WeI.(1)

3 - 5 PM May 13: \emptyset Samples(3) \emptyset Kuznair(3) Loren.(2) Gerard(1) InstAdm(1) CorAdm(1) MenH.(1) Kerr(2)

Lynch(1) Rice(1) DVR(1) WeI.(1) PubS.(1)

3 - 5 PM May 14: \emptyset Kuznair(3) Loren.(2) Gerard(1) InstAdm(1) MenH.(1) ESec.(1) \emptyset Samples(3)

Lynch(1) Rice(1) DVR(1) WeI.(1) PubS.(1)

3 - 5 PM May 15: Loren.(2) Gerard(1) InstAdm(1) MenH.(1) ESec.(1) Kerr(2) \emptyset Kuznair(3)

Lynch(1) Rice(1) DVR(1) WeI.(1) PubS.(1)

3 - 5 PM May 16: Gerard(1) InstAdm(1) CorAdm(1) MenH.(1) ESec.(1) **Kerr(2) \emptyset Samples(3) **Loren.(2)

Rice(1) DVR(1) WeI.(1) PubS.(1) Lynch(1)

3 - 5 PM May 19: InstAdm(1) CorAdm(1) MenH.(1) Kerr(2) \emptyset Samples(3) \emptyset Brooks(3) Gerard(1)

DVR(1) WeI.(1) PubS.(1) Rice(1)

3 - 5 PM May 20: CorAdm(1) MenH.(1) ESec.(1) Kerr(2) \emptyset Samples(3) \emptyset Kuznair(3) Loren.(2) InstAdm(1)

WeI.(1) PubS.(1) Lynch(1) DVR(1)

3 - 5 PM May 21: MenH.(1) ESec.(1) Kerr(2) \emptyset Samples(3) \emptyset Kuznair(3) Loren.(2) Gerard(1) CorAdm(1)

PubS.(1) Kerr(2) Loren.(2) Gerard(1) InstAdm(1) MenH.(1)

2 - 5 PM May 22: ESec.(1) Kerr(2) \emptyset Samples(3) \emptyset Kuznair(3) Loren.(2) Gerard(1) InstAdm(1) MenH.(1)

Lynch(1) Rice(1) WeI.(1)

* 1:30 - 5:00 P.M. \emptyset 2:00 - 5:00 P.M.
 ** 9:00 - 11:00 A.M. $\emptyset\emptyset$ 11:00 - 5:00 P.M.

APPENDIX D
Institute Brochures

COMPREHENSIVE TRAINING PROGRAM FOR
CORRECTIONAL PERSONNEL:

This institute is intended to provide knowledge to agency personnel and others regarding the public offender and ex-offender -- both adult and juvenile.

Also to promote better communications between agency personnel and others in terms of resources and facilities that can be brought to bear in the reintegration of the public offender into society.

It is also intended that this program will provide a greater awareness of the responsibilities of the correctional officer in the rehabilitation-treatment process.

MAY 12 - 22, 1969

CERTIFICATE:

Each person attending will receive a certificate from West Virginia University as an official acknowledgement of his attendance and participation in the program.

CREDITS:

This institute made possible by Grant No. 388, Law Enforcement Assistance Administration, United States Department of Justice, in cooperation with the Division of Clinical Studies, College of Human Resources and Education, West Virginia University.

TIME
(exceptions
where
indicated)

	WHEELING	PARKERSBURG	HUNTINGTON	CHARLESTON	BECKLEY	ELKINS	MARTINSBURG	CLARKSBURG
May 12: 2:30 - 5 PM	Kerr(2)	*Samples(3)	*Kuznair(3)	Loren.(2)	Lynch(1) Gerard(1)	Rice(1) InstAdm(1)	DVR(1) CorAdm(1)	Pubs.(1) Esec.(1)
May 13: 3 - 5 PM	♠Samples(3)	♠Kuznair(3)	Loren.(2)	Lynch(1) Gerard(1)	Rice(1) InstAdm(1)	DVR(1) MenH.(1)	MenH.(1)	Kerr(2)
May 14: 3 - 5 PM	♠Kuznair(3)	Loren.(2)	Lynch(1) Gerard(1)	Rice(1) InstAdm(1)	DVR(1) CorAdm(1)	MenH.(1) Esec.(1)	Pubs.(1) Esec.(1)	♠Samples(3)
May 15: 3 - 5 PM	Loren.(2)	Gerard(1)	Rice(1) InstAdm(1)	DVR(1) CorAdm(1)	MenH.(1) Esec.(1)	Pubs.(1) Kerr(2)	MenH.(1)	♠Kuznair(3)
May 16: 3 - 5 PM	Lynch(1)	Rice(1)	DVR(1) CorAdm(1)	MenH.(1) Esec.(1)	Pubs.(1) Kerr(2)	♠Samples(3)	**Kerr(2)	**Loren.(2)
May 19: 3 - 5 PM	Rice(1)	DVR(1)	MenH.(1) Esec.(1)	Pubs.(1)	Lynch(1)	Gerard(1)		
May 20: 3 - 5 PM	DVR(1)	MenH.(1)	Esec.(1)	Kerr(2)	♠Samples(3)	♠Kuznair(3)	Loren.(2)	InstAdm(1)
May 21: 3 - 5 PM	MenH.(1)	Esec.(1)	Kerr(2)	♠Samples(3)	♠Kuznair(3)	Loren.(2)	Gerard(1)	CorAdm(1)
May 22: 2 - 5 PM	PubSa.(1)	Kerr(2)	♠♠Samples(3)	♠♠Kuznair(3)	Loren.(2)	Gerard(1)	InstAdm(1)	MenH.(1)

* 1:30 - 5:00 P.M.
** 9:00 - 11:00 AM

♠ 2:00 - 5:00 PM
♠♠ 11:00 - 5:00 PM

THE CHANGING ROLE OF THE CORRECTIONAL OFFICER:
1750, 1829, 1870, 1930 -

Mr. Joseph Kuznair, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

THE PLACE OF CORRECTIONS IN THE CRIMINAL JUSTICE SYSTEM

Mr. Willard D. Lorenson, Professor of Law, West Virginia University College of Law

THE PRISON AS A SOCIAL INSTITUTION

Dr. Harold N. Kerr, Associate Professor, West Virginia University Department of Sociology

REVENGE, RETRIBUTION, REFORMATION OR REESTABLISHMENT?

Mr. Fleary P. Samples, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University

INSTITUTIONAL TREATMENT PROGRAMS

Mr. Fleary P. Samples, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University

NON-INSTITUTIONAL PROGRAMS

Mr. Fleary P. Samples, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University

"DIFFERENCES THAT MAKE A DIFFERENCE"*

Dr. Harold N. Kerr, Associate Professor, Department of Sociology, West Virginia

* A Publication of the Joint Commission on Correctional Manpower and Training, Washington, D.C. 1967.

PRISONER PROFILES AND CLASSIFICATION

Mr. A. L. Rice, Institutional Counselor, and Counselor, Division of Vocational Rehabilitation, West Virginia Penitentiary.

A NATIONAL SURVEY OF CORRECTIONS

Mr. Roy A. Gerard, Director; Mr. Herbert Beall, Assistant Director, Robert F. Kennedy Youth Center, U.S. Bureau of Prisons.

