

0309

MOBILIZING CORRECTIONAL MANPOWER
FOR CALIFORNIA

GUIDELINE FOR ACTION

FINAL REPORT

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and
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FORWARD

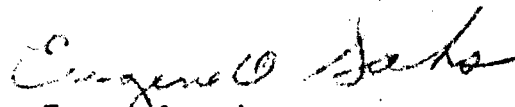
California continues its spectacular growth. For the past 100 years it has grown at a rate more than twice that of the rest of the nation. With a presently estimated population of 19 1/2 million California is projected to increase by an additional 800,000 persons each year for the next decade. During that time heaviest increase will be in the 14-19 year old "crime susceptible group" which will increase by 60 percent, from 4 1/2 million to nearly 7 million.

California's correctional system, created in the early 1940's to serve an estimated population of 8 1/2 million, has never caught up with the correctional need. As a result, California corrections, now the largest and most complex correctional system in the world, is faced with a manpower and training gap that far outstrips existing resources and defies the imagination.

This is a study of those manpower and training needs and an accompanying plan for action. It was made possible through funds provided by the Office of Law Enforcement Assistance, U.S. Department of Justice.

The writer is indebted to Kenneth J. Sanger and Dr. Dorothy Zietz for their efforts in carrying out the study phase of this project; to the Honorable Allen F. Breed, Director of the Department of Youth Authority; the Honorable Raymond K. Procnier, Director of the California Department of Corrections; and Dean Alan D. Wade, School of Social Work, Sacramento State College; for their active support and counsel, and to the large number of correctional personnel who contributed significantly to the project. A special note of appreciation must also be given to the 29 members of the California Task Force on Correctional Manpower and Training who carried out the major task of assessing the data collected and developing guidelines for action. As a tribute to their efforts it should be noted that the plan set forth is receiving almost universal acceptance (at the 90% level) throughout the state.

This study and plan represent a beginning step in the direction California must take in confronting and resolving its manpower and training crisis.


Eugene D. Sahs
Project Director

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CHAPTER I

INTRODUCTION

CHAPTER I

In his message to the Congress on March 8, 1965, President Johnson proposed a number of measures designed to increase federal participation in the nation's efforts to cope with the rising incidence of crime. Among these Congress was asked to provide the Attorney General with authority to establish a program of grant and technical assistance to enable state, local and private groups to expand efforts in the development and testing of new and experimental methods of crime control. Congress subsequently enacted the Law Enforcement Assistance Act of 1965 which was signed into law on September 22, 1965.

This act authorized the Attorney General to make grants to, or contract with, public or private non-profit agencies to improve training of personnel, enhance and advance the capabilities of law enforcement bodies, and assist in the prevention and control of crime. It also authorized the Attorney General to conduct studies, render technical assistance, evaluate the effectiveness of programs undertaken, and disseminate knowledge gained as a result of such programs. The Act encompassed police, courts, corrections and other mechanisms for the prevention and control of crime.¹

One of the first projects funded by The Office of Law Enforcement

¹Office of Law Enforcement Assistance, U. S. Department of Justice, LEAA Grants and Contracts, Fiscal 1966, 1967 and First Half 1968, U. S. Govt. Printing Office, Washington, D. C. 1967, p. V.

Assistance was a national survey of correctional systems, personnel, facilities, programs, workloads and financing, which was conducted by the National Council on Crime and Delinquency. This study provided substantial documentation for what was already common knowledge-- that there presently exists a correctional manpower gap, both quantitatively and qualitatively, of such proportions as to seriously curtail correctional effectiveness.¹ This, coupled with predictions that the nation's correctional system will need 300,000 employees by 1975 (nearly 2½ times the number employed in 1965), points up that nationally we face a manpower and training gap of overwhelming magnitude.²

To enable states to carry out systematic efforts in development of comprehensive programs for training of correctional personnel special planning grants were established by OLEA. These provide up to \$15,000 available to all states for the assessment of need and development of state-wide training programs for correctional personnel. Twelve states were provided planning grants during the 1967 fiscal year; California was one of four states receiving such grants during the first half of the 1968 fiscal year.

California Grant Information:

Upon application, Office of Law Enforcement Assistant Planning grant #287 was awarded to the California Youth and Adult Corrections Agency with development and execution of the project to be carried out

¹ National Council on Crime and Delinquency, "Correction in the United States, A Survey for the President's Commission on Law Enforcement and Administration of Justice," Crime and Delinquency, XIII (January, 1967), Chapter 10.

² President's Commission of Law Enforcement and Administration of Justice, Task Force Report: Corrections (Washington, D.C.: U.S. Government Printing Office, 1967), pp. 99-100.

in collaboration with the School of Social Work, Sacramento State College. The total amount of the grant was \$15,000; the grant period was established as January 1, 1968 through September 30, 1968. Grant provisions required that: ". . . training models should be developed which will make maximum use of university and community training resources as well as those within the correctional system; (2) the training should be directed primarily toward enhancing the capacity of trainees to function as "change agents"; (3) training programs developed should be state-wide in scope and have approval of both the participating university and the correctional administrators involved; (4) projects should be geared to the priority needs of correctional services throughout the state, and be related to the mandate and long-range goals of the agencies."

California Grant Objectives:

As reflected in the project proposal, objectives, target population and methods are described as follows:

"It is proposed that the Youth Authority and Department of Corrections, in collaboration with Sacramento State College, develop an in-service centralized training program for all practitioners in the field of corrections. This program would be devised to meet the needs of correctional staff in institutions, parole services, and county probation departments, statewide. At a statewide meeting of the Chief Probation Officers representing 43 of the 58 counties in California, unanimous support was received for this project. This initial project will comprise two phases. Phase One is essentially a planning and development period devoted to:

- (a) Determining needs for training
- (b) Establishing priorities of training
- (c) Surveying the existence of and encouraging the development of training resources in colleges and universities in the State of California
- (d) Planning and developing course content
- (e) Determining instructional methods
- (f) Developing training aids

Phase Two would involve testing and evaluation. During the period, pilot training institutes would be conducted to

test the validity of the planning curriculum, course content, and training methods developed in Phase One. Four pilot institutes would be conducted. If the results of this initial project warrant, it is proposed to expand the centralized training approach to an operational phase. Additional funds would be requested from OLEA to assist in its financing."

Goals:

- "(a) Determine training needs of practitioners in the field of corrections, both at the State and at local levels.
- (b) Determine the most effective means for meeting these needs.
- (c) Demonstrate by pilot institutes the feasibility and effectiveness of a State-supported program of centralized training for the total correctional system.
- (d) Survey the existence of and encourage the development of training resources in institutions of higher learning in the State of California."

Target Population:

The Youth and Adult Corrections Agency currently employs approximately 9700 persons. There are 60 county probation departments in the 58 counties employing a total of 1317 probation officers and approximately 1900 in County Juvenile Halls, Camps and Institutions.

...The target group for this initial project would be a representative sub-population of county probation departments, institutional staff and parole service personnel.

Methods:

"This project will consist of two phases. Phase One is estimated to be of six months' duration. It will be essentially a planning and development period devoted to:

- (a) Determining needs for training
- (b) Establishing priorities of training
- (c) Surveying the existence of and encouraging the development of training resources in colleges and universities in the State of California
- (d) Planning and developing course content
- (e) Determining instructional methods
- (f) Developing training aids

Phase Two would involve testing and evaluation. Its duration is estimated at three months. During this period, the Project Director and Dr. Zietz would conduct pilot training institutes designed to test the validity of the planned curriculum, course content, and training methods developed in Phase One.

Four pilot institutes are proposed:

- (a) Institutional staff
- (b) Community-based personnel
- (c) Joint -- both institutional staff and community-based personnel
- (d) Middle Management"

Scope of Project:

The main systems of corrections dealt with in this project are juvenile and adult probation, juvenile detention, institutions and camps, California Youth Authority and California Department of Corrections. Although related, the Federal Court and Probation and Parole system was not considered; similarly, county jails, farms and misdemeanor programs traditionally administered by County Sheriff's departments were not included. In that the main thrust of the project was manpower and training no attempt was made to assess the relative effectiveness of systems considered or the intrastate relationship of the various correctional services.

Definitions:

For the purpose of this study and report the following definitions and abbreviations will be employed:

OLEA-----Office of Law Enforcement Assistance

CPO-----Chief Probation Officer

CYA-----California Youth Authority

CDC-----California Department of Corrections

Corrections is used as an all-inclusive term referring to all

of the various processes whereby society attempts to carry out the correction and rehabilitation of the adjudicated delinquent or convicted offender. The primary components of corrections are the treatment processes of probation, institutionalization, parole, and specialized community treatment programs.

Probation is considered to be a treatment process designed to facilitate the social readjustment of delinquents or offenders in which final action in the delinquent or offender's case is suspended so that he remains at liberty in the community, subject to conditions imposed by a court, under the supervision and guidance of a probation officer.

Institutionalization is used to refer to the treatment and rehabilitation of an adjudicated delinquent or offender in any correctional school, institution, hospital, prison, reformatory, or camp setting.

Parole is considered to be a treatment process involving the selective release of delinquents or offenders from institutions, under supervision in the community, whereby the community is afforded continued protection while the offender is making his adjustment and beginning his contribution to society.

Correctional Personnel refers primarily to persons in public or private agencies who work in the field of probation, parole, institutions or special programs, and related services dealing with the offenders. It also includes persons in related occupations whose responsibilities include efforts to change the behavior of offenders or potential offenders.

Correctional Managers refers to the administrative personnel who

manage the correctional system from the central office, parole field or institutional position and who are charged with the responsibility of formulating the system's policies and plans and making major administrative decisions. It also refers to the middle-managerial and supervisory personnel who are charged with responsibility for implementing policy and decisions and for seeing that the primary charge of the system is carried out.

Case Managers refers to the personnel responsible for assembling information about individual offenders, developing specific treatment programs while in the institution or community, and providing placement, supervision and aftercare services for probationers and parolees in the community.

Specialists are academic and vocational teachers and theorists who work in correctional programs. The last category includes a diverse group of technical and service personnel.

Custodial Personnel and Group Supervisors refer to institutional personnel generally concerned with the custody and care of offenders within the institutional setting.

Technicians and Service Personnel refers to those personnel who are responsible for the maintenance and operation of the correctional institution as well as providing various specialized services to offenders. This diverse group includes electricians, farm managers, foreman of industrial shops, researchers, and secretaries.¹

¹Personnel classifications adapted from: Task Force on Corrections, President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Corrections (Washington, D.C.: U. S. Government Printing Office, 1967), p. 95.

Youth Counselors, and) Youth Authority and Department
) of Corrections personnel
Correctional Program Supervisors) classifications referring to
 institutional personnel who
 carry both the custodial as
 well as the treatment
 (casework-groupwork) responsi-
 bilities; i.e., a person
 carrying both the case-manager
 and custodial responsibility.

Education refers to academic preparation of either a liberal arts,
 or professional nature.

Training refers to the teaching of specific job skills by an
 agency or institution, or in an agency-academic partnership.

Pre-Service Preparation refers to Education or Training acquired
 by an individual prior to his acceptance of a position with a correctional
 system. It has normally been considered the individual's responsibility to
 undertake this education or training as a means of qualifying himself for
 the position he wants to apply for; in areas of difficult recruitment,
 short supply, or requiring specialized training, agencies frequently help
 assume responsibility through stipend support, educational leaves, etc.

Initial Orientation refers to training with both specific and
 general content given to a new employee to acquaint him with the agency,
 its responsibilities, policies, procedures, and his role and function
 within the agency. Clearly considered an agency responsibility.

In-Service Training refers to training provided to the employee
 after he has been on the job with the specific intent to change behavior
 or patterns of functioning, to help the employee encompass new and more
 difficult activities and tasks, to provide for reinterpretation of agency
 goals and objectives or interpretation of new and broader goals, etc.
 Considered an agency responsibility.

Methodology:

The project was conducted in two stages, "Data Collection" and "Data Assessment and Planning." Staff changes accompanied each stage.

Stage I: Data Collection

Staff: Kenneth J. Sanger, Project Director

Dorothy Zietz, Assistant Project Director

Robert Browne, CYA

Robert Dupree, CDC

Charles Royalty, CYA

George Wells, CDC

Dates: January 1, 1968--July 29, 1968

Operational Aspects:

In the initial phase of the study, training needs were discussed with key central office personnel of the California Department of Corrections, California Youth Authority and Probation. On-site visits were made to Youth Authority and California Department of Corrections institutions and parole regions throughout the State. Interviews were held in the course of these visits with superintendents, wardens and with all levels of staff personnel. Parole agents were accompanied on their daily rounds and group counseling sessions were observed. On occasion, inmates and clients were interviewed to obtain their views of staff training needs. The Project Director attended Board hearings in institutions and in central offices as well as detention, jurisdictional and adjudication hearings in juvenile courts.

The survey of training needs of county probation departments began on April 20, 1967, at the statewide meeting of Chief Probation Officers in Fresno. There were 40 Chief Probation Officers present. The group was in agreement that there was a need for probation officers' training courses and unanimously agreed to participate in the study and development of program. Visits were made to 36 probation departments throughout the State from as far south as Orange County to as far north as Plumas County. The departments varied in size of staff from a part-time probation officer in Amador County to a staff of 1,325 in Los Angeles County. Additionally, regional meetings of Chief Probation Officers afforded an opportunity to obtain information through talking with groups of the Chiefs. During visits to probation departments, interviews were held with the Chief Probation Officer and all levels of personnel within the department. Visits were also made to juvenile halls and camps and superintendents and staff were interviewed.

Questionnaires were developed and sent to all of the 60 chief probation officers in the State. 56 chief probation officers (93%) responded. This response represents 5,439 of the 5,458 line personnel engaged in probation, virtually 100%. Compilation of replies superimposed on original questionnaire is contained in Appendix A. Similar questionnaires were sent to both Youth Authority and Department of Corrections, Superintendents of Institutions, and Supervisors and Administrators of Parole Regions. All institutional Superintendents and Parole Region Supervisors and Administrators replied. Additionally, replies were received from Supervising Parole Agents. Compilation of responses superimposed on original questionnaire are included in Appendix B.

In addition, to be able to assign greater validity to the assessment of training needs, four additional approaches were used to involve all levels of staff in addition to top management in determining needs.

A "grass roots" survey was conducted under the aegis of the Board of Directors of the California Probation, Parole and Corrections Association. (Appendices C and D are illustrative of the implementing letter and a representative response.)

Members of the advisory council appointed by the State's Health and Welfare Administration were asked for their views on the adequacy of course topics to meet needs developed through earlier surveys. They concurred unanimously.

A county probation department was surveyed in its entirety (all staff including clerical were interviewed) to assess the training needs of a complete organizational entity. (Appendix E)

An on-site sampling of training needs of correctional organizations in the State was obtained as a further check on the validity of former data, and for further refinement of that data. Included in the sampling was a cross-section of staff at all levels from 3 CDC, and 5 county probation department institutions; 7 county probation departments; and 1 parole region each of CDC and CYA. (Appendices F and G.)

Stage II: Data Assessment and Planning

Staff: Eugene O. Sahs, Project Director

Robert Browne, CYA

Charles Royalty, CYA

George Wells, CDC

Consultants: Emanuel Gale, Professor of Social Work
Sacramento State College
David Krebs, Associate Professor, Counseling &
Guidance, Sacramento State College
George Mishinaka, Executive Director, Special
Services for Groups, Los Angeles
Gerald Jacobson, Training Director, Corrections
Division, Oregon State Board of
Control

Date: July 30, 1968--September 30, 1968

Operational Aspects: In order to carry out Stage II a California Task Force of Correctional Training was created. This was made up of 30 selected persons from corrections and related fields who were brought together in a planning and development conference held in Davis, California on August 19, 20, 21 and 22. Conference objectives were as follows:

Primary Objectives

It is the intent and objective of the planning conference to facilitate the mobilization and utilization of the collective knowledge and creativity of a highly selective group of personnel in such a way as to:

1. Provide for a comprehensive assessment of California corrections to determine the pre-service, initial orientation and in-service training needs (quantity and quality . . . present and future) for all levels of personnel within the field;
2. provide for an assessment of existing resources (colleges, universities, special programs, stipends or scholarships, present training programs) available to meet the need;
3. the development (and formalization in writing) of a master plan for training for California corrections which will serve as a guide to immediate as well as long-range development of resources, programs,

and personnel needed to prepare new workers for the field as well as to provide for the continuing development of all workers in all levels; and

4. establish priorities and guidelines for implementation of the plan, including the development of proposed model legislation (if needed), etc.

Secondary Objectives

The conference will be established and carried out with the view that both the finished product and the process will serve as vehicles for change. Therefore, a second priority objective is that the conference be conducted in such a way as to provide for maximum involvement and participation not only on the part of persons within the field but persons of sufficient stature and influence to project a positive public image, broad acceptance and substantial commitment to the plan developed. It is anticipated that the steps for development and implementation will not only be clearly established but will be significantly enhanced through the participation and efforts of the task force participants.