THE CONTEMPORARY ROLE OF THE CORRECTIONAL OFFICER

Mr. Joseph Kuznair, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

VERTICAL AND HORIZONTAL GROWTH IN CORRECTIONAL ROLES

Mr. Joseph Kuznair, Instructor and Doctoral Candidate, Counseling and Guidance, West Virginia University.

YOU AND THE LAW

Mr. Willard D. Lorenson, Professor of Law, West Virginia University College of Law.

PROBATION AND PAROLE ORGANIZATION AND PRACTICE

Mr. John Lynch, Supervisor of Juvenile Field Services, West Virginia Division of Correction

PRINCIPLES OF MANAGEMENT AND SUPERVISION

Mr. William O. Wallace, Assistant Deputy Warden, West Virginia Penitentiary.

PHILOSOPHY OF CORRECTION IN WEST VIRGINIA AND THE INSTITUTION

Mr. Edward Supak, Deputy Director - Youth Services, West Virginia Division of Correction.

VOCATIONAL REHABILITATION AND THE PUBLIC OFFENDER

Mr. Robert L. Griffith, Assistant Chief, Staff Development, West Virginia Division of Vocational Rehabilitation

MENTAL HEALTH AND THE PUBLIC OFFENDER

MR. BLAINE DOWLER
SUPR., MENTAL HEALTH EDUCATION
MR. DONALD R. DANCY
SUPR., DIVISION OF ALCOHOLISM
MR. ROBERT E. MARSHALL
SUPR., DIVISION OF COMMUNITY SERVICES
MR. LOUIS SOUTHWORTH
ASST. SUPR., DIVISION OF ALCOHOLISM

WELFARE AND THE PUBLIC OFFENDER

Mr. Frank G. Shumaker, MSW, Child Welfare Specialist, West Virginia Department of Welfare

EMPLOYMENT SECURITY AND THE PUBLIC OFFENDER

Mr. Herman D. Gallin, Employment Service Counseling Supervisor; Mr. Stuart S. Whiting, Supervisor, Placement and Employer Services, West Virginia Department of Employment Security

THE DEPARTMENT OF PUBLIC SAFETY AND THE PUBLIC OFFENDER

Company A - Sergeant L. L. Herald
Company B - Sergeant W. H. Mitchell
Company C - Sergeant S. S. Satterfield
Company D - Sergeant W. F. Wiant
West Virginia Department of Public Safety

APPENDIX E
Certificate

West Virginia University

College of Human Resources and Education
Division of Clinical Studies

This is to certify that

_____ has completed _____ hours of instruction for
Correctional Personnel
under a Law Enforcement Assistance Act Grant,
United States Department of Justice

West Virginia

Stanley O. Kenberry Oscar G. Mink Frank J. Nuzum

STANLEY O. KENBERRY, DEAN
COLLEGE OF HUMAN RESOURCES
AND EDUCATION

OSCAR G. MINK, DIRECTOR
DIVISION OF CLINICAL STUDIES

FRANK J. NUZUM, DIRECTOR
LEAA TRAINING INSTITUTE

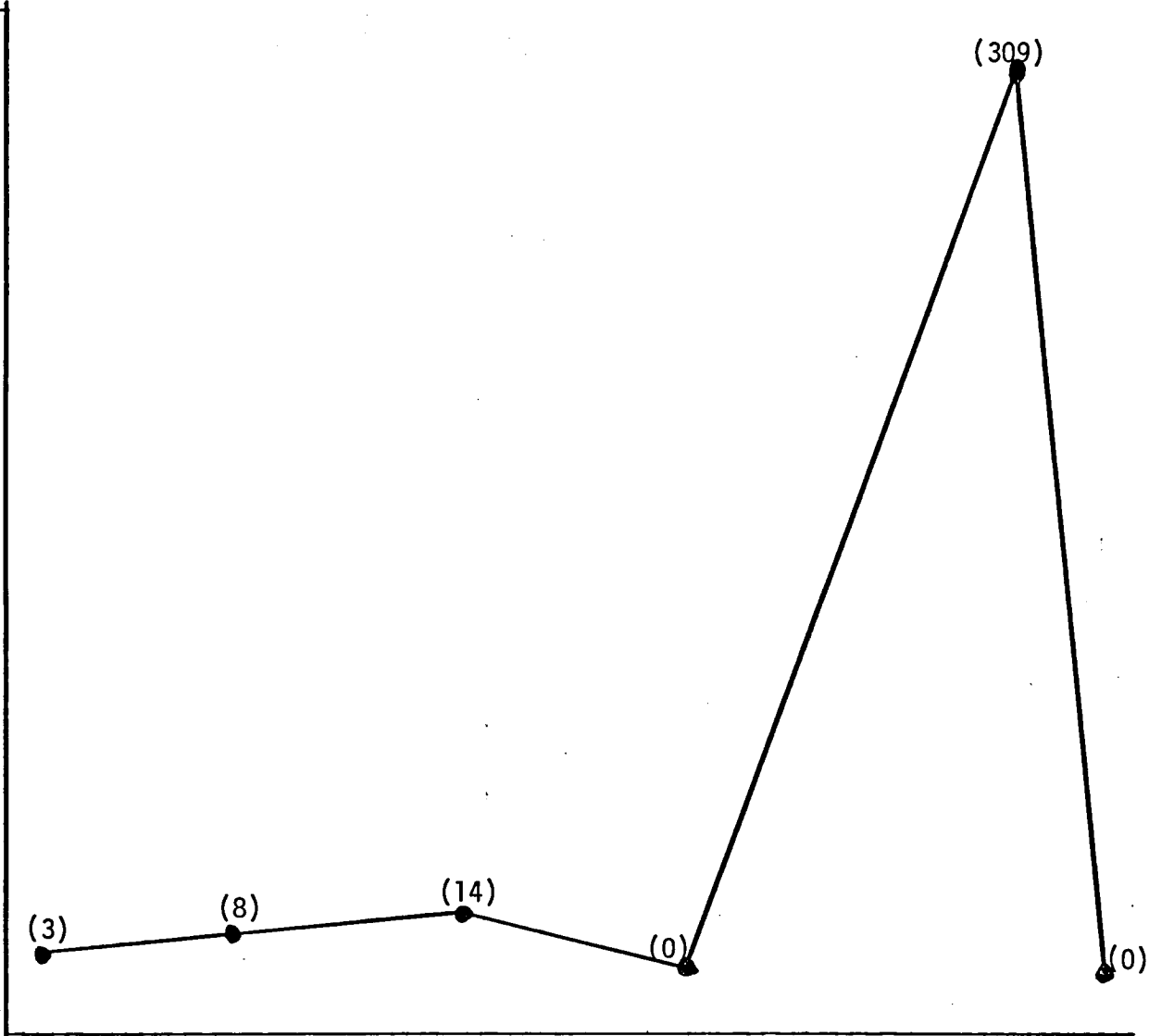
APPENDIX F

Line Graphs Indicating
Agency Personnel Participation

LECTURE HOURS
ATTENDED

BECKLEY

310