Conference Participants:

Conference participants were selected on the basis of knowledgeability, creativity and representativeness of either the correctional systems or related systems. They included:

- 5 California Department of Corrections
- 5 California Youth Authority
- 4 Probation
- 4 Private Agencies

- 6 Academic
- 3 Law Enforcement
- 2 Private Citizens (Members of County Juvenile Justice Commissions)
- 1 Other State Agency (Training Director, State Dept. of Social Welfare)

The complete listing of conference participants is included as Appendix H.

Conference Techniques:

As reflected by the conference program (Appendix I), both large and small group processes were utilized to enable the conference participants to encompass their assignment and to achieve conference objectives. Professional group leaders were utilized in this respect. Following one full day of information input concerning the California Correctional scene, presentations concerning the supportive systems, and interpretation of manpower and training needs by training officers from each of the three major correctional systems, participants were organized into small groups for the purpose of assimilating and assessing the material. (Appendix J) On the second day participants continued in their small groups with the assignment to continue their study and assessment of one category of correctional personnel and to provide recommendations as to how the pre-service, initial orientation and in-service training needs might be met for that category. (Appendix K)

On the evening of the second day, recommendations from each of the three small groups were cataloged and were subsequently molded into a series of recommendations for action. These were reproduced for use

by the groups on the third day. (Appendix L) At that time, the small groups reviewed and discussed the series of recommendations and provided additions or modifications that they felt were indicated. (Appendix M) These additions and modifications were subsequently reviewed by a subcommittee made up of group leaders and representatives from each small group. At that time consensus was developed as to what the final wording and recommendations should be. The initial statement of the conference recommendations appears as Appendix L; the final statement of consensus from the conference appears in this text as Chapter IV, "Guidelines for Action, A Consensus."

CHAPTER II

PHILOSOPHY AND METHODS OF CORRECTIONS

CHAPTER II

Modern penology prescribes two basic requirements for any correctional program; that it provide adequate protection for society; and, that it have as its objective, the treatment and rehabilitation of the offender. This concept of "protection to society through treatment and rehabilitation of the offender" has been a part of American corrections for almost a century, having its inception in the "Declaration of Principles" adopted by the first American Prison Congress which met in Cincinnati, Ohio in 1870.¹ Known as the "Magna Charta of the Penal Reform in the United States," this document set forth thirty-seven principles to serve as guidelines for the classification, training and treatment of offenders in reformatories and penal institutions.²

The principles stressed the need for an individualized approach in providing education and training in the institutional settings, encouraged the adoption of more systematic releasing procedures and continued help to the individual following release from imprisonment, and pointed to the development of prison statistics as being essential to the growth and progress of the prison system.

¹"Declaration of Principles Promulgated and Adopted at Cincinnati, Ohio, 1870," Proceedings of the Annual Congress of the American Prison Association (Indianapolis; Wm. B. Burford, 1919), p. 588.

²Peter P. Lejins, "Penal Reform and the American Correctional Association," Proceedings of the Annual Congress of the American Correctional Association (August 18 to August 23, 1957), p. 12.

The "Declaration of Principles" was reconfirmed in 1930 by the Sixtieth Annual Congress of the American Prison Association. At that time an additional principle relating to probation and parole was adopted. This set forth probation as "The release of the convicted delinquent under competent supervision, without commitment to an institution," and parole as, "a conditional release of the prisoner¹ after having served a portion of his sentence."

A further revision of the "Declaration of Principles" was carried out in 1960 by the American Congress of Correction. Principles adopted advocated the organization and mobilization of institutional services and probation and parole into an integrated system to provide individualized treatment for the offender. Reemphasizing the need for scientific knowledge, the 1960 Congress also urged that increased emphasis be placed upon the development of research and scientific study of the problem of juvenile delinquency and criminality and of methods² of dealing with these problems.

In retrospect, it must be said that much progress has been made in the movement towards the attainment of the above goals. Probation services are now available to juvenile and adult offenders at all levels of the courts; modern correctional schools, camps and institutions provide for a wide variety of custody, program, treatment and training needs; and, pre-release centers, half-way houses, work furlough, and intensive parole and after-care services are being developed. Further, there has been an increasing acceptance and awareness of correctional goals and objectives on the part of the public as reflected by revisions in criminal and juvenile court codes.

¹

Ibid.

²

"Declaration of Principles: Revised and Approved," op.cit.

Many of the existing correctional programs were created as the result of these legislative changes and presently exist under the law for the specific purpose of "providing for the protection of society through treatment and rehabilitation of the offender."

In reality, it must be said that despite progress shown, corrections has never met its full "protection" or "treatment" responsibility and, except for a few isolated instances (for the most part, research or demonstration projects) has never even approximated these objectives.

Present status: In his message to the Congress on 2-7-68 the President indicated:

For decades our system of criminal justice has been neglected. As a result: Local law enforcement is undermanned and underpaid; correctional systems are poorly equipped to rehabilitate prisoners; courts at all levels are clogged; procedures are often archaic; local juvenile offender systems, which must deal with increasing numbers of delinquents, are understaffed and largely ineffective...¹

Approximately one and one-quarter million persons, more than the population reported for 15 states are presently under the jurisdiction of state and local correctional agencies and institutions. In addition, many thousands more serve from a few days to a few weeks in a variety of lockups and jails. Of the total volume indicated, 28 percent are juveniles, 72 percent are adults. The number of adults under probation and parole supervision and in correctional institutions (876,412) is more than the number of enlisted personnel (846,684) reported in the U.S. Army for 1965. One-third of the above (400,000) juvenile and adult, are in institutions; two-thirds (800,000) are in communities under probation or parole supervision.

¹"Crime: The Challenge and The Response," Message from the President of the United States, submitted to Congress February 7, 1968.

The estimated cost of operating these systems is almost one billion dollars per year: approximately 80% goes for institutions; approximately 14.5% goes for probation services; approximately 3% goes for misdemeanor probation.¹

Public Acceptance and Understanding: In a recent survey of public opinion about corrections, conducted by Louis Harris and Associates for the Joint Commission of Correctional Manpower and Training, it was learned that seven out of ten citizens (72 percent) felt that the main emphasis of corrections should be on rehabilitation; however, less than half, 48 percent, expressed confidence that this was where the emphasis was being placed. A majority (expressed by two-to-one margins in some cases) felt that not enough help is given to people who get out of prison in getting psychological help, finding a place to live, keeping out of trouble, getting training for useful work, or getting decent jobs. Conversely, community based programs were looked on with an air of distrust--only one in five felt that parole should be used more than it is now--similarly, the use of probation for most adult crimes found little favor with the public. When asked directly whether they felt more should be spent on prisons and rehabilitation programs the public split down the middle--when it came to the fact of who is going to pay for improved correctional rehabilitation programs only 33 percent were willing to see taxes raised to pay for better programs. In short, while the general public is intellectually prepared to support improved rehabilitative programs, emotionally and financially they are not.²

¹"Correction in the United States," op. cit., pp. 229-230.

²Joint Commission on Correctional Manpower and Training, The Public Looks at Crime and Corrections (Washington, D.C.: Joint Commission on Correctional Manpower and Training, 1968), pp. 1-3.

While there is an urgent need to increase the numbers of personnel working in corrections the results of the Harris survey suggest that recruitment will be extremely difficult. When adults were asked which of 11 areas they would recommend to a young person close to them as a possible career, correctional rehabilitation was tied for seventh (13 percent); when teenagers were given a list of 13 different job areas they might be interested in and asked which they had seriously considered, a career in correctional rehabilitation finished last with only one percent indicating they had seriously considered it. Most teenagers interviewed reflected the feeling that the correctional rehabilitation job is unrewarding, that they would be working with difficult cases under difficult conditions, and that they would be unable to provide any real help.¹

Institutional programs: Major advances have been made in detention for juveniles; during the past 10 years over 100 specially designed detention facilities have been built, most embodying sound principles of design. The NCCD national survey indicated that despite this progress, 93 percent of the country's juvenile court jurisdictions, covering 2800 counties and cities and reflecting 44 percent of the population have no detention facility for juveniles other than a county jail or police lock-up. Further, less than 20 percent of jails in which children are held are rated as being suitable for adult Federal offenders.

The survey continues that, in the vast majority of city and county jails and local short-term institutions, no significant progress

¹Ibid.

has been made in the past 50 years. At the adult state correctional institution level there has been considerable increase in use of reduced custody facilities of all types during the past decade. Twenty (20) percent of the existing 393 core institutions for adult felons are less than 10 years old; 31 percent are more than 50 years old; 25 institutions now in use were built over 100 years ago.¹

Community-based programs: Significant progress has been made in the area of probation, parole and community based programs; much additional progress is needed. While all States make statutory provision for juvenile probation, probation service is not uniformly available in all counties and localities:

Thirty-one (31) out of the 50 States have probation staff service for all counties.

A total of 2306 counties (74 percent) of all counties in the U.S.) theoretically have service--in some it may be only token service.

In 16 states that do not have probation staff coverage for all counties there is at least some provision to make services available. (This comes from a variety of sources and is generally considered to be inadequate to meet the need.)

One hundred sixty-five (165) counties in four states have no juvenile probation services at all.²

Relevant to misdemeanor probation the NCCD survey reports: "The outstanding single fact in the survey data on misdemeanor probation is the paucity of the service."³

¹"Correction in the United States," op. cit., p. 192.

²Ibid., pp. 49, 50.

³Ibid., p. 121.

In relation to adult probation the survey reports that 96.9 percent of probationers under supervision are in caseloads of more than 50 persons; 67 percent are in caseloads of over 100. Probation administrators surveyed felt that inadequate staffing, inadequate financing, and lack of public acceptance were barriers to probation effectiveness.¹

Correctional Manpower and Training: The Correctional rehabilitative process is one involving the use of people (staff) to bring about change and rehabilitation in other people (correctional clients). The personnel who man the correctional systems must be adequate in numbers and in knowledge, training and skill in relationships to accomplish the task. Clearly documented by regional and national conferences, local and national surveys, and demonstration projects is the fact that most correctional institutions and agencies are clearly understaffed, deprived of essential professional services, and manned by personnel with little or no educational preparation for corrections work.² The few rehabilitative personnel in many systems operate against such overwhelming odds in the number of offenders with whom they must seek to deal that success is virtually impossible. The personnel and recruitment picture is further complicated by low salaries, long hours and lack of public acceptance.

It is further apparent that once employed, correctional personnel receive little by way of initial orientation and on-going in-service training.

¹ Ibid., op. cit., pp. 168-170.

² Task Force Report: Corrections, p.93.

In a survey recently completed for the National Council on Crime and Delinquency questionnaires were sent to over 1100 institutional and community-based agencies across the country in which they were asked the question: "Do you have an organized in-service training program?" From the institutions that replied, 197 replied yes, 137 in the negative. From community based programs 359 replies were positive and 448 negative. Of over 1100 systems surveyed, more than half reported no organized in-service training program at all. Vincent O'Leary, in commenting on this reported: "The picture is actually more dismal than this proportion indicates. Even among agencies which reported an in-service training program, there were sharp differences in quality. For example, some of the so-called training programs meet only once a year."¹

Coupled with the existing manpower shortage and lack of training resources and programs, corrections is also being confronted with projected sharp increases in demand for correctional services. The President's Commission on Law Enforcement and Administration of Justice projects the manpower need to presently be 225,300 to bring the correctional systems to the point where they can meet recognized personnel standards. By 1975 they project that more than 300,000 will be needed (nearly 2½ times the number employed in 1965). Table 1 reflects the projected manpower needs by personnel categories. This shows that by 1975 corrections will need 81,000 case managers (4½ times the number employed in 1965) and 114,000 custodial personnel (twice the number employed in 1965).

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Targets for In-Service Training (Washington, D.C.: Joint Commission on Correctional Manpower and Training, 1967), pp. 59,60.

TABLE 1*

Manpower Requirements for American Corrections
1965 and 1975, by Personnel Categories

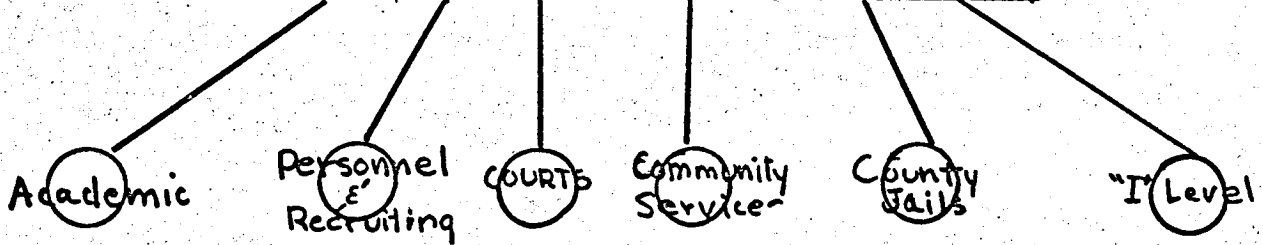
Personnel Category	Number Employed 1965	Number Needed 1965	Number Needed 1975
Group Supervisors	63,184	89,600	114,000
Case Managers	17,416	55,000	81,000
S Specialists	6,657	20,400	28,000
Technicians	<u>33,906</u>	<u>60,300</u>	<u>81,000</u>
Total	121,163	225,300	304,000

*Task Force Report: Corrections, p.99.

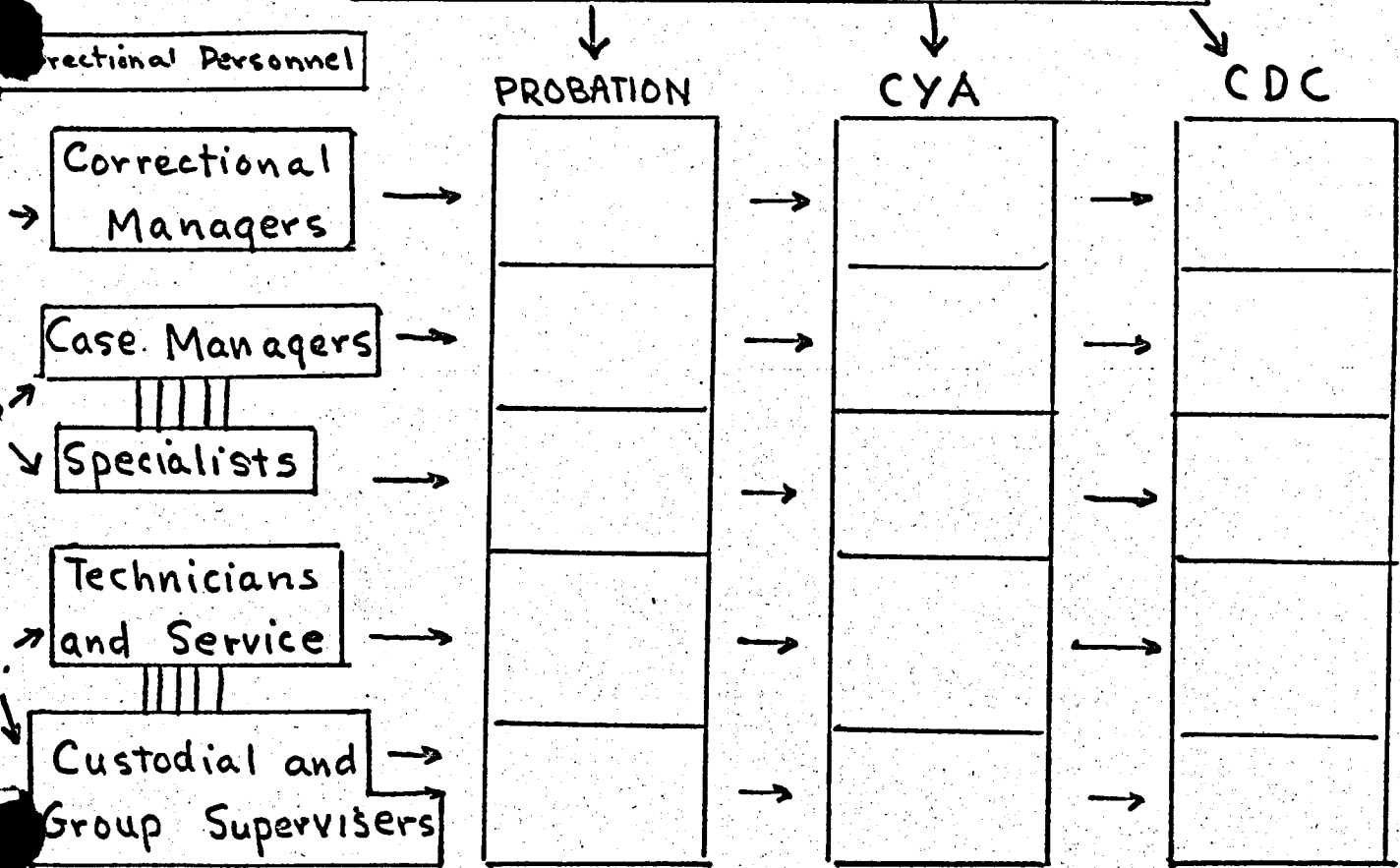
The national correctional scene is therefore one of massive manpower and training needs with resultant serious implications for public relations, recruitment, vocational and academic preparation, development of new sources for correctional manpower and, development of new, improved and expedient ways of training trainers as well as providing direct training.