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0



DVR EMPL SEC MENTAL HEALTH PUB SAFETY WELFARE MISC

STUDENTS
IN
ATTENDANCE

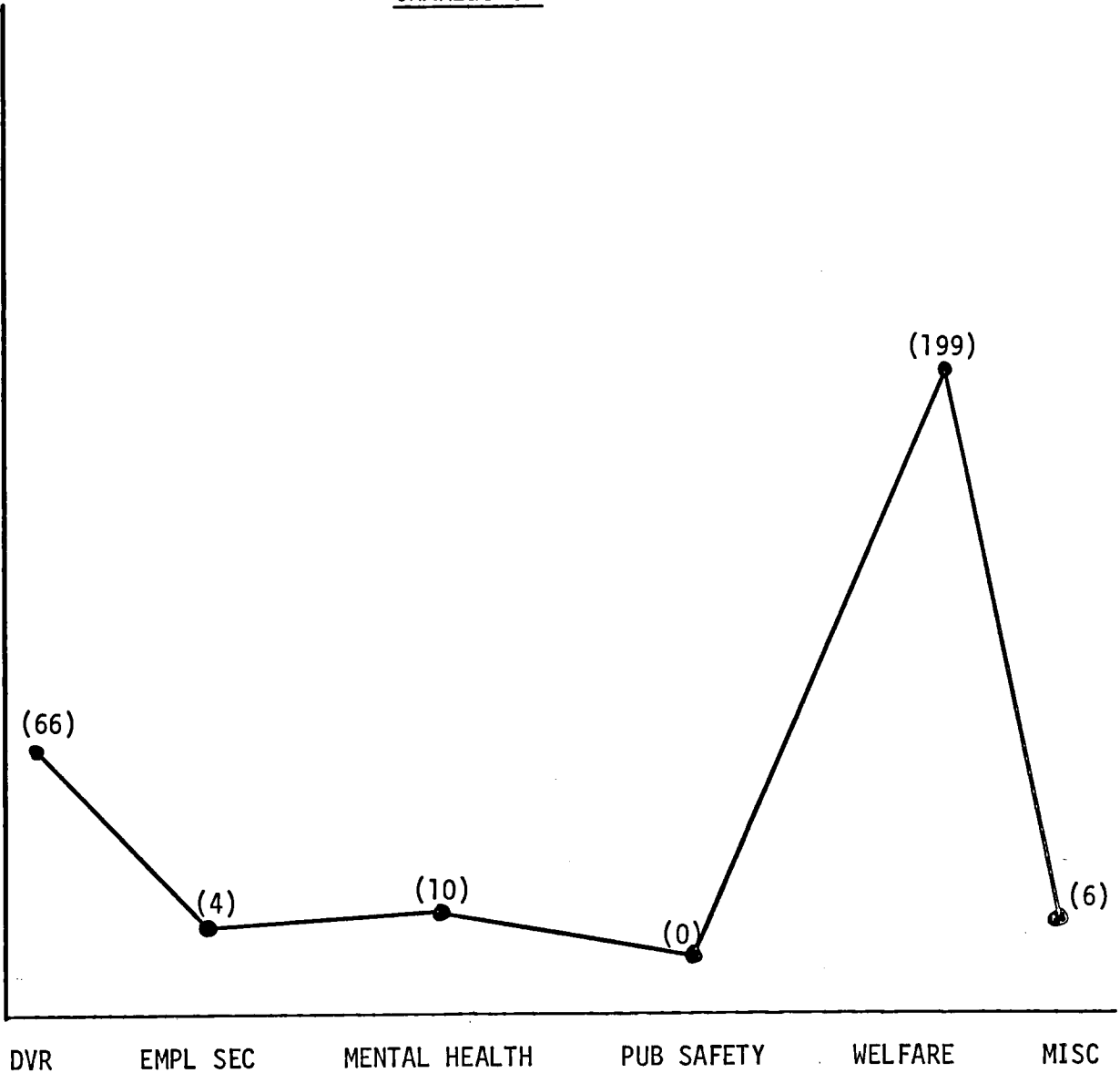
1 4 7 0 19 0

TOTAL: 31

LECTURE HOURS
ATTENDED

CHARLESTON

310
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0



DVR EMPL SEC MENTAL HEALTH PUB SAFETY WELFARE MISC

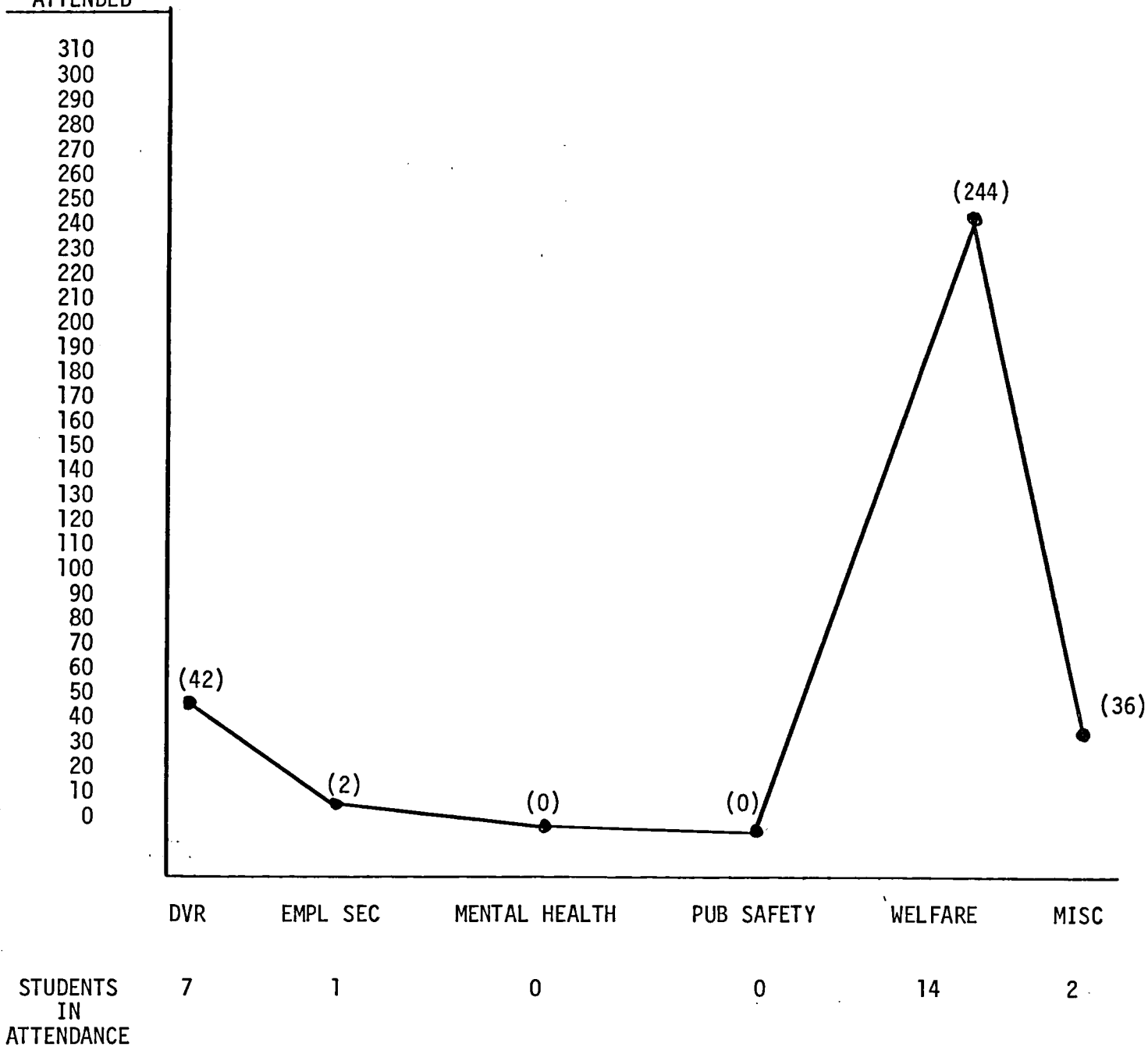
STUDENTS
IN
ATTENDANCE

6 2 1 0 12 3

TOTAL: 24

LECTURE HOURS
ATTENDED

CLARKSBURG

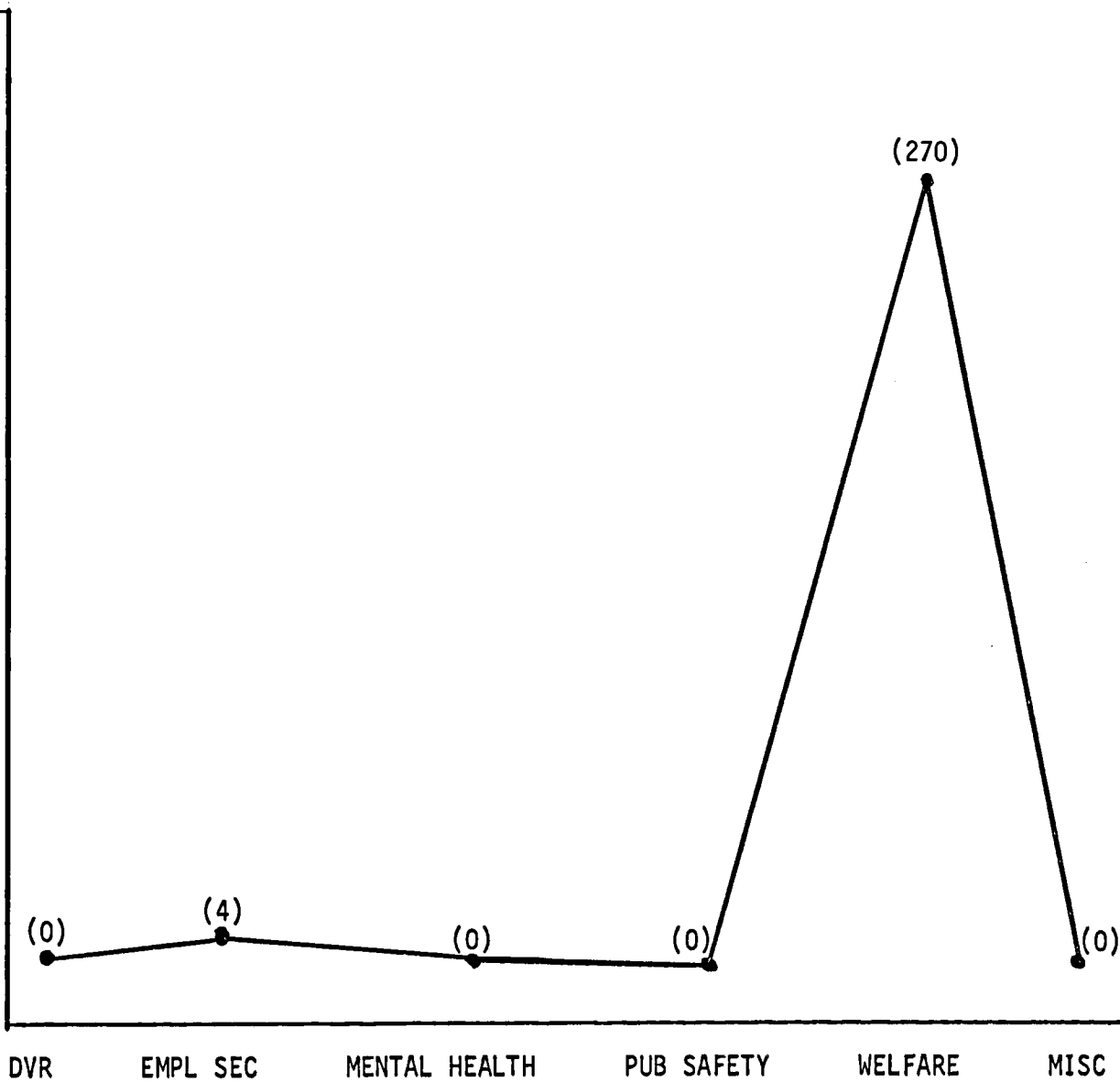


TOTAL: 24

ELKINS

LECTURE HOURS
ATTENDED

310
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0



STUDENTS
IN
ATTENDANCE

0

2

0

0

15

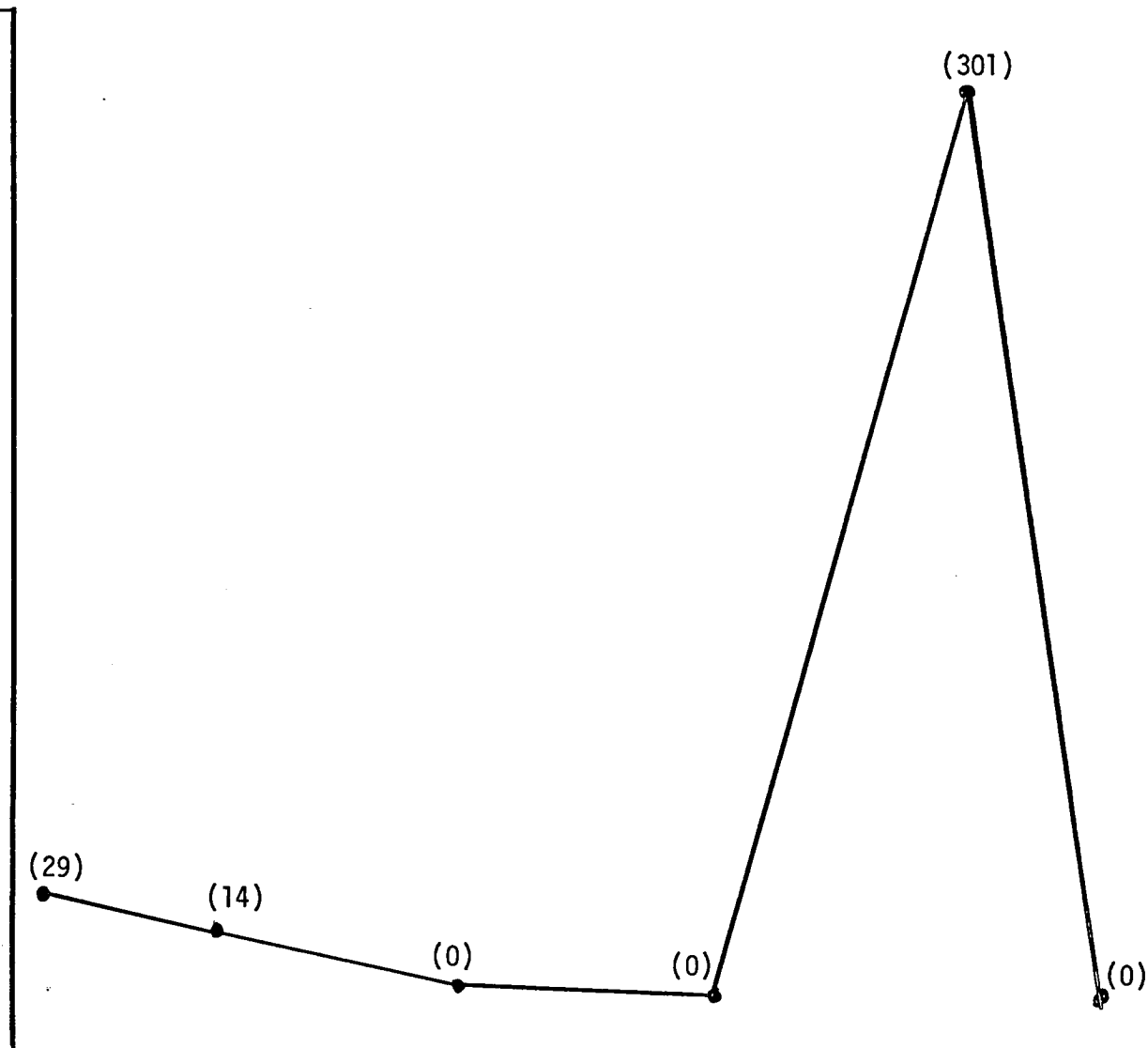
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TOTAL: 17