CALIFORNIA

SUPPORTING SYSTEMS



CORRECTIONAL SYSTEMS



CHAPTER III

California, with vast agricultural areas, mountain ranges, deserts, sea shores, and climates and promises for everyone, continues its rapid growth. Its sprawling metropolitan areas are rapidly becoming areas of heavy congestion. The San Francisco Bay region now contains approximately 3 million people. The Los Angeles basin, now with an estimated 7 million population, is projected to increase to 12 million within the next decade.

Crime and delinquency have increased with a rate relatively constant to the population increase. Sixty three percent of all juvenile and adult offenders are in the age group 14 to 29 years. Whereas the total population of California is projected to increase over 25 percent in the 1965-75 decade, the 14-29 year old "crime susceptible group" will increase 60 percent within the same period (from 4 1/2 million to nearly 7 million). Equally relevant is the tremendous growth of minority groups, particularly Negroes. Already California correctional facilities are experiencing the results of this growth of Negro population in California's metropolitan areas. According to the U.S. Census Bureau figures, California's Negro population grew 91 percent between 1950 to 1960. This growth has been concentrated in the metropolitan areas of San Francisco-Oakland, Los Angeles-Long Beach, Bakersfield, Fresno, San Diego, Stockton, Sacramento, and San Bernardino-Riverside-Ontario.¹

The National Advisory Commission on Civil Disorders reported:

. . . In the riot cities we surveyed, we found that the Negroes are severely disadvantaged, especially as compared with whites;

¹ Department of Industrial Relations, Division of Labor Statistics and Research, Negro Californians (Sacramento: State Printing Office, 1963), p. 6.

that local government is often unresponsive to this fact; that federal programs have not yet reached a significantly large proportion of those in need; and that the result is a reservoir of unredressed grievances and frustration in the ghetto.

Social and economic conditions in the riot cities constituted a clear pattern of severe disadvantage for Negroes as compared with whites, whether the Negroes lived in the disturbance area or outside of it. When ghetto conditions are compared with those for whites in the suburbs, the relative disadvantage for Negroes is even greater.¹

These problems relate both directly and indirectly to corrections. Crime increases with population and development of urban areas. The heavier the concentration of people, the heavier the crowding, filth, unemployment, vice and crime rate. With the vast majority of California's minority population concentrated in these areas, there are increasing numbers of minority groups coming to the attention of law enforcement and the correctional system. California Department of Corrections' predictions indicate that within the next decade more than half of all California inmates will be from minority groups.²

By 1975 there will be over 380,000 offenders in custody or under supervision by the correctional systems in California reflecting essentially a 75 percent increase over existing institutional and community based programs. California corrections is presently unable to meet its existing manpower and training needs.

¹Report of the National Advisory Commission on Civil Disorders (New York: Grosset and Dunlap, Inc., 1968), pp. 136-137.

²California Department of Corrections Master Plan (Sacramento: August 16, 1968), p. 76.

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ACADEMIC RESOURCES:

Exploration of Educational Resources
Four-Year Colleges and Universities

Sixty four-year colleges and universities were sent an extensive questionnaire requesting information regarding educational resources in the field of corrections. The response was unusually good with a 70% return from 42 respondent schools. The data revealed the following:

1. Twenty-eight of the responding schools offer 164 undergraduate and 53 graduate courses.
2. Twenty-three schools offer only undergraduate courses, nine offer both undergraduate and graduate courses, 16 give Master's Degrees with a concentration in corrections and four offer Doctorates.

In the current semester, spring 1968, there were 2,516 undergraduate course enrollments and 352 enrollments in the graduate program. There had been 5,174 undergraduates and 306 graduate course enrollments in corrections in the academic year 1966-67. In the spring semester of 1968, there were 1,588 undergraduate and 280 graduate students enrolled while in the academic year 1966-67 there were 2,741 undergraduates and 310 graduate students enrolled in corrections courses. In the past five years approximately 112 graduate degrees were granted and it was predicted that 240 graduate degrees in programs having correctional content would be granted during the next five years. Two Hundred and eighty-two Bachelor's Degrees were granted in courses relating to corrections and twenty-six Master's Degrees were granted in the academic year 1966-67.

Exploration of Junior Colleges as
Educational Resource in the Field of Corrections

Eighty junior colleges were asked to respond to a questionnaire similar to, but less detailed than, that one sent to the four year colleges and universities. Forty-three schools responded; 3 indicated they had no

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Reprint of Summary provided by Dr. Dorothy Zietz

correctional program or courses at the present time and had no interest in developing such. Twenty schools indicated that they had no correctional courses, but were interested in giving these courses or in developing a corrections sequence. The remainder had programs ranging from 6 units to 18 units of corrections work. Several of the junior colleges offer far more courses than do some four year schools.

The approximate number of enrollments for spring 1968 in courses identified with corrections was 913; with 1,050 course enrollments for entire academic year 1966-67. Seven hundred and sixty five students were enrolled in courses having correctional content in the spring semester 1968, while 1,145 were enrolled in the entire academic year 1966-67. Two Associate of Arts degrees were granted and four certificates were issued. Courses most frequently designated as having relation to a correctional sequence were: criminology, juvenile delinquency, and "correctional science".

Responses to the Junior College questionnaire reflected the same identification of theoretical courses, such as criminology, juvenile delinquency, and social problems with those of "correctional courses". There was also the same ambiguity of the terms "sub-professional" and "pre-professional" with somewhat more confusion of purpose since many courses taught in the junior colleges appear to be in content and focus the same as those given on the junior and senior levels of the four year colleges and universities. While the need for two year terminal education is readily apparent, the appropriateness of educational objectives must receive some attention. Courses such as criminology, delinquency, abnormal psychology and others given as lower division courses, do not allow the student, it would appear, to have the substantial liberal arts base that such courses demand. There is also the problem of unit transfer for those courses to the four year college or university at a later time. The immediate need is for a blending of course content with that of an analysis of tasks, consummated with educational preparation at this level.

The Diversity of Course Content and Titles:
A Dilemma in Professionalization

The Task Force on Corrections makes the concise statement in the very first sentence of its Report: "The American correctional system is an extremely diverse amalgam of facilities, theories, techniques and programs". This "diverse amalgam" also characterizes the curriculum content in corrections courses and it is apparent that the two conditions are interrelated. The respondents to this survey did not reflect consensus as to departmental designation, course content or course-task relatedness in the development of corrections courses in institutions of higher learning in California.

Courses in police science may fall into the category of "correctional science", and sociology courses such as criminology, delinquency, social problems, and social deviance are in the correctional sequence at some schools. At still others, courses in the principles of casework, criminology, community organization for social welfare and probation and parole are grouped together constituting a "sociology major". This pattern often begins with a course or two in sociology and subsequently with courses from other disciplines gerrymandered into a "corrections sequence", and a terminal "sociology major".

The Joint Commission on Correctional Manpower and Training has defined the term "corrections" as follows: Corrections refers to public organizations (systems, agencies, and institutions) specifically created by law to (a) assume custody of and provide services for convicted adult offenders and young persons brought to the attention of juvenile courts because of delinquency complaints, including those subsequently adjudicated delinquent; and to (b) initiate, conduct, or collaborate in delinquency prevention programs.

The Commission's definition is usable and manageable in terms of developing sets of educational objectives that can be related to task analyses. This approach should be invaluable in "stabilizing" the operational parameters

of the field of corrections and to give direction to the development and analysis of curriculum building. If this is not done, there will continue to be no identifiable body of knowledge that can be clearly regarded as contributing to a science of correctional practice. John L. Galvin, Task Force Director, described the way in which the Task Force accommodated its data collection on educational resources in the corrections field: "In a recent survey, similar to yours but on a national level, we left it to the educational institutions themselves to determine what courses they considered relevant. Our terminology may have put us on a different footing, however, as we referred to criminology/corrections programs and courses rather than just corrections-related".¹

The attached Surveys (Appendices N and O) reveal the urgent need to develop a clearer and more functional definition of the terms "corrections" and "correctional services". It is no doubt true in making a national survey that an inventory of the criminology-corrections programs and courses will give the larger perspective of the numbers and kinds of available courses and sequences. However, the "criminology-corrections" combination will not give a clearer picture of the numbers and kinds of courses dealing specifically with the Commission's own definition of the term "corrections" referred to earlier. Nor will it help in identifying significant course content in terms of the specific task to which that content is related. Turning the coin another way, it will not strengthen correctional practice professionally, either in recruitment, in the utilization of manpower, or in training. The task seems to be clearly one of making corrections a substantive field with an uncluttered identity. Corrections courses that remain "hidden" because they are not properly identified render a disservice to the student who is preparing for a career in this field and ultimately deprives agencies and institutions of much needed manpower.

¹Task Force Report: Corrections, p. 1.

The relationship between the preparation of the learner and the task for which he is being trained must ultimately be considered by the administrator, the educator and cooperatively approached by both systems. There is joint responsibility to arrive at a definitive formulation of what the correctional worker needs to know in order to meet the demands of his assignment in behalf of the agency and its clientele. Curriculum must be designed which will encompass this knowledge and meet these demands. This will entail the identification of sources of knowledge, analysis of these courses, and their contribution to learning. It will also involve the development of a basic criteria and methodology for examining existing curricula and the application of such criteria to more articulate course development than there has been to now.

Implications for Action

The wide diversity of courses and educational objectives suggests the need for two approaches to relating content to its use in practice. One such approach has already been explored and there is consensus among educators that theoretical courses should be identifiably different from those having practice content and that there is need to develop a logical basis of difference between the two. Courses in theory should be regarded, however, as providing basic knowledge under-girding approaches to practice.

An "action phase" of this part of the analysis of training needs and resources in California should include periodic conferences between educators in order to come to some planned consensus as to the appropriate academic identification and content of courses associated with the field of corrections. This recommendation was wholly supported recently by the Professional Development Committee of the California Probation, Parole and Correctional Association at a recent meeting when preliminary data of this study was

discussed. Educators are aware of the "in house" orientation that their courses carry and the diversity of course titles and content emphases which should be "stabilized" (not standardized) if education for the field of corrections is to achieve professional status.

A second "action phase" relates to the necessity of bringing together educators and consumers; i.e., the agencies and clients (inmates) in order to judge whether the content agreed upon is appropriate to the correctional task and meets the rehabilitative needs of the clients. It seems logical that the educators first discuss educational objectives openly and frankly together and then relate their best judgments to the needs of the correctional field. This could result in an approach to education -- agency consensus of course purpose that is grossly missing now. It would also greatly assist in supporting some of the conceptual framework already identified by Elliot Studt and others, but not yet seriously regarded in the implementation of training planning.

CALIFORNIA PERSONNEL STANDARDS AND PRACTICES:

In November 1965, a Special Committee on Correctional Standards was appointed by the staff of the President's Commission on Law Enforcement and the Administration of Justice. Its purpose was to select and develop standards for corrections that would be useful in the national survey of corrections to be conducted by NCCD in 1966. The General Standards developed by this Committee includes the following related to personnel practices:

1. Though parts of the correctional system may be operated by local jurisdictions, the State government should be responsible for the quality of all correctional systems and programs within the State.
2. If local jurisdictions operate parts of the correctional program, the State should clearly designate a parent agency responsible for consultation, standard setting, research, training, and financing of or subsidy to local programs.
4. Specific rules and regulations setting forth the delegation of authority to subordinate executives as well as the limitations of that authority should be compiled in all systems.
5. Every correctional system requires a staff of administrative and supervisory personnel commensurate with the size and extent of the system. The staff should be so organized that all important functions in the total administrative process are represented and an adequate span of control is maintained.
7. Besides the appropriate educational qualifications for his position, each correctional employee should have good health, emotional maturity, integrity, interest in the welfare of human beings, ability to establish interpersonal relationships and to work with aggressive persons, belief in the capacity of people to change, recognition of the dignity and value of the individual, resourcefulness, patience, ability to use authority responsibly, and a continuing interest in professional development.
8. Personnel should be covered by a merit or civil service system. They should serve a probationary period of at least 6 months before attaining permanent status has been achieved, dismissal should be for cause only, and the discharged employee should have the right to a hearing before an appropriate body.

9. Appointment should be based on the educational and personal qualifications set forth in the job description of each class of position.
10. Salaries should be adequate and commensurate with the qualifications, high trust, and responsibility involved. Salaries should have minimum and maximum levels with provision for regular increments based on merit performance evaluations.
11. There should be provisions for sick leave, annual leave, hospital and medical care, insurance, disability, retirement benefits, and other accepted employee benefits compatible with the best practices of public and private agencies.
13. Citizen committees should be developed to serve State correctional agencies and institutions in an advisory capacity. Similar advisory committees should serve local agencies operating parts of the correctional system.¹

California measures up well against these standards. It is a strong civil service state and, for the most part, the correctional systems have been relatively free of politics. At the State level, the Director of the Youth Authority and the Director of the Department of Corrections serve at the pleasure of the Governor. The State Personnel Board assists in the recruitment, initial screening, testing and certification of eligible candidates on the remainder of the positions in state service. The examination process includes both a written and an oral exam; educational requirements and experience requirements are clearly spelled out and are taken into account in the initial screening of applications.

At the county probation level legal guidelines for appointment of chief probation officers are included in the Welfare and Institutions Code. Section 575 of that code requires that each county appoint a probation officer. In non-civil service counties (primarily small rural counties) or counties where the selection process is not governed by Charter, the law provides that the Probation Officer shall be nominated by the juvenile justice commission

¹Task Force Report, Corrections, p. 206.

for that county or region and that the appointment shall be by the judge. Further, that the Chief Probation Officer may appoint an Assistant Chief Probation Officer and Deputy Probation Officers but that such appointments shall be with the approval of the judge.

Entrance standards for personnel entering State service have been established in conjunction with departments concerned and in recognition of recruitment and availability aspects. This means that in a number of instances entrance standards are established at levels below that recommended by professional associations.

The Youth Authority has been authorized to establish standards for probation and for the administration of Juvenile Halls, ranches and camps serving wards of the Juvenile Court. Standards recommended serve as guidelines only in that there is no ready provision or willingness for enforcement. The standards recommended are accepted and implemented at the 98-99 percent level by Class A & B counties, at the 78 percent level by Class C counties and accepted but not implemented by class D counties (30,000 -- 100,000 population).

All three systems (probation, CDC, CYA) tend to operate independently, promote from within their own ranks, and accept few across-systems transfers.

LEGAL AND COURT SYSTEM:

California corrections has been fortunate in that there have been periodic revisions of both penal and juvenile court codes. The first of these took place in 1935 at which time the Juvenile Court Law was revised for the first time. In 1944 the California Department of Corrections and the California Youth Authority were established. Along with this there was a revision of the penal code. In 1961 the Juvenile Court law was again revised; in 1963 the Youth and Adult Corrections agency was established. California corrections has, therefore, had consistent and fairly current legal guidelines to anchor

into in the performance of their responsibilities. California corrections tends to be more legalistic than most states which has had the positive aspects of general concern for "due process" and individual rights.

The quality of justice depends in large measure on the quality of judges. California enjoys a good nationwide reputation for the quality of its judiciary, but that quality is not the result of any design. The Judicial Council of California, established by the California Constitution is charged with surveying judicial business, making recommendations to the courts, and making recommendations annually to the governor and legislature to the end of improving the administration of justice. In 1934 California pioneered in adopting an improved system of selection for appellate court judges in which gubernatorial appointments to fill vacancies on the Supreme Court and the Courts of Appeal were made subject to confirmation by the Commission on Judicial Appointments. Despite repeated efforts by the Judicial Council no comparable improvement has been made in the method of selecting trial court judges. The Constitution provides that they be elected; however, in actual practice judgeships are filled primarily on a midterm vacancy basis by gubernatorial appointment (without being subject to review and confirmation) with the elective process being used primarily as the means for determining whether a judge should remain on the bench.

The Judicial Council is an active organization. Along with concerning itself with qualifications for judges, it also carries out studies of workloads and special problems. Further, it concerns itself with training for judges. In 1967 the Judicial Council sponsored and conducted six major institutes and workshops (2 for Municipal Court Judges, 3 for Superior Court Judges, and 1 for Presiding Justices, Courts of Appeal). Council staff, however, have expressed the opinion that training offered, while valid, is not commensurate with the need.

CITY AND COUNTY JAILS AND LOCKUPS:

City and County Jails and lockups were not included in the study process or final plan of action. These are administered by law enforcement; training for law enforcement officers in California is provided through a variety of sources. Also, county jails are presently the concern of another study group to resolve issues related to standards, inspection and on-going supervision.

County jails are used extensively in California as a condition of probation. In a study of probation services conducted in 1957, it was found that 52.2 percent of superior court probationers were reported to have received jail terms as a condition of probation. Median length of jail term for the 1225 probationers reported was 6.04 months.¹

County jails are still used in some instances for confinement of juveniles. The Governor's Special Study Commission of Juvenile Justice found that 38 counties serving 97 percent of the population had separate juvenile detention facilities; counties that did not have a juvenile hall detained juveniles in jail. The commission reported finding minors as young as 10 years old detained in jails which have been regarded as unfit for adult use.² This represents a small minority -- but it does exist.