LECTURE HOURS
ATTENDED

HUNTINGTON

310
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0



DVR EMPL SEC MENTAL HEALTH PUB SAFETY WELFARE MISC

STUDENTS
IN
ATTENDANCE

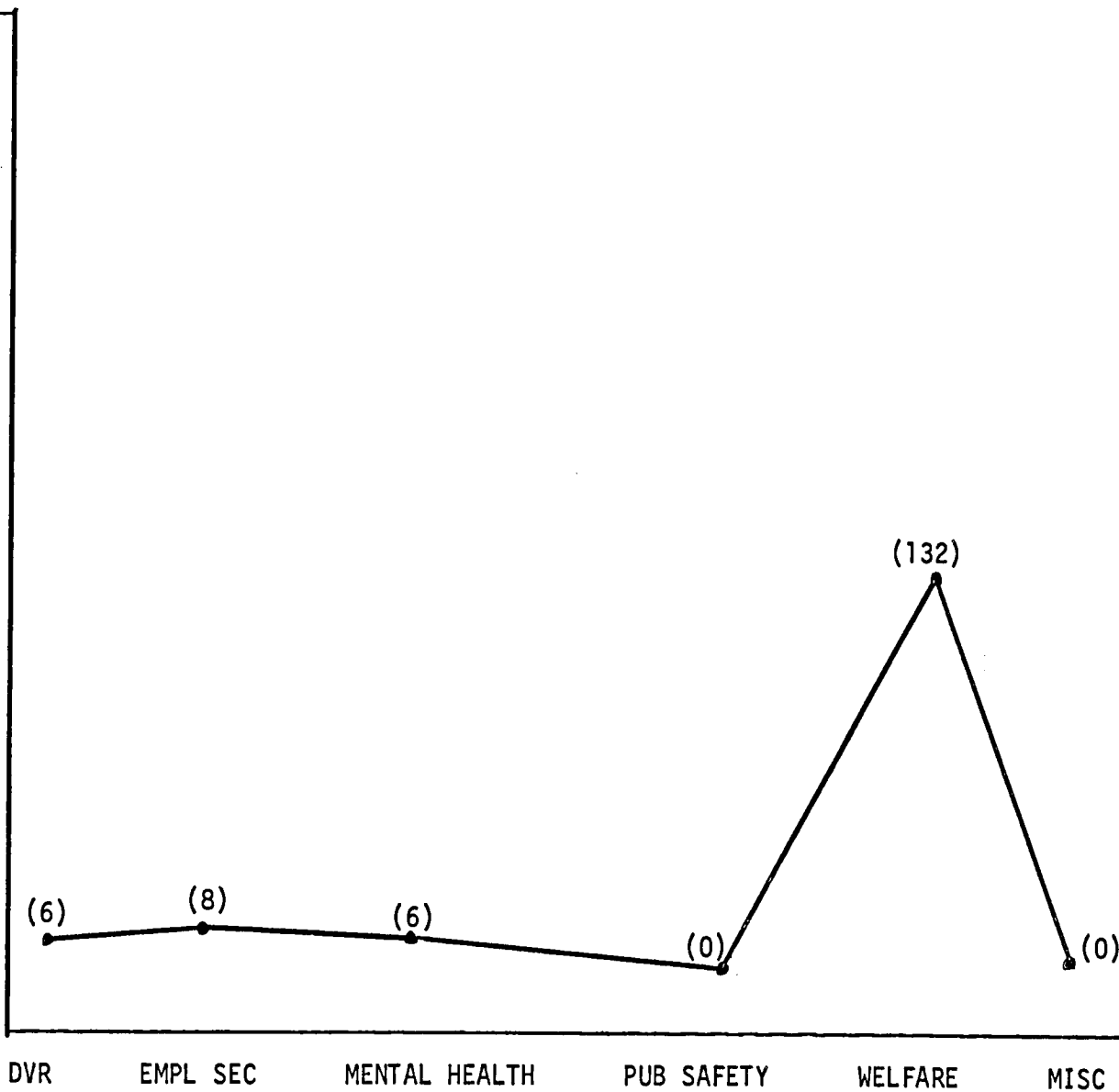
7 7 0 0 19 0

TOTAL: 33

LECTURE HOURS
ATTENDED

MARTINSBURG

310
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0



STUDENTS
IN
ATTENDANCE

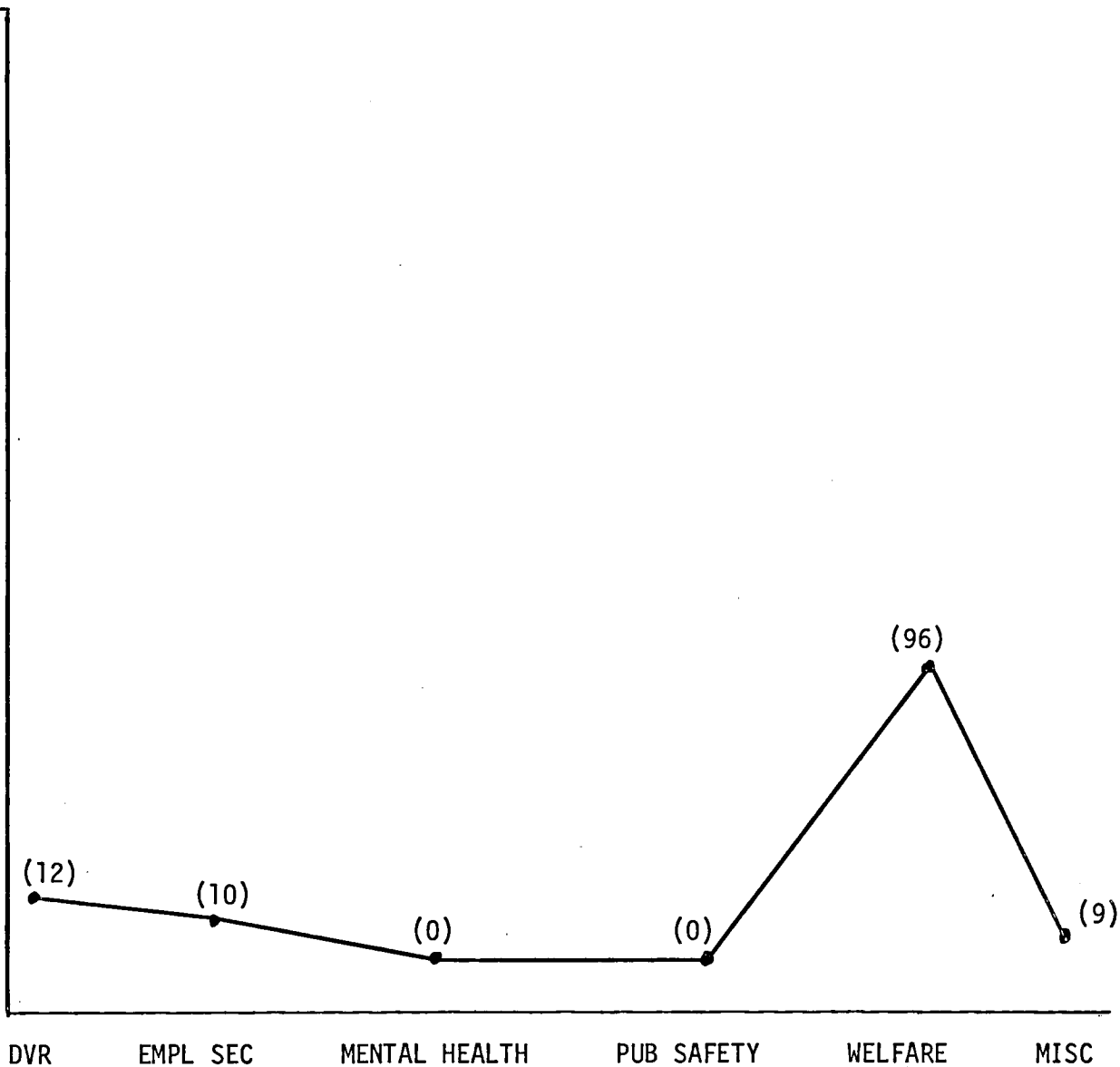
Category	Students in Attendance
DVR	2
EMPL SEC	2
MENTAL HEALTH	2
PUB SAFETY	0
WELFARE	7
MISC	0

TOTAL: 13

LECTURE HOURS
ATTENDED

PARKERSBURG

310
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0



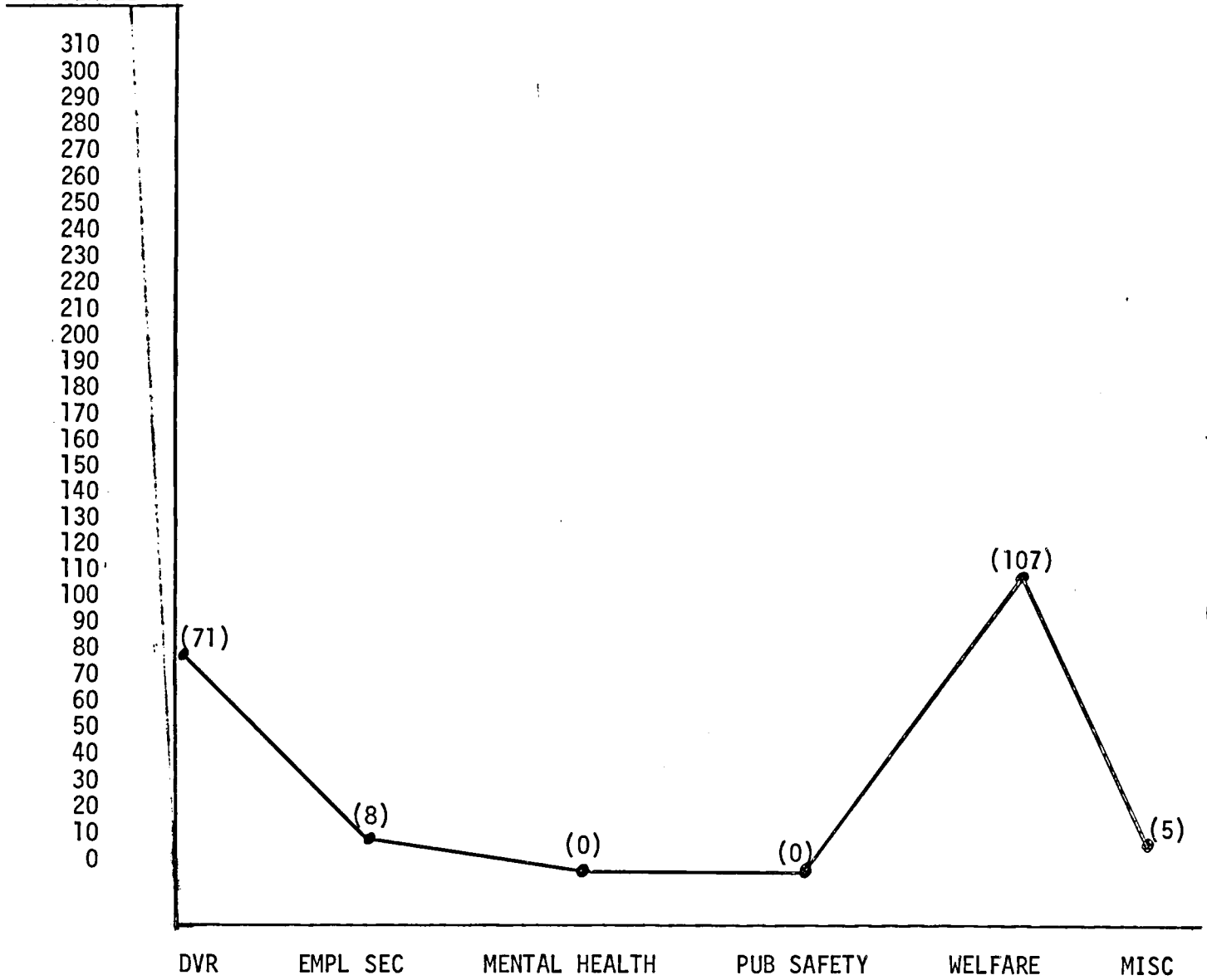
STUDENTS
IN
ATTENDANCE

Category	Students in Attendance
DVR	5
EMPL SEC	4
MENTAL HEALTH	0
PUB SAFETY	0
WELFARE	6
MISC	2

TOTAL: 17

LECTURE HOURS ATTENDED

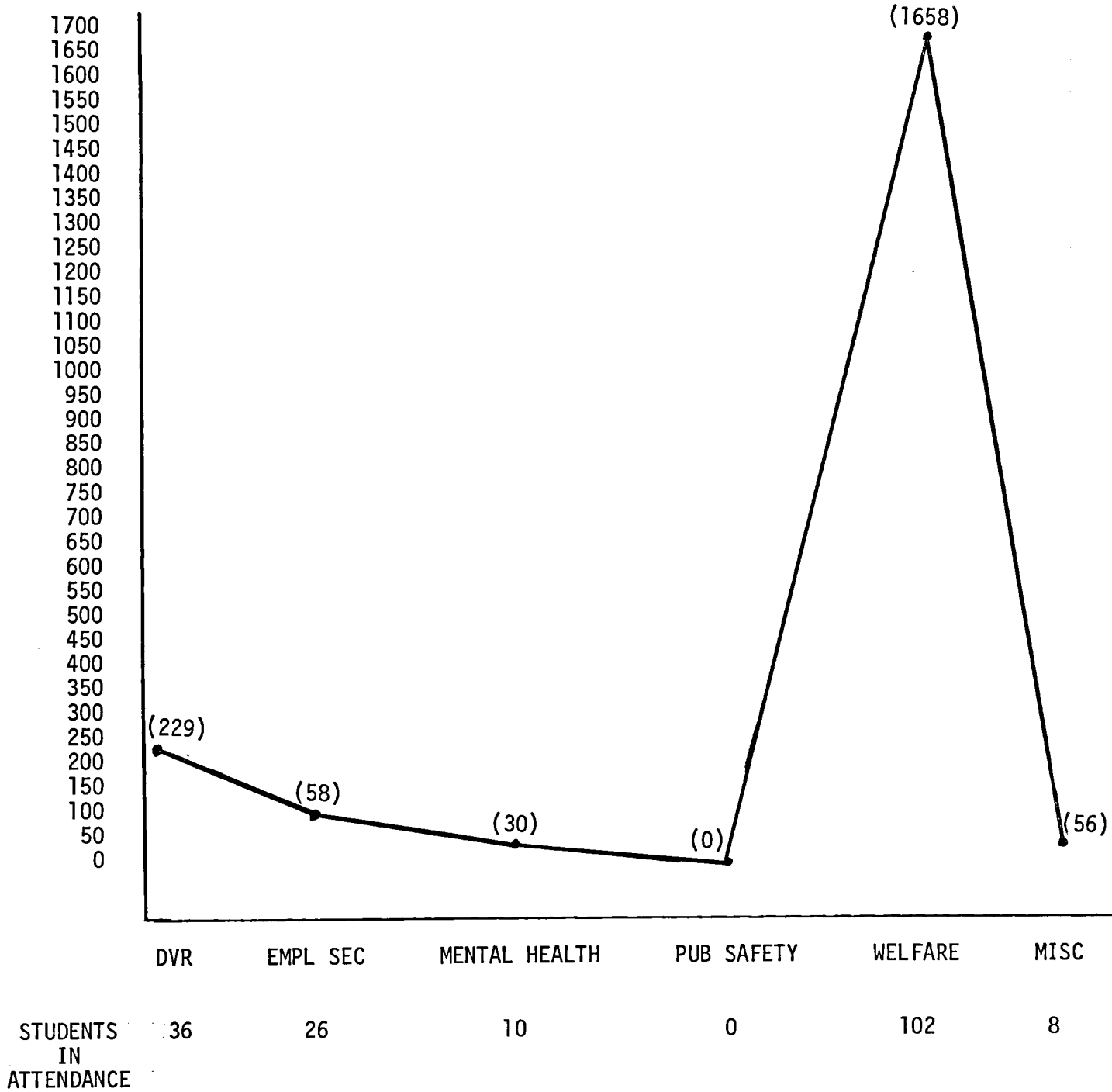
WHEELING



STUDENTS IN ATTENDANCE

TOTAL: 23

TOTAL LECTURE HOURS ATTENDED



GRAND TOTAL: 182

APPENDIX G

Commissioner's Letters
to
Project Director and Wardens



STATE OF WEST VIRGINIA
DEPARTMENT OF PUBLIC INSTITUTIONS
OFFICE OF THE COMMISSIONER

ARCH A. MOORE, JR.
GOVERNOR

CHARLESTON 25305

June 19, 1969

J. DONALD CLARK
COMMISSIONER

Mr. Frank J. Nuzum, Coordinator
L.E.A.A. Programs
West Virginia University
933 Dudley Avenue
Morgantown, West Virginia 26506

Dear Frank:

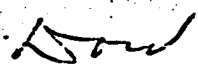
You have my whole-hearted approval to work with those institutions within the Division of Corrections that take some initiative in showing that they desire your help and support, however I sincerely believe all six (6) of our penal institutions can be helped by this type of in-service training which your program has to offer.

All personnel in our correction institutions are being urged to participate fully in this program.

I am also requesting the Wardens and Superintendents to make an immediate survey to determine their individual institutional needs and to give you this information as soon as possible.

I am enclosing a copy of the letter of this request to them. Please feel free to call on me if any rough spots develop in coordination of this program.

Very truly yours,


J. DONALD CLARK
Commissioner

JDC/jd
Enclosure



WEST VIRGINIA
STATE COMMISSIONER OF PUBLIC INSTITUTIONS
CHARLESTON 25305

ARCH A MOORE JR
GOVERNOR
J DONALD CLARK
COMMISSIONER

JOHN E FRISK
ASSISTANT COMMISSIONER
WILLARD J MOORE
ASSISTANT COMMISSIONER

MEMORANDUM

TO: Wardens and Superintendents
FROM: J. Donald Clark, Commissioner *JDC*
DATE: June 19, 1969

I would appreciate it very much if you would make a survey of the needs of your personnel for the In-service Training Program which has been outlined to us by Frank Nuzum of West Virginia University, Coordinator of In-Service Programs, for the correctional institutions.

Please forward this information to Mr. Nuzum at the earliest possible date and send me a copy of the type of program which you desire at your institution.

Your complete cooperation in this matter will be deeply appreciated.

JDC/jc

P. S. Send information to:

Mr. Frank J. Nuzum, Coordinator
I.E.A.A. Programs
West Virginia University
933 Dudley Avenue
Morgantown, West Virginia 26506

APPENDIX H

LEAA Adjustment Number 1



U. S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE
ADMINISTRATION

GRANT ADJUSTMENT NOTICE

Grantee: West Virginia University

Grant No. 388(279)

Title of Comprehensive Training Program for

Adjustment No. 1

Project: West Virginia Correctional Personnel

Nature of

Adjustment: Program, Termination Date and Budget Change

Date: 6/18/69

To Grantee:

Pursuant to your request of June 9, 1969
the following change, amendment, or adjustment in the above grant project is
approved, subject to such conditions or limitations as may be set forth below:

LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

BY Robert W. Veldt
Associate Administrator
Law Enforcement Assistance Administration

1. Termination date of grant is extended to September 30, 1969. Final Narrative and Financial Reports are due no later than November 15, and November 30, 1969 respectively.
2. The following budget category changes are authorized with no change in amount of award:
 - (a) \$225.00 from B. TRAVEL, 3. Graduate Assistant to B. TRAVEL, 5. Instructors.
 - (b) \$560.00 from B. TRAVEL, 2. College Advisory Committee; \$125.00 from B. TRAVEL, 3. Graduate Assistant; and \$100.00 from B. TRAVEL, 4. Consultants to A. PERSONNEL, (1) Employees, (a) Project Director.
 - (c) \$15.00 from A. PERSONNEL, (1) Employees, (b) Secretary to A. PERSONNEL, (1) Employees, (a) Project Director.
 - (d) \$45.00 from A. PERSONNEL, (1) Employees, (b) Secretary; \$160.00 from A. PERSONNEL, (2) Consultants, (a) Adult Training Methods Specialists (2 Days); and \$60.00 from B. TRAVEL, 1. Project Director to A. PERSONNEL, (1) Employees, (c) Graduate Assistant.
 - (e) \$225.00 from A. PERSONNEL, (1) Employees, (d) Instructors to A. PERSONNEL, (1) Employees, (c) Graduate Assistant.