A number of California jails, under the momentum of work furlough programs are making significant strides toward becoming a viable rehabilitative source. Interest in training is therefore quite high on the part of some county sheriffs.

¹Probation in California (Sacramento: Special Study Commission on Correctional Facilities and Services, 1957), p. 43.

²A Study of the Administration of Juvenile Justice in California (Sacramento: Governor's Special Study Commission on Juvenile Justice, 1960), p. 107.

COMMUNITY AGENCIES AND RESOURCES:

California, as compared with mid-western or eastern states, is primarily a public-agency state. Few private agencies exist; those that do have an extremely difficult time securing adequate funding and simultaneously have heavy demands placed upon them. Heaviest use of private agencies is probably made by juvenile probation departments who utilize private institutions for placement of Juvenile Court Wards whenever possible. By and large, however, corrections has not learned to effectively use the private sector to mutual advantage. There is an active interest on the part of a number of private agencies but this remains primarily an area to be further explored and utilized.

CALIFORNIA PROBATION

Recommended Standards

Standards for probation as defined by the Special Task Force on Correctional Standards include the following:

Statutory Provisions

1. The statute should require that a paid full-time probation service be made uniformly available to all courts needing the service. It should prescribe how the service is to be established, financed, and administered, and it should state the qualifications of staff, methods of staffing, and the duties and functions to be performed.
2. The statute should authorize the court to use probation at its discretion following adjudication or conviction, for the best interest of the offender and society.
3. The statute should require that a probation investigation be completed in all juvenile and adult cases, as an aid to the court in making an appropriate disposition, and it should require the court to consider the investigation report and give due weight to the findings before making a decision.
4. The statute should prohibit indiscriminate scrutiny of the probation investigation report and improper disclosure of information contained in the report and other probation records to unauthorized persons, and it should authorize the court to make such information available to persons and agencies having a legitimate and proper interest in the case.
5. The statute should authorize the court to determine the conditions of probation, and it should prohibit incarceration as one of the conditions.
6. The statute should provide that, for juvenile offenders, the period of probation supervision be indeterminate but be terminated before the 21st birthday.
7. The statute should provide that, for adult felony offenders, the period of probation supervision be fixed by the sentencing judge at not less than one year and not more than five years.
8. The state should authorize the court to discharge persons from probation at any time when supervision is no longer needed and to revoke probation for sufficient cause after a hearing.

9. The statute should provide that the discharge of adult offenders from probation has the effect of restoring all civil rights that may have been lost as a result of conviction.
10. The statute should provide for the transfer of probationers under the Interstate Compact for the Supervision of Parolees and Probationers and the Interstate Compact on Juveniles.

Organization

While there is as yet no discernible authoritative consensus on the best organizational structure, it is clear that a sound probation system should conform to either of these two structures:

1. A centralized statewide system providing, to all courts, state-administered, state-controlled, and state-financed service through: (a) a board, commission, or department, (b) a department of which probation is a bureau or division, or (c) a department of probation and parole.
2. A centralized county or city system locally administered by the court or a nonjudicial body, with State responsibility for supervision, consultation, standard setting, training, and research, with financing or subsidy through: (a) a board, commission, or department, or (b) a department of which probation is a bureau or division.

Personnel

1. Probation officer qualifications: (a) Preferred - possession of a master's degree from an accredited school of social work or comparable study in correction, criminology, psychology, sociology, or a related field of social science. (b) Minimum - possession of a bachelor's degree from an accredited college, with a major in the social or behavioral sciences and one of the following:
 1. One year of graduate study in an accredited school of social work or comparable study in correction, criminology, psychology, sociology, or a related field of social science.
 2. One year of paid full-time casework experience under professional supervision in a recognized social agency.
2. Supervisor qualifications: Possession of at least the probation officer's minimum education qualifications listed above, and two years of paid full-time casework experience under professional supervision in a recognized social agency.
3. Administrator qualifications: Possession of the educational and experience qualifications required for a supervisor and, in addition, three years of paid full-time experience in a supervisory capacity in a recognized social agency maintaining acceptable standards.

4. A probation officer's workload should not exceed 50 units a month. (Each case under active continuing supervision is rated as one unit; each regular probation investigation that is completed and written is rated as five units.)
5. One full-time supervisor should be assigned for every six full-time probation officers.
6. A minimum of one supporting position (stenographer, clerk, or receptionist) should be provided for every three probation officers.

Clientele

1. For juveniles a procedure should be established that provides for screening and possible adjustment of complaints before a petition is filed.
2. No juvenile or adult offender should be placed on probation until a probation investigation has been completed.
3. Where probation is used as a disposition, a probation agency should be available to provide service and exercise supervision.
4. A written copy of the conditions of probation should be given to each offender placed on probation (or the parents when the offender is a child). The offender (or, in the case of a child, the parents) should acknowledge by signature that the conditions have been discussed, are understood, and are accepted.
5. Probation may be revoked only after the probationer has had an opportunity to be heard.
6. At a hearing held to consider revocation of probation, charges alleging violation of the conditions of probation and a summary statement of the probationer's adjustment should be prepared in writing and submitted to the court.
7. New infractions of the law by a probationer should be reported to the court.
8. Each probationer should be given a copy of his discharge when probation is terminated prior to or at the expiration of the maximum period of probation supervision.
9. When an adult is discharged from probation, instruction and help should be given for expunging the record.¹

¹Task Force Report: Corrections, pages 206,207

Present Status

In projecting California probation against the foregoing recommended standards it is found to have sound legal basis stemming from Chapter II of the Juvenile Court Law of the Welfare and Institutions Code. Article IV, Section 575 requires that each county shall have a probation officer and that the offices of probation officer, assistant probation officer, and deputy probation officer shall exist in every county. Similarly, penal code provisions for probation also appear sound in keeping with recognized standards.

California probation is organized on a county-by-county basis with the Youth Authority given jurisdiction to establish standards for probation, juvenile halls, ranches and camps. Two counties have a separate probation department for both adult and juvenile probation, the remaining counties have one probation department providing both functions. As a result there exists 60 probation offices in the 58 California counties. The 60 departments vary widely in size, geographic location, and problems encountered. One probation department has approximately 1500 probation officers, three departments have from 150 to 300 probation officers, 12 departments have 50 to 150 officers, and forty-four departments have from 1 to 50 probation officers.

Probation Study of 1964:

The most recent study of California probation was conducted in 1964 by the Board of Corrections. The purposes of this study were to: identify probation's needs regarding optimum levels of service; determine how the State might best fulfill its responsibility to help probation to do a more effective job in protecting the public and rehabilitating offenders, and, to critically examine the commitment practices of county probation departments with the view to

developing county treatment alternatives to state institutionalization.¹

The report and recommendations stemming from this survey outlined 11 areas of special needs in California probation:

1. Additional county correctional institutions and community placement resources.
2. Improved administrative practices and internal changes within operating departments.
3. Improved staff development through intra- and extra-mural training programs. (A program of ongoing effective staff development for line workers, supervisors, and administrators was deemed to be one of the most critical needs facing probation...)
4. Improved workload ratios for both workers and supervisors. (Survey personnel found that probation officers providing both an investigative and supervisory service for adults are carrying workload equivalent to 190 cases; officers working with juveniles are carrying workload equivalent to 109 cases; in a few departments caseloads that approximate the recommended standards were found, usually in the area of investigation or specialized caseload for juveniles. The median workload in study counties were those exclusively providing adult supervision services were 209 cases or 4 times the recommended national standard).
5. Improved and Expanded Diagnostic and Psychiatric Services for Probationers.
6. Improved Working Conditions (a majority of the probation departments were found to be located in crowded older buildings without adequate floor space, equipment or supportive services for existing staff... The most pressing need both observed and commented on was for privacy in interviewing and dictating... Probably the greatest area of concern identified related to the lack of secretarial help...The explanation offered by probation staff for the substandard physical surroundings and lack of adequate supporting services is the low standards within county government).
7. Consultations and Training for the Judiciary.
8. Improved and Extended Programs for both Delinquency and Crime Prevention.
9. Improved pay as an incentive for horizontal promotion.
10. Improved Public Relations and Improved Acceptance of Probation as the Controlling and Helping Service.
11. Improvements in the Law.

¹ Probation Study (Sacramento: Board of Corrections, 1965), page 2.

Regarding vocational and academic training for probation officers, survey personnel commented:

"One of the major needs identified was greatly expanded and improved intra- and extra-mural training programs for the development of probation staff. Few departments have effective and continuous staff development programs. As a result, working personnel cannot keep abreast of the latest developments in the field, even assuming they had time for staff development -- which they do not. As a result, probation staff often have limited knowledge about treatment, capacity for treatment, or the treatment resources of the community in which they work.

Staff development programs for first line supervisors and middle management personnel are inadequate and in most departments non-existent. Most supervisors move into their positions from treatment assignments. They have no preparation for supervision and learn by doing. Often what they learn is wrong and what they do fails to make the most effective use of available manpower. In turn, supervisors are promoted to middle management positions without training and without preparation. The mistakes that they were able to make as supervisors are now compounded by the new position of authority and responsibility they command...

Under conditions existing at the time of the study it was virtually impossible to establish a meaningful training program without also providing for a substantial reduction in caseload."

In summary, survey staff stated:

"The chief problem facing probation continues to be supervision and training -- or more accurately, the lack of supervision and vocational training for staff. Caseloads for probation officers are excessive; officers are denied the opportunity to provide good surveillance in casework services -- the probation officer does not have time to get out into the field to find out what is really happening."¹

Personnel Qualifications

The recommended qualifications for probation officer is possession of a master's degree from an accredited school of social work or comparable study in corrections, criminology, psychology, sociology, or related field of social science. The minimum educational requirement is established as possession of a bachelor's degree from an accredited college with a major in social or

¹Ibid., pg. 76

behavioral science and either one year of graduate school or one year of full time paid casework experience. The probation survey of 1964 indicated that 95.7% of probation officers in the counties studied possessed bachelor's degrees or its equivalent; however, of the 1317 officers surveyed, only 141 had graduate degrees that would suggest professional training. Of these less than one-half were trained as social caseworkers or psychologists. The survey staff concluded: "The summary of educational attainment rather clearly indicates that the larger counties have achieved at least college graduation as a minimum standard, while medium sized counties appear to be in a state of transition, and the smaller counties appear relatively unaffected by the increasing level of educational attainment going on elsewhere."¹

Training

The majority of what training is done in probation is carried out by the probation departments themselves. In this respect it is noted that only eight of the 60 departments have a full time training staff while 33 have no continuing in-service training program of any kind.

The Division of Delinquency Prevention Services has been conducting training courses for deputy probation officers, juvenile institutional administrators, and juvenile law enforcement officers, both at Asilomar and regionally. The regional program usually consists of one day per month; the Asilomar program generally runs four to five days. These courses of instruction are geared to help fill a void in training; however, they are able to only meet a small portion of the need. The program has a limited budget, there is a consistent problem of obtaining qualified trainers and many counties, because of workloads

¹

Probation Study, page 30.

or financial problems, are unable to make their new employees available for this training.

Factors Affecting Probation in California

Subsidy:

Following the recommendations of the 1964 study, the probation subsidy program was developed as a means of stimulating growth in probation treatment services at the local level with the ultimate objective of cutting down commitments to state institutions.

The subsidy program became operative on July 1, 1966. It provides financial assistance to counties to develop local treatment programs in exchange for reduced commitments to state facilities.

A summary of that program dated August 1, 1968 indicates that during 1968-69 41 counties representing 94.9% of the total state population will participate in the subsidy program. At the present time 306 probation officers have been added to fill special supervision caseloads. An addition of 533 probation officers is projected for 1968-69 fiscal year. (The summary of the probation subsidy program and projections are included as Appendix X.) The subsidy program has long range implications for all aspects of probation and has particular implications for training. Probation officers with reduced caseloads are now realizing the need for special training, and probation departments, through the influx of subsidy funds, are now in a position to finance training programs. As a result there is keen interest in training on the part of the majority of probation departments in the state.

"I" Level Classification

The California Youth Authority, through its Community Treatment Program, developed and tested a series of differential use of program elements referred to as "Interpersonal Maturity Classification (I-Level) and the "Differential

Treatment Model." This model defines nine sub-types of delinquents, prescribes treatment goals and suggests treatment methods.

After it was established that this approach had validity, the Youth Authority proceeded to adopt I-Level as part of their total correctional theory base. Intensive training efforts are now being carried out to train all levels of Youth Authority personnel to encompass and utilize this classification system.

Through funds provided by the National Institute of Mental Health a center for training in differential treatment was established under the sponsorship of the Institute for The Study of Crime and Delinquency and the California Youth Authority. The purpose of the Institute is to provide training in differential sub-type diagnosis and treatment planning; to provide follow-up consultations to trainees and their parent agencies in the implementation of differential treatment programs, to develop and evaluate training curricula and methods; and, to assess impact on trainees and agencies.

Through the increased interest in training on the part of county probation officers, the requirement in the subsidy program that a system of classification be utilized, and, the availability of the program, many county probation officers are now undertaking training at the center for training and differential treatment. As this program develops and as more and more county probation officers are trained, it will bring about a changing demand for specialized training and supervision on the part of all training resources.

CALIFORNIA DEPARTMENT OF THE YOUTH AUTHORITY

The objective of the Department of Youth Authority is the protection of society by rehabilitation of delinquent wards and the prevention of delinquency. These objectives are obtained by encouraging the use of local resources as well as the utilization of state institutions and parole supervision. The Youth

Authority is responsible for the administration of state's correctional schools and parole programs for youth. Commitments are made to the Youth Authority by judges of juvenile or criminal courts and judges of the municipal court.

In addition, the department encourages improvement in probation and juvenile law enforcement and increased use of county juvenile homes and camps. It also assists local agencies and organizations in developing programs for the prevention of juvenile delinquency.

The major divisions of the Youth Authority are: the Administrative Services Division; the Research Division; the Division of Delinquency Prevention Services; the Division of Parole and Community Services; and, the Division of Institutions.

The Division of Parole and Community Services provides placement and after care services for all Youth Authority wards released back to the community under supervision. Approximately 13,000 boys and girls are carried on regular parole. An additional 1,200 youths are provided for in special community based programs, community treatment programs, guided group interaction project and community delinquency control project.

The Division of Institutions is responsible for supervision and operation of the Department's reception centers, institutions, and conservation camps. This responsibility includes the training and treatment program in the institutions as well as reception, diagnostic evaluation and transportation of wards between institutions. It also includes supervision and operation of the Department's special treatment program, which is designed to meet the needs of special problem delinquents, who because of emotional disturbance or other serious personality problems do not fit into or benefit materially from regular treatment programs. The Division of Institutions operates 17 facilities including 3 reception center clinics, 4 youth conservation camps, 3 institutions for boys and 2 institutions for girls. Combined population of all facilities is estimated to have reached 5,500 for the 1968-69 fiscal year. (Appendix P)

An item of special interest with implications for training is the reclassification of group counselors and senior group counselors to the "Youth Counselor Series" as a major step toward reorganization of institutions to the treatment team concept. This reclassification gives caseload counseling responsibility to those custodial personnel involved with wards on a direct supervision basis. The person in this classification therefore has responsibility not only for the custody and supervision aspects but also the casework-group work aspects in fulfilling treatment plans developed for each ward.

Training

The Youth Authority has approximately 3,000 personnel, the majority of whom are located in the Divisions of Parole and Institutions. The Department has a training budget of approximately \$450,000 to provide salaries for full-time trainers, funds for specialized training, and overtime costs for institutional personnel who have to leave their posts in order to encompass training. There are two training positions in central office (one serves as a coordinator of the Department's training program), there is one full-time training officer assigned to the Division of Parole, and 10 full-time training officers are attached to Institutions. There are no assigned training officers for the 4 camps, 2 of the institutions, and the 3 smaller divisions in the Department. In addition, 5 full-time positions are utilized for the training of graduate students in cooperation with schools of social work in the State.

Despite consistent effort on the part of trainers and the training officer, the sustained impression is that the Department is grossly understaffed and ill-equipped to meet its own training needs let alone carry out its responsibility for leadership in the probation training area.

CALIFORNIA DEPARTMENT OF CORRECTIONS

The objective of the Department of Corrections is protection of society through rehabilitation of felons and non-felon addicts. Since 98% of the inmates are eventually released, adequate protection includes not only temporary segregation from society but preparation for release and supervision while on parole. To be most effective the correctional and rehabilitative process must restore the inmate to a constructive life in the community in the shortest period of time possible.

The Department of Corrections, established in 1944, maintains 14 institutions and 35 conservation camps located throughout the State. (Appendix Q) The 5 major divisions in the department are the: Program and Staff Services Division; Management Services Division; Correctional Conservation Camp Services and Institutions Division; Parole and Community Services Division; and, Correctional Industries Division. The Program and Staff Services Division includes staff responsibility for custodial activities, employee training, education and library services, inmate classification, medical care and treatment, casework and related professional disciplines, group counseling, record, recreation and chaplaincy services. The Parole and Community Services Division supervises all felons and non-felons released to parole programs in the State.

The Department has approximately 6,500 employees with the majority of them being based in either institutions or community parole programs.

The training budget for the Department of Corrections is approximately \$300,000 which provides salaries for 17 training positions and funds for overtime pay for institutional staff who need to be relieved from their post assignments for in-service purposes. The Department feels they have some serious voids in their training program particularly in the middle range of

personnel. Also, they feel that money appropriated is so tightly tied to specific items that they lack the flexibility necessary to develop a well-rounded training program.

Projections

Despite the positive effect of probation subsidy work release programs and community-based programs, the sharp population increases, movement of the post-war baby boom (14-19 age group) into adult jurisdiction, coupled with increased violence and lawlessness on the part of the total population, leads the Department of Corrections to project a 50% increase in corrections population by 1980.

Similar to the other correctional systems, the Department of Corrections has limited training resources. Further, it not only has to catch up to existing needs but also has to simultaneously gear up for rapidly increasing manpower and training needs in the next few years.

CORRECTIONAL PERSONNEL

Manpower Assessment

To assist the California Task Force on Correctional Training in their assessment of the California situation, personnel in each of the correctional systems were broken down into 5 major personnel categories. These categories, correctional managers, case managers, specialists, technicians and service, and custodial personnel reflect the breakdown used in the Task Force Report on Corrections. Table II reflects this initial breakdown (this was developed from worksheet submitted as Appendix R). It should be noted that upon review of the definitions employed it was the consensus of the Task Force that the definition used for correctional managers, as applied to CYA and CDC, was too narrow. The consensus was that this classification should be expanded to include middle managers and first line supervisors which would bring about some shifting

(approximately 5%) between the correctional manager and the case manager categories.

Table III reflects the combined totals. There is almost an equal number of case managers and correctional personnel, brought about in part by the creation of the correctional program supervisor and youth counselor series by CDC and CYA.

As a further refinement the total numbers of correctional personnel were broken down on a county and on a regional basis by personnel category. (Appendix S & T) These reflect heavy concentration of correctional personnel in the central (3094) and south (7066) regions with only 631 in the northern region.

A major resource map was also developed showing the location of junior colleges, four-year colleges, Youth Authority facilities and Adult Corrections facilities as well as projected facilities. While not included as a part of this report, this regional breakdown of academic resources indicated that the academic resources closely paralleled the areas of need in both the central and southern regions. In the northern region, however, correctional personnel are primarily located in small county probation departments; further, the entire northern one-third of California has only two four-year colleges and 7 junior colleges which implies that extension or special programs may need to be considered.

Turnover Rate

Annual turnover rate in a sampling of 6 large county probation departments averaged 20% for case managers and 22% for group supervisors. At the State level turnover rates for case managers is 12% and for custodial personnel 22% and 23% respectively. (Appendix U & V)

Utilizing these turnover rates the projections for correctional manpower replacements each year are reflected by Table IV. This indicates a projected annual need of 965 case managers and 1240 custodial personnel, or a total of 2213 correctional personnel, for replacement purposes.

TABLE II

CATEGORIES OF CALIFORNIA CORRECTIONAL PERSONNEL

Totals Estimated for 1968

	COUNTY PROBATION				Percentage of Total Personnel
	1000	2000	3000	4000	
CORRECTIONAL MANAGERS:	(392)				6½%
CASE MANAGERS:	(3974)				63 %
SPECIALISTS:	(68)				1 %
TECH. & SERVICE:	(224)				3½%
CUSTODIAL:	(1643)				26½%
	Total <u>6271</u>				

	CALIFORNIA YOUTH AUTHORITY				Percentage
	1000	2000	3000	4000	
CORRECTIONAL MANAGERS:	(45)				1 %
CASE MANAGERS:	(499)				17 %
SPECIALISTS:	(504)				$\frac{3}{204}\%$
TECH. & SERVICE:	(633)				$28\frac{3}{4}\%$
CUSTODIAL:	(1055)				32½%
	Total <u>3016</u>				

	CALIFORNIA DEPARTMENT OF CORRECTIONS				Percentage
	1000	2000	3000	4000	
CORRECTIONAL MANAGERS:	(32)				1 %
CASE MANAGERS:	(996)				15 %
SPECIALISTS:	(783)				10 %
TECH. & SERVICE:	(1505)				29 %
CUSTODIAL:	(2976)				45 %
	Total <u>6442</u>				

Grand Total 15,729

TABLE III

TOTAL CORRECTIONAL PERSONNEL BY CATEGORIES

	<u>County Probation</u>	<u>CYA</u>	<u>CDC</u>	<u>Total</u>	
Correctional Managers:	392	45	82	519	
Case Managers:	3944	499	996	5439	
Specialists:	68	584	783	1435	
Tech. & Service:	224	833	1605	2662	
Custodial:	<u>1643</u>	<u>1055</u>	<u>2976</u>	<u>5674</u>	
	<u>Total</u>	6271	3016	6442	15729

TABLE IV

TURNOVER RATES: CALIFORNIA CORRECTIONS

PROJECTED ANNUAL NEED

	<u>Presently Employed</u>	<u>Annual Turnover Rate</u>	<u>Number Needed Annually</u>
CASE MANAGERS:			
Probation	3944	20%	786
CYA - CDC	1495	12%	179
CUSTODIAL/GROUP SUPERVISORS:			
All Systems	5674	22%	<u>1248</u>

Total Replacement Needed Annually-2213

In addition to the annual replacement need other factors such as the probation subsidy and population increases also need to be taken into consideration. Adding the 533 probation officers needed for specialized subsidy caseloads in 1968-69 means that almost 1,500 case managers will be needed during this next fiscal year. Considering that the BA degree is established as the minimum requirement and considering that the four-year colleges and universities in the State turned out only 282 corrections-related BA degrees in 1966-67 and only 26 advance degrees (the desired educational background) during that same period of time, the scope and nature of the pre-service training and education problem comes a little more clearly into focus.

The above figures coupled with growth projections indicate that, conservatively, in the area of custody and case managers alone California corrections will need almost 15,000 new employees during the next five years.

Training Assessment¹

The problems of manpower and training are most acute in the majority of probation departments. Thirty-three (33) of sixty (60) probation departments have no continuing in-service training program and only eight (8) departments have a full-time training staff.

This mirrors the results of a training study of corrections conducted by the National Council on Crime and Delinquency. The most striking finding of that study was that more than half of the responding agencies had no organized training program at all.

The majority of probation departments (40) are of insufficient size to warrant full-time training staff and the additional resources essential for a training program. Yet virtually all departments could profitably assign part-time staff to training function with assistance from outside sources.

¹

Summary provided by Kenneth J. Sanger

Unfortunately, these departments in general also experience the most difficulty in meeting their manpower needs with fully qualified personnel. These are the departments with the greatest need for training resources in order to raise the professional qualifications of current and future staff.

The need for training resources becomes more evident when viewing the deficiencies in meeting staff development training above the Deputy Probation Officer level. Even with a relatively richly staffed training division in Los Angeles County Probation Department, there is a stated need for management and supervisory training. In virtually all probation departments middle managers and top administrators have risen through the ranks to their present positions of responsibility. In the majority of cases, they have obtained whatever managerial skills they possess through observation, doing the job, and self-study. There has been little planned development or training available to them as they progressed in their careers.

The two State Departments (California Department of Corrections and the Department of the Youth Authority) involved with responsibility for custody and rehabilitation of offenders reflect problems similar to but to a lesser intensity than experienced in probation departments. There are good reasons for this. There are only two department heads at the State level while there are 60 autonomous probation department heads in the 58 California counties. Whereas entrance requirements and salaries at the state level are standardized, each county in the state adopts its own standards for entry and salaries vary widely from county to county. The disparity is reflected in considerable variance in quality of personnel and consequent variation in services to clients.

The two State Departments, unlike the average county probation department, employ training staff at the departmental and institutional level. In the case of the Department of Corrections, training officers are assigned to each of

the five parole regions as opposed to the California Youth Authority which has no training officer positions in parole regions. California Youth Authority does, however, employ a training officer in central office of the parole and community services division.

Replies to questionnaires reveal that eighty percent (80%) of the respondents in the Department of Corrections and Youth Authority are interested in having their employees participate in a centralized training program, fifteen percent (15%) are possibly interested, and five percent (5%) are not.

While the respondents indicated that newly inducted and experienced workers were receiving training, the numbers dropped sharply in middle management and top administration categories.

Replies to questionnaires by CDC and CYA institutions and parole regions very closely parallels those received from chief probation officers in terms of interest in centralized training, desired subject matter, and priorities of training.

For example, to the question "If centralized training was available to your personnel, would you be interested in having your employees participate?" Eighty-three percent (83%) of the chiefs and eighty percent (80%) of CDC and CYA supervisory personnel replied in the affirmative; thirteen percent (13%) of the chiefs and fifteen percent (15%) of CDC and CYA personnel answered "possibly", five percent (5%) and four percent (4%) replied negatively. The distances both groups considered practical for travel to regional training were the same -- fifty (50) miles average and median.

There is little standardization of training in the field of corrections. Sessions, for example, are held either weekly, monthly, or at other less-frequent intervals depending upon the individual circumstances. Kinds of in-service

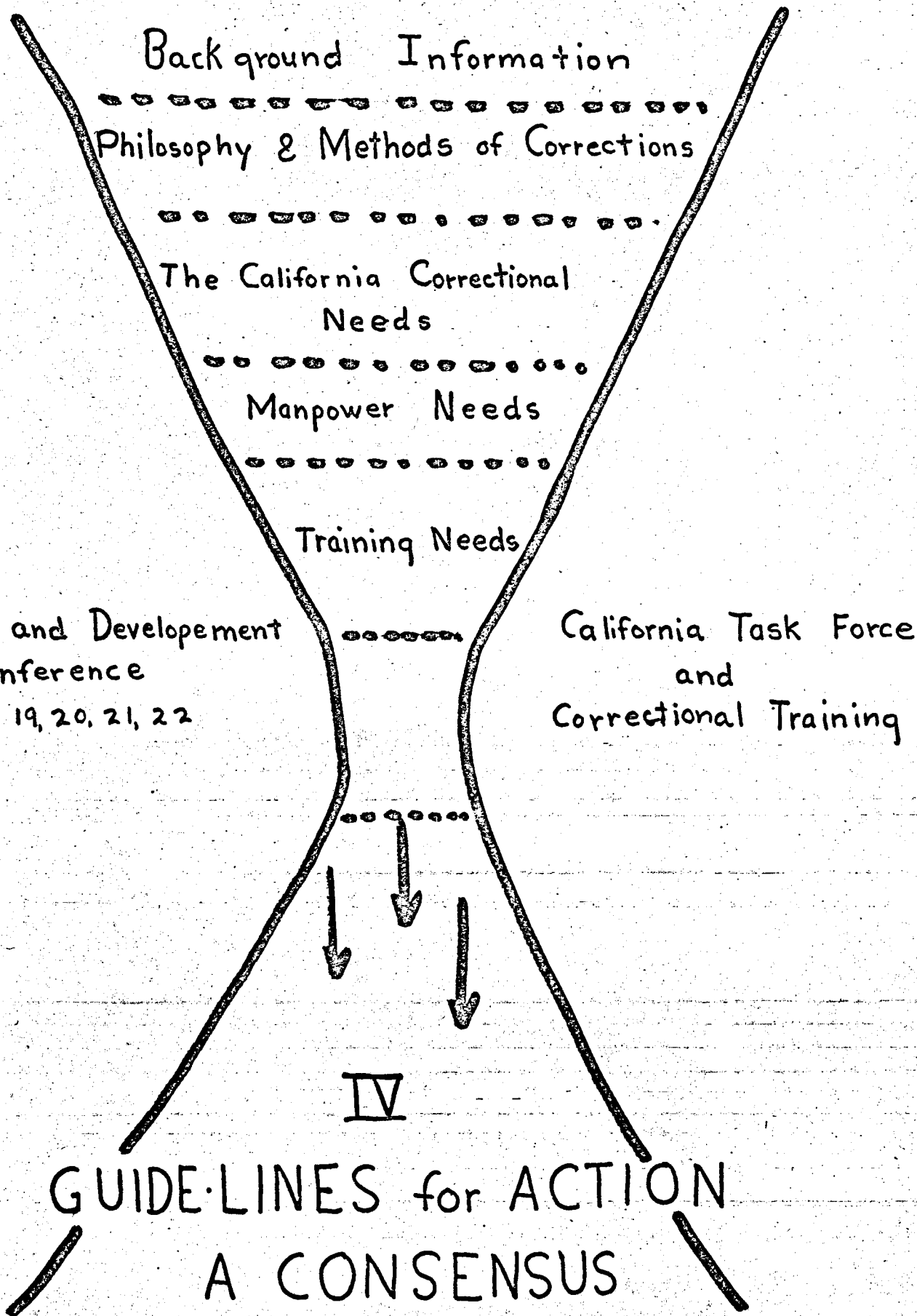
training offered also reflect diversity from institution to institution and parole region to parole region. There are no basic curricula, basic bibliography, annual training program, course content, training objectives, lesson plans, film library, methodology, training aids, guidelines and procedures. Evaluation of overall training effectiveness would be difficult to assess at this time.

Training officers do not, in general, have the necessary qualifications nor experience to plan and direct management development training programs. Training officers in institutions are typically former correctional officers or former group supervisors, knowledgeable in the area of custody and treatment but with little or no professional training in administration or experience in the art of management.

The Departments of the Youth Authority and Corrections do not have strong integrated in-service training programs. The departmental training officers exercise only minimal functional supervision over training. Full-time training personnel in the departments serve in a staff capacity to line administrators, either wardens, superintendents or division chiefs (also regional administrators of parole in the case of CDC). Each training program generally reflects the interests and degree of support of individual administrators as well as the level of professional ability and persuasiveness of the training officer. Training officers tend to operate in a vacuum isolated from others in the field with little chance for keeping pace with the state of the art. A workshop held early in November, 1967, for all CYA departmental training officers and training representatives of probation departments and Department of Corrections is the first step towards improving the situation.

Supervisory and management training needs are not met on a departmental basis with the exception of two- or three-day annual workshops. The departments do not have a systematic program for development of managerial personnel.

There is a tendency, where training officers are available, to consider them totally responsible for all training within the organization. There is a very compelling need to develop line managers and supervisors as effective trainers. This would be in line with the training policy of the State of California, dated November 24, 1959, which states in part that each department shall establish a training policy which includes recognition of responsibility for training that rests with departments and supervisors. (Appendix W) Therefore training for instructors should receive high priority in any training program.



August 22, 1968

TO: Spencer Williams, Administrator
Health & Welfare Agency

We, the undersigned, as participants of the California Task Force on Correctional Training, Planning, and Development Conference (August 19-22, 1968) have collectively produced the attached conference report.

The report addresses itself to the major correctional systems of California in terms of providing (1) an assessment of the broad spectrum of training needs and the resources available and required to meet present and future training demands; (2) a statement of some crucial questions, issues and problems which affect training and manpower development in corrections; and (3) a series of recommendations, offered as guidelines, to undertake immediate and long-range planning and action for better preparing and developing personnel in all phases of correctional services.

It is our sincere belief that the report offers a direction and thrust which is consonant with contemporary correctional philosophy and objectives and is supported by documented data at the national, state, and local levels.

Respectfully submitted,

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CHAPTER IV

The California Task Force on Correctional Training, in its Planning and Development Conference August 19, 20, 21 & 22, considered the foregoing information regarding manpower and training needs of California corrections, and heard testimony from training specialists from Probation, California Youth Authority, and California Department of Corrections. Following extensive discussion the Task Force formulated the following statement of consensus regarding the issues, concerns, and priorities, and developed the series of recommendations submitted as guidelines for action.

General Concerns:

Resources for Correctional Training are extremely limited and, in many cases, non-existent.

a. Pre-service: Whereas California corrections needs approximately 2200 new personnel each year, the Community Colleges and four-year colleges are only meeting approximately one-fourth of that need. The majority of those persons entering the correctional system, therefore, have no specific academic preparation related to corrections. This imposes an extremely heavy orientation and in-service training demand upon the system. This is expensive and wasteful in terms of misuse of training personnel, high turn-over rates, the need for weeding out those who prove unsuitable for work in corrections, and, forces the

systems to try to carry out their primary mission of prevention, protection and rehabilitation with new and untrained staff.