Records: Grant No. 388(279)
Audit
W. Woodfield
D. Connelly

APPENDIX I

Letters of In-Kind Contributions
by Institutions



West Virginia State Penitentiary

818 JEFFERSON AVENUE MOUNDSVILLE, W.VA.
Zip Code 26041

J. Donald Clark
Commissioner

Ira M. Coiner
Warden

Dudley E. Beck
Business Manager
PHONE: 845-2040

August 21, 1969

Frank J. Nuzum, Coordinator, LEAA Programs
Division of Clinical Studies
College of Human Resources and Education
West Virginia University
933 Dudley Avenue
Morgantown, West Virginia, 26506

Dear Mr. Nuzum:

Please be advised that in-kind contributions of
West Virginia Penitentiary for the correctional officer
in-service training program will be allocated as follows:

Warden - 5% time for 6 months	\$289.50
Lieutenant - 25% time for 6 months	\$600.00
Assistant - 12.5% time for 6 months	\$300.00
Facilities (Classroom, Conference room, equipment, supplies etc., for 6 months	\$120.00
	<u>\$1,309.50</u>

Very truly yours,

Ira M. Coiner
Ira M. Coiner,
Warden

IMC:MAP



LOYD E. HAYNES

WEST VIRGINIA MEDIUM SECURITY PRISON
HUTTONSVILLE, WEST VIRGINIA 26273

JAMES F. SLOAN
~~JAMES F. SLOAN~~

~~WARDEN~~
WARDEN

~~BUSINESS MANAGER~~
BUSINESS MANAGER

September 12, 1969

Frank J. Nuzum, Coordinator, LEAA Programs
Division of Clinical Studies
College of Human Resources and Education
West Virginia University
933 Dudley Avenue
Morgantown, West Virginia 26505

Dear Mr. Nuzum:

Please be advised that estimated in-kind contributions of West Virginia Medium Security Prison for the correctional officer in-service training program will be allocated as follows:

Warden - 5% time for 6 months =	\$ 261.00
Correctional Officer - 25% time for 6 months =	615.00
Assistant - 12.5% time for 6 months =	307.50
Facilities (classroom, conference, equipment, supplies, etc. for 6 months) =	<u>120.00</u>
	\$ 1,303.50

Very truly yours,

Lloyd E. Haynes
Lloyd E. Haynes
Warden



WEST VIRGINIA STATE PRISON FOR WOMEN

PENCE SPRINGS, WEST VIRGINIA

NELMA L. BLANKENSHIP.
SUPERINTENDENT

J. DONALD CLARK
COMMISSIONER OF PUBLIC INSTITUTIONS

September 17, 1969

Frank J. Nuzum, Coordinator, L^WAA Programs
Division of Clinical Studies
College of Human Resources and Education
West Virginia University
933 Dudley Avenue
Morgantown, West Virginia 26505

Dear Mr. Nuzum:

Please be advised that estimated in kind contributions of West Virginia Prison for Women for the correctional officer in-service training program will be allocated as follows:

Superintendent- 5% time for 6 months.....	\$162.00
Correctional Officer- 25% time for 6 months...	370.00
Assistant- 12.5% time for 6 months.....	185.00
Facilities (classroom, conference room, equipment, supplies, etc. for 6 mo.	<u>120.00</u>
	837.00

Sincerely,

Nelma L. Blankenship
Nelma L. Blankenship
Superintendent

NLB:mk1

WEST VIRGINIA
INDUSTRIAL HOME FOR GIRLS
INDUSTRIAL, WEST VIRGINIA 26375

September 15, 1969

Frank J. Nuzum, Coordinator, LEAA Program
Division of Clinical Studies
College of Human Resources and Education
West Virginia University
933 Dudley Avenue
Morgantown, West Virginia, 26505

Dear Mr. Nuzum:

Please be advised that estimated in-kind contributions of West Virginia Industrial Home for Girls for the correctional officer in-service training program will be allocated as follows:

Superintendent - 5% time for 6 months =	\$ 201.00
Supervisor - 25% time for 6 months =	397.00
Assistant - 12.5% time for 6 months =	198.50
Facilities (classroom, conference room, equipment, supplies, etc. for 6 months) =	120.00
	<u>\$ 916.50</u>

Very truly yours,

B. J. Noah
Superintendent



WEST VIRGINIA FORESTRY CAMP FOR BOYS
DAVIS, WEST VIRGINIA

KENNETH RUBENSTEIN
Superintendent

J. DONALD CLARK
Commissioner

September 18, 1969

Frank J. Nuzum, Coordinator, LEAA Programs
Division of Clinical Studies
College of Human Resources and Education
West Virginia University
933 Dudley Avenue
Morgantown, West Virginia 26505

Dear Mr. Nuzum:

Please be advised that estimated in-kind contributions of West Virginia Forestry Camp for Boys for the correctional officer in-service training program will be allocated as follows:

Superintendent - 5% time for 6 months	-	\$190.50
Supervisor -25% time for 6 months	-	450.00
Assistant -12.5% time for 6 months	-	225.00
Facilities (Classroom, conference room, equipment, supplies, etc. for 6 months		<u>120.00</u>
		\$985.50

Very truly yours,

Kenneth Rubenstein
Kenneth Rubenstein
Superintendent

KR/ms



West Virginia Industrial School For Boys

James D. Kerns
JAMES W. FACEMIRE
SUPERINTENDENT

GRAFTON, WEST VIRGINIA
DONALD CLARK
CHAUNCEY H. BROWNING, JR.
COMMISSIONER

HUBERT E. FERRELL
BUSINESS MANAGER

September 19, 1969

Frank J. Nuzum, Coordinator, IEAA Programs
Division of Clinical Studies
College of Human Resources and Education
West Virginia University
933 Dudley Avenue
Morgantown, West Virginia 26505

Dear Mr. Nuzum:

Please be advised that estimated in-kind contributions of West Virginia Industrial School for Boys for the correctional officer in-service training program will be allocated as follows:

Superintendent - 5% time for 6 months =	\$ 220.50
Supervisor - 25% time for 6 months =	450.00
Assistant - 12.5% time for 6 months =	225.00
Facilities (Classroom, conference room, equipment, supplies, etc. for 6 months) =	120.00
	<u>\$1,015.50</u>

Very truly yours,

James D. Kerns
James Kerns
Superintendent