The above situation is further complicated by that fact that even in the portion of need being met by academic institutions there exists wide variance in content, quantity and quality of correctional preparation offered. Frequently even the personnel completing sequences in colleges still need extensive additional training before they can assume their correctional responsibilities.

b. Orientation: Both state departments have initial orientation programs for beginning institution and field positions; neither department has similar programs for personnel moving on into advanced positions. Only a few of the countries have orientation programs; for the most part county employees step into existing positions or case-loads and "learn by doing."

c. In-service training: There is a general lack of coordination of training efforts, knowledge, and resources both within California's correctional systems and between systems. While both state departments have some funds and existing training staff this is only a fraction of what is needed; only a few county departments (8 out of 60) have training officers or a planned training program.) Probation training courses given at Asilomar by the Youth Authority meet a portion of the need. This, however is primarily a "bootstraps" operation lacking adequate funding or resource support.

d. Cultural Aspects: Whereas minority groups are represented in large numbers as correctional clients in all three systems and

are further anticipated to constitute over 50 percent of all correctional clients within the next decade, there is almost a complete lack of training programs and content around cultural aspects. This void exists in the form of lack of resources, personnel, and programs, not only within the field of corrections but in all of the related systems as well. Except for a very select few Junior Colleges and four-year colleges, this knowledge component is not developed or available.

e. Other: The Task Force also expressed concerns in the areas of recruitment, civil service, use of "New Careers" on a more extensive basis by corrections, lack of established standards or a standard setting body, need for commitment to training on part of top administrators, and the need for definition of training goals and objectives. Detailed comments are reflected in both the small group reports and staff reports from the Planning and Development conference

Priorities:

The manpower and training crisis encompasses all levels of correctional personnel in all of the California correctional systems. Massive efforts will be needed just to catch up with existing need; extensive planning and resource development will be needed to meet projected needs. In the series of recommendations set forth top priority is given to the development of trainers and training resources. Concurrently, there needs to be the development and testing of correctional curriculum, training methods and techniques. These need to be standardized and built into the program of existing academic institutions to put them in position where they can ultimately meet the entrance level

or pre-service preparation needs.

The problem will not be solved on one front alone but needs to be confronted and resolved on many fronts simultaneously. Throughout all efforts there needs to be a built-in research component as well as the capacity to modify and change to meet the ever changing need.

Recommendations set forth are therefore not to be considered as all-inclusive or as the final answer. Rather, they should be viewed as guidelines to action setting forth the most expedient way to proceed in order to meet the immediate as well as projected need.

RECOMMENDATIONS:

I. Civil Service

Recognizing the role, relationship, and importance of standards and guidelines in the recruitment, retention, and development of "career oriented" correctional personnel, the following recommendations are made to the end of enhancing the civil service process in correctional "manpower development."

a. Standards for the recruitment and promotion of correctional personnel should be revamped to provide opportunities for the recognition and advancement, horizontally as well as vertically, of correctional personnel with superior abilities and accomplishment. The objective of this is to maximize effectiveness and minimize mediocrity.

b. Correctional departments, both county and state, should exert leadership in working with Civil Service to bring job descriptions and entry level requirements into line with existing program demands in terms of the requisite knowledge, skills and abilities.

c. Without reducing standards, alternatives to the college B.A. degree entrance level requirements should be expanded, especially for members of the "underclass." A certification procedure should be developed jointly between academic, correctional and civil service personnel to help facilitate this process.

d. Expanded promotional opportunities, both horizontally and vertically, must be provided as incentives for the personal and professional growth of career oriented correctional personnel. Heavy emphasis should be placed on development of horizontal promotions, particularly for personnel in the case management level.

e. Correctional departments, both county and state, should work together with Civil Service to develop the procedures and atmosphere wherein correctional personnel could move freely within various systems, without loss of employee benefits, to the end of broadening the employee, insuring the best person for the position, and strengthening the total system.

f. Correctional leaders should take the initiative in educating political office holders to understand contemporary concepts and demands of the correctional field in order to maximize the appointment of qualified correctional administrators and decision makers.

II. Recruitment

To meet the current and anticipated manpower gap it is recommended that:

a. All correctional research departments should work together to define, through assessment of existing and new research efforts,

those personality and personal adjustment factors which contribute to effective job performance and that these findings be then utilized in the recruitment and selection process.

b. That a long range, aggressive, concerted correctional-image-changing and recruitment effort be made. To this end, existing professional associations, correctional personnel and departments (through funded public relations positions and programs) should develop and maintain information and educational programs at the high school, community college and university levels.

c. In order to insure correctional staffing representative of the general population, special emphasis should be placed on the recruitment of staff from minority groups to fill all positions.

d. As a further means of expanding the base of recruitment into the private agency and industry sector and from other related systems, revision of the promotional pattern within California Correctional systems should be inaugurated to allow for the recruitment of qualified personnel from other correctional and non-correctional systems both within and outside of the state.

e. Academic, civil service and correctional administrators should unite in efforts designed to free up communication channels between those having personnel needs and those in search of employment.

III. New Careers

Corrections needs manpower! Many individuals with limited formal education and many with police records have abilities and experience of great value to the correctional system. The door

should be left open for these individuals to gain entry to correctional positions. One means for providing this entry is to utilize the new careers concept. This is a valuable and untapped manpower resource. Corrections should meet its responsibility in utilizing this source of new manpower by working jointly with civil service in redefining tasks, roles and selection methods. To this end corrections should also exercise leadership in influencing the public, political leaders and civil service departments to change restrictive regulations which forbid the hiring of ex-offenders for correctional positions.

b. The correctional system should redefine its requirements in a manner that will allow new careers personnel to move through a progressive promotional ladder. To accompany this, credit should be given for experience acquired through new careers positions. New careers personnel should also be encouraged to obtain additional formal education through the provision of financial aid, educational leaves, adjustment of work schedules, etc., by the correctional agencies.

IV. Academic

In view of the dirth and diversity of educational programs for corrections it is recommended that:

a. Periodic conferences be held between educators for the purpose of coming to some planned consensus as to the appropriate academic identification and content of courses associated with the field of corrections. (To this end a series of meetings is planned for the academic year 1968-69 with the first one scheduled at Sacramento State

College on October 18, 1968.)

b. Regional committees (north, central, south) be developed to include representatives from CPPCA Professional Development Committee, the academic institutions, and the three correctional systems to provide the structure wherein correctional manpower and training needs can be interpreted and new programs developed in accordance with mutual needs. A high priority for these committees would be to provide stimulation and technical assistance for the development of additional academic resources.

c. In view of the specialized need by corrections for thorough understanding of "cultural differences that make a difference," and the need for this understanding on the part of our total population, it is recommended that the administrative leadership of the Community Colleges, State Colleges and Universities provide the impetus, funding and other resources necessary to insure incorporation of courses in cultural and social aspects of minority groups in all institutions of higher learning during the 1969-70 academic year.

V. Agency Training Responsibilities

Agency training centers around three major areas: (a) Job and worker; (b) Basic training areas, including human and social behavior and subcultures; and, (c) Managerial training.

a. Job and Worker

(1) Training should be tailored to meet the needs of the individual worker in terms of helping him to actualize his full potential.

(2) All correctional personnel, specifically including custodial staff, should be given the opportunity for out-service training through sabbatical leaves (after four years), leave of absences, training subsidies, reimbursements, stipends, fellowships, and exchange programs whereby staff can be placed in other related agencies for training purposes. Sufficient

funds should be budgeted for this purpose.

(3) Management and policy makers should encourage, support and make it possible for correctional personnel, male and female, in all personnel categories, to upgrade their qualifications and skills for advancement whether through agency or personal expense.

(4) If training is to keep pace with social and technological advances, corrections must utilize the most advanced methods of teaching and extend in-service training to all levels of personnel from clerical and supporting service positions through top management.

b. Basic Training Areas

The focus of correctional training should be the rehabilitation of correctional clients, including essential environmental changes in order to enable them to achieve reintegration in the community. The correctional worker should be trained in new roles, i.e. the "broker" and "advocate", in order to more effectively help the offender. All correctional personnel should be helped to understand both the social and cultural concerns of both the immediate and extended community.

Correctional personnel should be trained in the basic areas of:

- (1) Human and social behavior
- (2) Development of self-awareness
- (3) Community resources, knowledge, skill in coordination

- (4) Intervention in individual, social and individual, social and institutional interactions and deficiencies (treatment)
- (5) Law, including philosophical base
- (6) Communication skills
- (7) Social forces, environmental influences
- (8) Field experience, involving client contact, under supervision

c. Managerial Training

- (1) Correctional manager training should occupy a top priority because of the key role that managers play in formulating plans, training staff, and influencing the direction of correctional system toward rehabilitation.
- (2) Managerial training should involve development in the areas of determining the objectives of the system, decision making, public relations, budgeting, structure, and managerial styles in supervision, development, and utilization of staff skills.

VI. Training Resources

All available training resources, both internal and external to the correctional system, must be identified and utilized to maximize the development of correctional personnel.

- a. While maintaining their emphasis on liberal education, academic institutions should be encouraged to award credits

for correctional work experience and provide opportunities for part-time attendance of correctional personnel who are pursuing higher education degrees.

b. That existing training conducted at Asilomar by the Youth Authority be strengthened, on an emergency, stop-gap basis through either special funding or transfer of funds and personnel for the 1968-69 fiscal year. Primary emphasis should be placed on training of trainers and the 533 probation officers projected to be needed for subsidy caseloads during that interim. Such training should receive significant increase in funding for the next four fiscal years. During the 1974-75 fiscal year the role and function of the training provided at Asilomar should be reexamined with a view towards possible realignment in view of existing training needs and resources.

c. Collaborative planning and financing of correctional training should be undertaken with federal, state and local agencies, both public and private, to enhance the efficiency and economy of the training process.

d. Correctional systems should explore the development of specialized training programs for non-academic certification.

e. Correctional leadership, at both county and state levels, should establish training as a top priority for the next five fiscal years. Such priority classification should be prominently reflected in budget requests, in interpretation

of needs before legislative and public groups, and in staff and policy considerations.

f. New training resources should be developed in accordance with the best possible balance between expediency and effectiveness.

VII. New Training Resources

A heavy investment in development of training resources will be needed throughout the next decade. Training centers have been frequently suggested as a means of meeting correctional training needs. The Task Force supported Training Centers as a viable concept but saw the establishing of regional training centers as only meeting a portion of the need. The following recommendations are set forth as a series of steps that need to be taken to insure sufficient resources to meet the correctional manpower and training needs:

PHASE I:

1969-70 Fiscal Year

It is recommended that top priority be given to the establishment of two regional training centers as follows:

- A. One located in the upper edge of the Central Region
One located in the center of the Southern Region;
- B. Such training centers should provide balance between theory and practice through close collaboration between appropriate correctional departments and institutions of higher learning. This might be accomplished through the utilization of both academic and field based

personnel, through rotation of personnel to provide for continuous feed-in from the field, development of a follow-up consultation system to the field to maximize learning and follow-through, and use of the centers as laboratory settings to test out innovative and experimental programs developed by agencies.

C. Such training centers will:

1. Develop curriculum for training of correctional managers, trainers, first line supervisors, case managers, and custodial personnel.

2. Provide direct training for correctional managers, first line supervisors and trainers. Of these, top priority should be given to training of trainers.

3. Develop and demonstrate the following models for provision of training to entry and existing workers in the three correctional systems.

(a) Use of local based training teams comprised of representatives from CYA, CDC, probation and law enforcement;

(b) use of first line supervisors as trainers;

(c) use of traditional, in-house training officers;

(d) use of training center based teams as trainers;

4. Build research into the design to not only test the relative effectiveness of the four models, but also to determine:

(a) What does it take to train a trainer?

- (b) What should be the recommended ratio of trainers to trainees or size of department?
- (c) What should be the recommended job function, role and administrative placement of training staff within an agency?
- (d) What is the appropriateness and effectiveness of curriculum and techniques developed?

5. As guidelines to the above, the training of personnel from various disciplines, i.e. mental hygiene, courts, attorneys, public defenders, etc., should be based on a similar philosophy of criminal justice. The interaction of managerial personnel from these various disciplines is essential.

PHASE II:

It is further recommended that:

A. During the 1970-71 fiscal year the county probation subsidy bill be amended to include mandatory provision, in exchange for subsidy funds, of training programs and personnel in ratio and under conditions reflecting the findings of the above research.

B. During the 1970-71 fiscal year funds be appropriated for the establishment of two additional centers in strategic locations in the central region and two additional training centers in the southern region. Function of these centers would be to provide training for all levels utilizing the model curriculum and techniques developed in Phase I.

C. During the 1970-71 academic year plans be developed for incorporation of the model curriculum developed for custodial officers,

group counselors, correctional program supervisors and youth counselors into the academic programs and offerings of all strategically located community colleges at an approximate ratio of 20 in the southern region, 20 in the central region, and 7 in the northern region.

D. During the 1970-71 academic year plans be developed for incorporation of model curriculum developed for case managers and first line supervisors into the academic programs and offerings of the California State Colleges and Universities.

E. During the 1970-71 fiscal year exploration and planning be carried out (as a corollary move) relative to the possibility of establishment of teaching and research centers to provide for innovation and experimentation in practice, research, and the training of various levels of personnel. Such centers would have functions similar to then existing training centers but orientation would be more towards experimentation and development of new methods than actual training.

PHASE III:

Operation Phase:

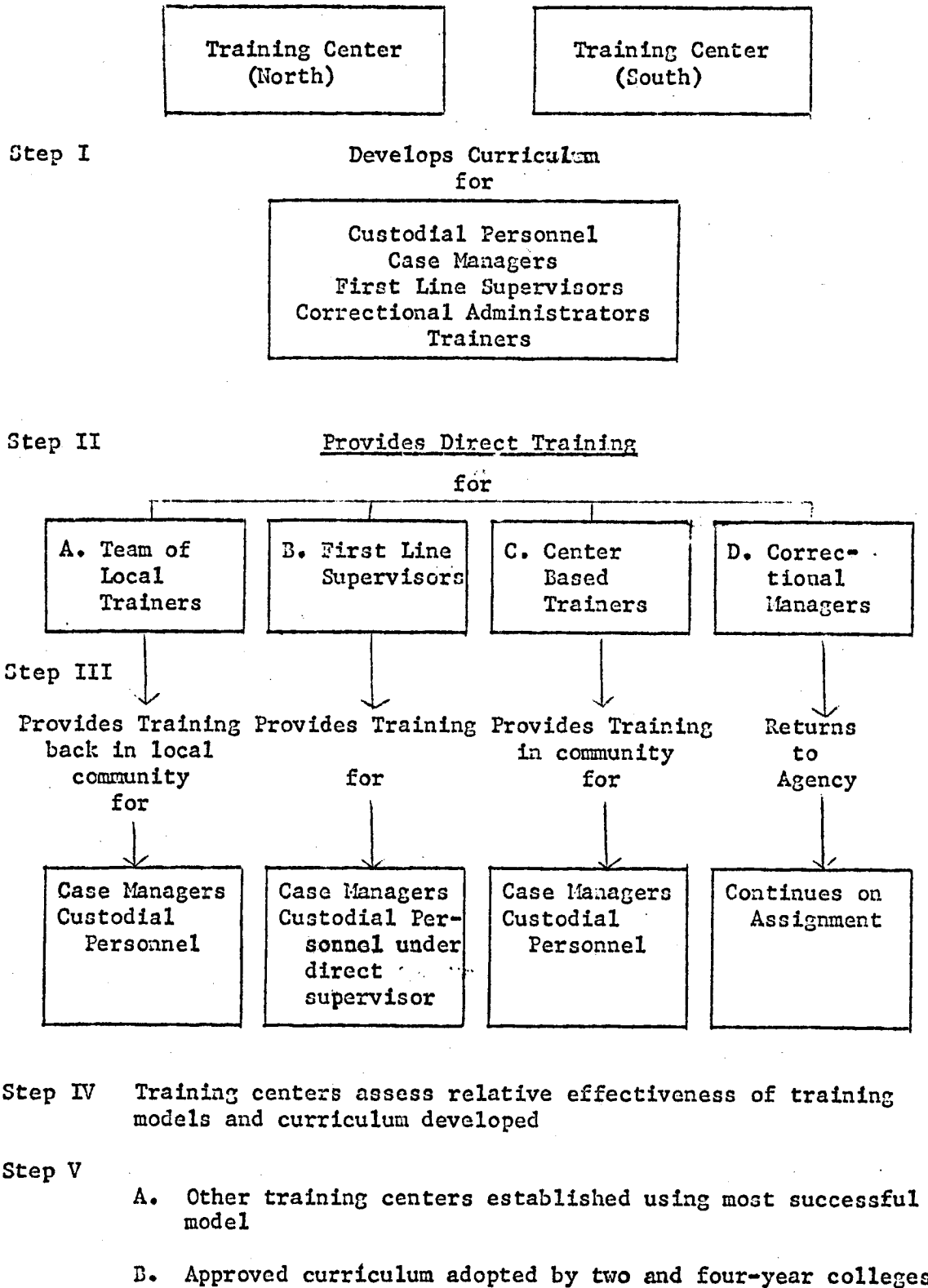
During the 1971-72 fiscal year through 1974-75 training should be provided on a pre-entrance level by Community and four-year colleges and universities; training of trainers, administrators and first line supervisors should be carried out by training centers; training of other personnel should be carried out by trainers and first line supervisors; further curriculum development and testing of curriculum and methods should be carried out by training centers. Phase III should also involve reassessment of Asilomar training regarding possible realignment or elimination.

PHASE IV:

It is further recommended that during the 1975-76 fiscal year funds be appropriated to provide for thorough re-examination and possible realignment of the role of the correctional training centers, junior colleges and four-year colleges.

TRAINING CENTERS

Operational Aspects



APPENDIX A

COMPILATION OF REPLIES FROM 56 CHIEF PROBATION OFFICERS

Appendix A

COMPILATION OF REPLIES
FROM
56 CHIEF PROBATION OFFICERS

1. Do you now have a continuing in-service training program? Yes 27 No 29
2. Do you have a full-time training staff? Yes 8 No 48
3. Please indicate, by check marks, categories of personnel in your training program.

33 Newly inducted
28 Experienced workers
19 Supervisors
7 Middle managers
11 Top administration

4. How many personnel, less clerical, are employed in your department?

1,755 Juvenile field
2,586 Juvenile institution Total 5,435
1,094 Adult field

5. If centralized training was available to your departmental personnel, would you be interested in having your employees participate?

38 Very much so
9 Yes
7 Possibly
2 No
0 Definitely not

6. If regionalized training was possible, what is the maximum distance you consider practical for your employees to travel for attendance at a regional center where commuting is necessary? Median 50 miles

7. Of the following specific types of training, which do you consider appropriate for employees in categories listed:

	Top Management	Middle Management	First-Line Supervisors	New Employees
Ideals and ideas of democracy embodied in the development of U.S. Government	17	17	13	24
American Heritage of laws & the courts, including our present legal system	19	23	24	38
History of penology	16	19	23	35
Cultural differences -- social, religious, economic	15	18	39	43
Principles of organization	36	41	27	10
Decision Making	39	42	43	26
Problem-solving techniques	30	38	45	32
Improved communicative skills both oral and written	33	37	45	44
Report writing	12	16	37	45
Budgetary planning and control	44	39	10	2
Public relations	45	44	37	34
Human relations	26	31	37	38
Group counseling	11	18	43	39
Causes of crime and delinquency	19	23	35	41
Delinquency prevention	31	37	38	32
Therapeutic community concepts and methods	22	29	40	30
Classification and differential treatment	18	30	41	31
Psychology	16	17	29	33
Treatment techniques	15	21	44	43
Community resource agencies	21	24	43	41
Fundamentals of correctional casework	10	15	37	45
Police job and viewpoint	15	19	37	39
Delinquency and drugs	19	20	41	41
Custodial security in an institution	16	16	31	38
Principles and practice of supervision	36	43	27	10

8. Would you please assign priorities of training to the five categories of personnel listed below:

	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Top Management	8	8	5	8	17
Middle Management	4	10	17	14	0
First-Line Supervisors	14	20	11	2	0
Newly Employed Personnel	31	10	1	4	4
Refresher Training	13	9	13	7	9

APPENDIX B

COMPILATION OF REPLIES

from

DEPARTMENT OF CORRECTIONS

and

DEPARTMENT OF YOUTH AUTHORITY

Appendix B

COMPILATION OF REPLIES
FROM
DEPARTMENT OF CORRECTIONS & DEPARTMENT OF THE YOUTH AUTHORITY
(INSTITUTIONS and PAROLE REGIONS)

1. Please indicate levels and categories of personnel in your training program.

CDC- 41 CYA- 35	Newly inducted	CDC- 10 CYA- 11	Administrative
CDC- 51 CYA- 42	Experienced workers	CDC- 11 CYA- 14	Care and welfare
CDC- 38 CYA- 25	Supervisors	CDC- 10 CYA- 10	Support and subsistence
CDC- 27 CYA- 14	Middle managers	CDC- 11 CYA- 10	Plant operations
CDC- 14 CYA- 7	Top administration		

2. How often are training sessions held:

CDC- 11 CYA- 15	Weekly	CDC- 29 CYA- 22	Monthly	CDC- 12 CYA- 21	Other
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3. If centralized training was available to your personnel, would you be interested in having your employees participate?

CDC- 14
CYA- 24 Very much so

CDC- 23
CYA- 19 Yes

CDC- 11
CYA- 4 Possibly

CDC- 3
CYA- 0 No

CDC- 0
CYA- 2 Definitely not

4. If regionalized training was possible, what is the maximum distance you consider practical for your employees to travel for attendance at a regional center where commuting is necessary?

CDC- Median: 50 miles
CYA- Median: 50 miles

Legend:

CDC - Department of Corrections
CYA - Department of the Youth Authority

5. Of the following specific types of training, which do you consider appropriate for employees in categories listed:

	Top Management	Middle Management	First-Line Supervisors	New Employees
Ideals and ideas of democracy embodied in the development of U.S. Government	CYA 9 CDC 17	CYA 9 CDC 12	CYA 13 CDC 14	CYA 24 CDC 18
American Heritage of laws & the courts, including our present legal system	CYA 12 CDC 17	CYA 14 CDC 21	CYA 23 CDC 20	CYA 32 CDC 27
History of penology	CYA 4 CDC 6	CYA 6 CDC 6	CYA 10 CDC 15	CYA 31 CDC 33
Cultural differences -- social, religious, economic	CYA 9 CDC 17	CYA 12 CDC 21	CYA 22 CDC 30	CYA 34 CDC 35
Principles of organization	CYA 14 CDC 24	CYA 22 CDC 33	CYA 32 CDC 32	CYA 14 CDC 11
Decision making	CYA 24 CDC 25	CYA 28 CDC 27	CYA 32 CDC 38	CYA 21 CDC 25
Problem-solving techniques	CYA 18 CDC 20	CYA 24 CDC 24	CYA 30 CDC 33	CYA 22 CDC 30
Improved communicative skills both oral and written	CYA 22 CDC 21	CYA 26 CDC 27	CYA 32 CDC 36	CYA 31 CDC 34
Report writing	CYA 2 CDC 9	CYA 7 CDC 14	CYA 16 CDC 31	CYA 35 CDC 39
Budgetary planning and control	CYA 25 CDC 34	CYA 29 CDC 33	CYA 18 CDC 9	CYA 2 CDC 0
Public relations	CYA 21 CDC 28	CYA 27 CDC 32	CYA 30 CDC 32	CYA 23 CDC 29
Human relations	CYA 19 CDC 23	CYA 24 CDC 28	CYA 29 CDC 33	CYA 31 CDC 27
Group counseling with practical work	CYA 0 CDC 0	CYA 1 CDC 9	CYA 24 CDC 28	CYA 33 CDC 33
Causes of crime and delinquency	CYA 3 CDC 9	CYA 6 CDC 15	CYA 15 CDC 24	CYA 33 CDC 32
Therapeutic community concepts & methods	CYA 3 CDC 8	CYA 8 CDC 18	CYA 29 CDC 31	CYA 31 CDC 28
Classification & differential treatment	CYA 2 CDC 8	CYA 11 CDC 19	CYA 32 CDC 28	CYA 32 CDC 21
Psychology	CYA 1 CDC 8	CYA 4 CDC 16	CYA 12 CDC 26	CYA 25 CDC 29
Treatment techniques	CYA 0 CDC 8	CYA 4 CDC 14	CYA 27 CDC 31	CYA 34 CDC 32
Community resource agencies	CYA 0 CDC 5	CYA 8 CDC 17	CYA 24 CDC 31	CYA 31 CDC 32
Fundamentals of correctional casework	CYA 2 CDC 2	CYA 3 CDC 5	CYA 16 CDC 25	CYA 34 CDC 33
Police job and viewpoint	CYA 2 CDC 7	CYA 5 CDC 15	CYA 18 CDC 23	CYA 33 CDC 33
Delinquency and drugs	CYA 0 CDC 6	CYA 3 CDC 11	CYA 17 CDC 26	CYA 32 CDC 33
Custodial security in an institution	CYA 2 CDC 9	CYA 5 CDC 12	CYA 8 CDC 17	CYA 23 CDC 28
Principles and practice of supervision	CYA 10 CDC 17	CYA 25 CDC 28	CYA 31 CDC 35	CYA 12 CDC 20
Delinquency prevention	CYA 6 CDC 10	CYA 10 CDC 18	CYA 23 CDC 26	CYA 28 CDC 27

6. Would you please assign priorities of training to the five categories of personnel listed below:

	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Top Management	CDC 0 CYA 2	CDC 2 CYA 1	CDC 2 CYA 2	CDC 15 CYA 4	CDC 28 CYA 30
Middle Management	CDC 4 CYA 2	CDC 3 CYA 5	CDC 17 CYA 17	CDC 23 CYA 18	CDC 0 CYA 0
First-Line Supervisors	CDC 11 CYA 9	CDC 26 CYA 13	CDC 13 CYA 21	CDC 1 CYA 2	CDC 0 CYA 1
Newly Employed Personnel	CDC 36 CYA 28	CDC 11 CYA 11	CDC 3 CYA 1	CDC 1 CYA 3	CDC 0 CYA 1
Refresher Training	CDC 2 CYA 7	CDC 11 CYA 16	CDC 15 CYA 3	CDC 7 CYA 13	CDC 14 CYA 5

APPENDIX C

LETTER FROM LOS ANGELES COUNTY PROBATION DEPARTMENT

APPENDIX C

COUNTY OF LOS ANGELES
PROBATION DEPARTMENT

February 5, 1968

Dear

The Board of Directors requested that we communicate with you.

The Department of the Youth Authority has received a grant from the Office of Law Enforcement Assistance. The project deals with "Development of a training program for practitioners in the field of corrections". Mr. Ken Sanger, Training Consultant, requests help from the Chapters in C.P.P.C.A. to determine their perception of their training needs. It has been stressed repeatedly that the people on the line should be consulted. Now they are.

May we request your help and cooperation in obtaining information pertinent to the seven questions listed below. Your Chapter Professional Development Committee, a special committee, or a general meeting might be considered as a possible means of attacking the problem.

1. What do we perceive to be our greatest training needs?
2. Where and how can these needs best be met?
3. Are resources within our agencies currently available to meet training and staff development needs?
4. What level in the organizational hierarchy should receive first priority of training and/or development to meet the needs of my specific agency and/or department?

5. What are my responsibilities for development and career planning?
6. What are the responsibilities of my agency and/or department for my development and career planning?
7. Any other questions added by the group.

If you will send your information to me by March 1, 1968, we will compile a report and forward same to Mr. Sanger.

Also, would you be good enough to pass on the word that the N.A.S.W. Annual Forum is planned for May 28 and 29, 1968, at Brooks Hall, San Francisco State College. This will be of particular interest to your local schools of higher learning. Students are welcome. The main theme of the program will be "Youth in Dissent".

Thank you for your interest.

Sincerely,

/s/ Sidney Dwoskin

Sidney I. Dwoskin, Chairman
Prof. Development Committee
Calif. Probation, Parole and
Correctional Association
Harbor Area Office
3221 Torrance Boulevard
Torrance, California 90503

SID:jdb

cc: Jack Quinn, Dept. of Corr., San Francisco
Helen Sumner, N.C.C.D., Western Office, San Francisco
Kenneth Sanger, Dept. of the Youth Authority, Sacramento
Norman Nevraumont, Dept. of the Youth Authority, Sacramento

APPENDIX D

LETTER FROM SAN BERNARDINO COUNTY, JUVENILE HALL

APPENDIX D

SAN BERNARDINO COUNTY
JUVENILE HALL

LIGHTNING TREATMENT UNIT

February 15, 1968

Mr. Ken Sanger, Training Consultant
California Youth Authority
State Office Building #1
Sacramento, California 95814

Dear Ken:

Your questionnaire concerning training needs has been very carefully reviewed by the members of our Training-Sub Committee of the Tri-County Chapter Professional Development Committee of C.P.P.C.A., and the following comments may be of some help to you:

1. Our greatest training needs are seen as existing in the following areas:
 - a. Orientation and in-service training for new employees and old hands.
 - b. Training the current supervisor and the potential supervisor for assumption of increased responsibilities.
 - c. Training the management/executive in administration.
2. We see these needs best met by the establishment of regional training centers throughout the state.
 - a. The committee endorses the use of existing probation and parole offices, and institutions in the evening for such centers.
 - b. The committee would like to request that you consider the California Rehabilitation Center in Norco, located in our area, for a permanent training center, should you be in a position to be setting up such a "Pilot" center. The advantages of the location of such a site are numerous.

Mr. Ken Sanger
Page 2
February 15, 1968

- 1) Sleeping accommodations.
 - 2) Food Service.
 - 3) Numerous Conference and Training rooms.
 - 4) Airport nearby.
 - 5) Three nearby Junior Colleges currently offering classes in corrections.
 - 6) Two nearby State Colleges.
 - 7) Two nearby State University Campuses, one of which is working on a Certificate program for probation, parole, and correctional services.
 - 8) Nearness of the Pomona College Complex, (5 campuses) plus many private colleges and universities in the area, most of which are interested in corrections.
 - 9) A cooperative climate among administration and staff in this locale.
 - 10) Such a location could service personnel from three state correctional institutions (adult), two state correctional institutions (juvenile), three probation departments for field and institution personnel and numerous parole offices of adult and juvenile.
- c. We feel such a training center could be used for:
- 1) Academic Classes
 - 2) Institutes (one to three days)
 - 3) Lectures
 - 4) Small Residential Asilomar Type Training
- d. We feel training should be frequent, pertinent to job responsibilities (now and future) and should be continuous and on-going.
- e. We feel training should de-emphasize college credit and degree sequence.
- f. We feel comp time to attend training, and sabbatical leave for advanced study are important considerations.
- g. We now have many members of our staffs on faculties of the adjacent campuses which will help communications with the various academic communities within our area.
- h. In short, we are willing to work hard with you and your staff toward the establishment of a pilot training center in our C.P.P.C.A. chapter area.

Mr. Ken Sanger
Page 3
February 15, 1968

3. In reply to your question, are resources available within our agency, we answer a qualified yes, with the need for funds being the greatest handicap to a full-blown training program.
4. We believe all levels of the organizational hierarchy should receive training. The fact that there are more "indians" than "chiefs" would indicate priority attaching to the greatest number, i.e. first line employees, however, the long-range benefit of "training the trainer" should not be underestimated.
5. & 6. Responsibility attaches to the individual for being motivated to want to obtain better training and to the agency to provide the opportunities and tools.

In summary, we see goals of training falling within the following areas:

1. Orientation and training for the new employee.
2. Raising the professional standards of the "old hands" to keep senior employees abreast of new developments, new theories and practices, etc.
3. To ensure a basic minimum training for all professional staff.
4. To increase efficiency by improved communication and better understanding.
5. To sharpen the tools of our trade, i.e. casework, use of authority, financial and personnel management, group processes, caseload management techniques, etc.
6. Leadership development.
7. Flexible tailoring of an organizational function to public needs, i.e. public relations, "pay as you go", etc.

There seems to be general concensus that recruitment of qualified personnel is no longer our primary problem, that emphasis is shifting to training and staff development, management, and research.

Mr. Ken Sanger
Page 4
February 15, 1968

Please be assured of the cooperation of members of our C.P.P.C.A. Tri-County Chapter in assisting you in any way we can.

Respectfully submitted,

/s/ Louise Luetcke

Louise Luetcke
Professional Development Committee Chairman
C/O San Bernardino County Probation Department

LL:mm

cc: Ray Flory, Tri-County C.P.P.C.A. Chapter Chairman
C/O Riverside County Probation Department
Erwin Krueger, Training Sub-Committee Co-Chairman
C/O San Bernardino County Probation Department
Dan Scher, Training Sub-Committee Co-Chairman
C/O Chino Institution for Men
Dorothy Gates, Curriculum Sub-Committee Chairman
C/O Valley College
Rue Smith, C.P.P.C.A. Region Vice-Chairman
C/O Orange County Probation Department
Sid Dwoskin, State and Western Professional Development
Committee Chairman
C/O Harbor Office, Los Angeles County Probation Department
Hal Eyer
C/O California Youth Training School

APPENDIX E

COMPILATION OF RESPONSES:
SMALL COUNTY PROBATION DEPARTMENT

COMPILATION OF REPLIES
FROM
FOUR SUPERVISORY STAFF PERSONNEL

COUNTY PROBATION DEPARTMENT

1. Educational attainment

Range from 3½ years of college to 5 years of college.

2. Majors

Two groups: Education and Social Sciences

3. Has your education been helpful?

All indicate yes. Comments ranged from all education has been helpful, to Psychology has been helpful.

4. Employed -- how long?

Ranged from 10 months to 16 years.

5. Caseload size

0 - 0 - 0 - 70

6. Priority task list

The primary tasks in order of importance and frequency were as follows:

1. Staff supervision
2. Personnel management
3. Staff training
4. Program management
5. Program development

7. Tasks by importance to your boss.

1. Staff supervision
2. Program management
3. Public relations
4. Training

8. Training needs -- tasks

1. Personnel and Program management
2. Organizational Planning and development
3. Budgeting
4. Communications

9. Skills used

1. Supervisory techniques
2. Communications
3. Writing
4. Public relations

10. Do you understand the rules and policies?

Composite answer: almost always

Comments: I need to know more about what is expected of me as a supervisor. Effective communications with court need to be established.

11. Are you familiar with the laws?

Composite answer: almost completely

Comment: Could use more interpretation.

12. Steps for own self-development

Composite answer: more could be done but for the most part I will depend on seminars and workshops.

13. How could agency assist toward your self-development?

Composite answer: allow time and financial assistance.

14. Do you receive performance appraisals?

Composite answer: yes

Comment: Appraisals are "phony rituals". Forms are inadequate for true evaluation.

15. Do performance appraisals improve your job performance?

1. Yes -- but should have been more specific.

2. No -- appraiser lacks frankness, not critical, no specifics.
3. Yes -- more aware of educational needs
4. No -- report given with satisfactory marks and little encouragement. Report and discussion was for less than 5 minutes.

16. Do you understand what your boss thinks of your work?

All answers yes. However, one comment indicated that a great deal of uncertainty existed.

17. Is Development and Training Program adequate?

All answered -- none exists.

18-19. List courses in order of importance that would be helpful to you.

1. Philosophy of management
2. Interpersonal relations

1. Public relations
2. Financial counseling

1. Interpersonal relations
2. Communications (written and oral)

1. Personnel management
2. Counseling

20. Are assignments accurate, complete etc?

1. Yes
2. Yes
3. No
4. No -- totally lacking in completeness

21. Are you informed about changes in policy?

All answers yes.

Comment: Would like to participate in formation of policy.

22. Do you understand goals and objectives of agency and unit?

All answers yes.

Comments: Court often has changes of attitude which affects policy. Question the method of attaining goals in that many different approaches of program and treatment used. There is little planning.

23. What changes would you like to see in department?

1. Better communications
2. More treatment oriented Juvenile Hall
3. Decreased workload
4. Residential community center
5. Team approach to ward decisions
6. On-going training program
7. Tools to do job -- cars, desks, typewriters
8. All staff don't feel a part of organizational planning
9. Increase salaries
10. Better trained staff
11. Staff Psychologist
12. Higher standards for group supervisor entrance requirements
13. Co-ed educational program in Juvenile Hall
14. Develop effective child welfare service
15. Weekend detention -- halfway house

24. Opinion of morale

Composite answer: very good

25. How to improve morale

1. Better salaries
2. More interest and honesty from management
3. More effective supervision
4. Allow staff to try new things
5. Higher job standards
6. More training
7. To be given credit for a job well done

26. Do employees cooperate with each other?

All answers yes

Comments of how to improve:

1. More parties
2. Cooperation is at new high
3. Use team approach
4. P.O.'s don't understand Juvenile Hall prob.

27. a. List agencies you work with?

All answers gave wide range.

b. Agencies you should work with?

1. Community clubs
2. Employment office
3. O.E.O.
4. Newspapers
5. T.V.
6. Y.M.C.A.

28. Is your relationship with other agencies good?

Composite answer: yes

Comment: Some communications problems with law enforcement

29. How can supervisor assist you in your development?

1. Clearer directions
2. Support of office policies
3. Providing more direction
4. More accurate job evaluations
5. Assistance with problems -- planning, budgeting

30. Which best describes your supervision?

Composite answer: usually helpful

31. Describe the physical conditions under which you work

Full range equally. From very good to poor.

32. Is there a training topic you would like to conduct?

All yes.

1. Ward supervision
2. Techniques of interviewing
3. Supervisory training
4. Policies and procedures
5. Court reporting

33. Had you had correctional or related experience before working for this agency?

1. No
2. Yes, as assist P.O.
3. No
4. Yes, as D.P.O.

34. Is your job performance restricted by your supervisor?

Composite answer: no

Comment: It's a question of authority and responsibility

35. Do other people feel your job is important?

Composite answer: yes

36. Were you issued a Manual of Operations when you started work?

All answers no

37. Do you presently have a Manual?

All answers yes

38. Do you feel your workload allows time for training?

Composite answer: yes

39. Does your department have a training committee?

All answers no

Comment: A training committee is needed.

40. Does your supervisor show favoritism?

Composite answer: seldom

COMPILATION OF RESPONSES

JUNE 1968

Number of staff interviewed - 24

1. What is your educational attainment?

1	Non-High School Graduate	4.2%
6	High School	25.0%
1	A.A. Degree	4.2%
6	Three Years College	25.0%
10	B.A./B.S.	41.6%
0	M.A./M.S.	-
		<hr/>
		100.0%

2. What was your college major?

2	Social Welfare
1	Correctional Administration
1	Criminology
3	Elementary Education
1	Pre-Law
6	Social Science
2	Psychology
2	Sociology
1	Biological Science
1	Geology
1	General Education (A.A.)

21 TOTAL

3. Has your education been helpful to you on the job?

23	Yes
1	No

Comments:

- 1) "Gives general broad experience, math, zoology, etc."
- 2) "More specifically graduate work because it is more related to job."
- 3) "Increased typing skills would be helpful."
- 4) "Broaden viewpoint of people and things."
- 5) "I taught school in a reform school and this has been helpful."
- 6) "In broad terms."
- 7) "Helps to understand problem and attitude."
- 8) "Broadens"
- 9) "Law particularly"
- 10) "Broad based background"
- 11) "Management practices from 20 years service experience"
- 12) "Business course typing, shorthand"
- 13) "Establishing relationships - helps you to approach people - gives clues to help identify problems with people - writing reports."

3. Has your education been helpful to you on the job? (cont'd)

Comments:

- 14) "Background information, Psychology, criminology."
- 15) Typing and shorthand
- 16) Report writing
- 17) Psychology - human growth
- 18) "Experience more valuable"
- 19) Shorthand - typing - machine calculation
- 20) All has been helpful - Psychology - Recreation - Electronics
- 21) College courses useful - Psychology courses of great value.

4. How long have you been employed by your organization?

<u>No. Staff</u>	<u>Years</u>	<u>Months</u>
2	16	
1	13	
1	9	
1	7	
2	5	
1	3	
1	3 (Part time)	
1	2	9
1	2	8
4	1	6
1	1	3
1	1	
1	1 (Part time)	
1		10
4		6
1		3

5. How many clients in your caseload?

Adult Division

	Dep.	Prob.
115		
27	"	"
23	"	"

Juvenile Division

91		
70 (Class 4 min.super.)	Asst. Chief P.O.	
65		
48		
36		
32		

6. Please list your task in order of importance to you.

Clerical Section

"What is required"

Balancing accounts

Budgets

State reports (Y.A. subsidy)

Paying court ward claims

Posting accounts

Social Security - Veteran payments

Balance peg board

Post charges for Juvenile Hall

Arrange appointments

Send in traffic court disposition

End of month report

Escort children to the hospital

(2) Typing reports

Developing folders

Check folders for court disposition

Social reports

Typing letters

Juvenile Hall Personnel

Staff training

Personnel Management

Public Relations

Program Development

(2) Ward Supervision

(2) Maintenance Supervision

(2) Create a Helpful Atmosphere

(2) Welfare and comfort of wards

Manners and behavior

Routine work?

(2) Counseling (Individual)

Working with girls

Teaching home skills

Probation Departments

Adult Section

Personnel Supervision

Office Management

Budgeting

Staff training

Orientation of new probation officer

(2) Presentence Investigation

(2) Write court reports

Office Interviews

(2) Home calls (supervisor)

Monthly Report

Case Conferences (information)

Counseling clients

Court Reports

Orientation and Classification

Interviewing

Compute expenses

6. (Continued)

Probation Departments (continued)

Juvenile Section

Custody Investigation Reports
Traffic
Adoptions (Stepparent)
Miscellaneous inquiries (other counties)
Informals
Counseling with clients
Family counseling
Recording of information
Employment of clients.

- (2) Court reports
Investigations
Foster Home inspections
Investigate miscellaneous other counties
Meet court deadlines
- (3) Service to client
Relationship with other agencies
Planning and decision making
Supervising staff
Intake process
Training of staff
Decision making with clients
Public relations
Responsibility to community
Job tasks

7. List the same tasks in order of importance to your supervisor.

Clerical Section

Balancing accounts
Budgeting
State reports
Paying court ward claims
Posting accounts for monthly charges
Social Security-Veterans Payments
Balance Peg Boards
Post charges for juvenile hall

Arrange appointments
Send in traffic court dispositions
Handle end-of-month report
Escort children to hospital
Typing reports
Developing folders
Court orders
Folden work on orders
Run mimeo and xerox

Juvenile Hall Personnel

- (3) Supervision of wards
(3) Maintenance of hall
Security of juvenile hall

7. (Continued)

Juvenile Hall Personnel (continued)

Counseling of wards
Welfare and recreation
Health needs
Operate juvenile hall like a home

Adult Probation Department

Presentence investigation

- (2) Write court reports
- (2) Home calls supervision
- (2) Office interviews
- (2) Monthly report
 - Case conferences (informal)
 - Orientation and classification
 - Complete expences
 - Counseling clients
 - Organization
 - Routine

Juvenile Probation Department

Custody
Stepparent adoptions
Miscellaneous inquiries
Traffic
Informals

- (3) Court Reports
 - Recording of information
 - Counseling with clients
- (2) Family counseling
 - Investigations
 - Investigations (other counties)
 - Foster home inspection
 - Employment of client
 - Meet deadlines
- (2) Service to clients
 - Count process
 - Planning and organizing
- (2) Community resources
 - Intake
 - Supervising staff
 - Training staff
 - Treatment

8. List the tasks for which you need additional training.

Probation Officer (Adult)

Court report writing
Interviewing
Classification of clients
Supervision techniques
Appreciation of clients problems
Motivating a client

8. (Continued)

Juvenile Hall

Individual counseling
Group counseling
Program development
Human behavior
Goal setting
Recreation planning
Communications
Understanding the problems
Identifying problems

Probation Officer (Juvenile)

Supervision (update methods)
Group counseling
Report writing
Interviewing techniques
Court work
Dealing with retarded parents
Dealing with alcoholic parents
Dealing with mentally disturbed parents
I-level for cases
Planning
Decision making
Family counseling
Public relations
Personnel management
Management training
Psychology
Budgeting time (car, field, office)
Runaways
Alcoholism
Homosexual
How to be more effective
Group work skills

Clerical Section

English composition
Welfare and institution code
Typing
Message taking
Editing reports
Transcribing
Shorthand practice

9. List the skills you use in performing your job.

Probation Officer (Adult)

Report writing
Interviewing
Case recording
Group dynamics and skills
Dictation
Written communications
Oral communications

9. (Continued)

Juvenile Hall

Relating to boys
Good personality
Know when to reprimand
Develop hall policy-program
Develop rewards for kids
Not let boys take advantage of you
Patience and endurance
Typing
Report writing
Human ward/staff relations
Supervising recreation activities
Counseling
Evaluate each child
Teaching skills

Probation Officer (Juvenile)

Interviewing
Work organization
Public relations
Dictation
Intake procedures
Report writing
Family counseling
Group counseling
Evaluation and interpretation of laws
Client counseling
Employment guidance
Listening
Assessing problems
Organizing time - planning
Resources - community
I-level
Investigating
Decision making
Manipulation
Case evaluation
Human relations
Academic knowledge
Oral communication
Written communication
Self-awareness

Clerical Section

Typing
Transcribing
Dictaphone
Phone message taking
Shorthand
English
Spelling
Mimeo machine
Xerox machine
Driving
Filing

10. Do you understand the policies and rules that largely dictate your daily activities?

	<u>Probation Officer (Adult)</u>	<u>Probation Officer (Juvenile)</u>	<u>Juvenile Hall</u>	<u>Clerical</u>	<u>Total</u>
Always	0	3	1	3	7
Usually	3	4	2	2	11
Sometimes	0	1	1	0	2
Seldom	0	0	0	0	0

11. Are you familiar with California laws relating to your responsibilities?

	<u>Probation Officer (Adult)</u>	<u>Probation Officer (Juvenile)</u>	<u>Juvenile Hall</u>	<u>Clerical</u>	<u>Total</u>
Yes, Completely	0	3	0	0	3
Yes, Fairly	3	6	1	1	10
No	0	0	2	1	3

12. What steps do you believe you could take or are taking towards your own self-development?

- Read books related to the field
- Planning to return to school (college)
- On the job learning
- Job involvement
- On the job training
- Participating in group counseling
- Could get M.A. in Social Work
- Now taking college course
- Learn I-level from peers
- Going to school to get high school diploma
- Have taken night extension courses
- Professional reading book club
- Attending training sessions
- Socialize with people more
- Nothing
- Took shorthand course this year

13. How could your agency assist you in your development?

- Person should be self-motivated
- I am just a turn-key
- Learn more about job
- How to deal with parents and public
- Offer training to staff
- Increase salary
- Continue to develop a better library
- Should have part-time training officer
- Should have orientation program
- Need training in booking wards
- More local seminars at Davis and Sacramento
- Agency encouragement
- Subsidize Deputy Probation Officer's education through stipends
- Allow time to go to school during the day

13. (Continued)

Arrange Juvenile Hall shifts to coincide with school hours
Give opportunity, funds to attend courses at state and other
They do now by making time available
By providing help that would give time to develop needs
More training
Experienced staff should pass on experience
Report writing
Let us know what the judge wants
What information is necessary in getting at essential facts

14. Do you receive a formal performance appraisal?

18 Yes 1 No

15. Have your performance appraisals helped you improve your effectiveness on the job?

10 Yes 9 No

Comments

- Yes - Good evaluation, helps you try harder
- No - Didn't feel appraisal was accurate
- No - Format isn't conducive to help
- Yes - Pointed to areas of weakness
- No - Problems are handled as they arise
- No - Yearly appraisal is not new information
- Yes - To help find out how to do a better job.
- Yes - Pointed out specific areas where improvement could be gained
- Yes - Meaningful but could be improved by being more frequent and peers and clients should evaluate me
- Yes - Helps to recognize problem areas - but problems should be handled on-going and not wait for annual report
- Yes - More awareness

16. Do you have a good understanding of what your supervisor thinks of your work?

23 Yes 0 No

Comments

- a. Good on-going relationship - selects me for training
- b. Supervisors explains well
- c. We get together frequently to discuss my work
- d. Continuous on-going communication
- e. Because of frequent contact
- f. Through performance rating - attitude - comments
- g. Through verbal communication we are closer
I wish I could go to him more often
I would like to schedule meetings so that communications can be improved
- h. Yes, through verbal comments from supervisor.
Allows me to work independently -- from comments from outside.
- i. Fluctuates -- Inconsistent.
- j. Lays it on the line.
- k. Never says, one way or the other.
- l. Not too sure what supervisor wants.
- m. Because she doesn't criticize my work.

17. Do you believe the Departmental Staff Development and Training Program to be adequate?
- | | | |
|--|----------|-----------|
| | <u>3</u> | <u>16</u> |
| | Yes | No |

Comments:

- No - Have no training program.
 - No - Worked here one night with another group supervisor, then took shifts by myself.
 - Yes- Chief, Communicates well with all of us. My supervisor does the training. (on the job).
 - No - Haven't received any training.
 - No - What training?
 - No - Much effort devoted to subsidy group -- juvenile hall has no training program -- we are missing opportunities for therapeutic program.
 - Yes- We have training sessions about every week, Glasser, Satir, compulsory. Received well.
 - No - Should have a training program.
 - No - Too busy with individual jobs. To get training help you have to seek it. I went into court almost cold. Format and training prior to first court experiences essential.
 - No - Juvenile division appears to have on-going adult section hasn't.
18. List any areas or subject matter that you think should be covered in training sessions and would be helpful to you.

Adult Probation Officer

- New techniques of correctional work.
- Interviewing (initial and on-going).
- Techniques of supervision.
- Treatment methods.
- Case planning.
- Review of Laws and Statutes
- Court reporting.
- Grammar.
- Narrative writing.
- Understanding administrative functions.
- Budgeting.
- Importance of reports (monthly)
- Community resources.

Juvenile Probation Officer

- Communication skills.
- Report writing.
- Ability to relate and evaluate behavior.
- Working with families.
- Court procedure.
- I-level.
- Job responsibility.
- Tools of the job.
- Specific -- What do I do.
- Group counseling.
- Interviewing techniques.
- Narcotics - Drugs - Alcoholics.
- Working with truants.
- Inter-staff relationship.
- Changes in juvenile court law.

18. (Continued)

Juvenile Probation Officer (continued)

Personnel management.

Public relations.

Psychology.

Cultural differences M/A.

Laws and codes.

Working with abnormal people.

Isolating of problems.

Communications between adult and juvenile division.

Formal supervision (meet once per month).

Juvenile Hall Personnel

Individual counseling.

Program planning for wards.

Group counseling.

Individual counseling techniques.

I-level.

First aid (emergency treatment)

Principles of security and supervision.

Integrate role of treatment and security.

Children.

Describing behavior (oral and written)

Clerical

English - sentence.

Shorthand.

Typing.

Knowledge of my department.

Structure - Grammar.

19. From question #18, please list your #1 and #2 training priority or need.

Adult Probation (#1 need)

Supervision (caseload).

Court reporting.

Juvenile Probation (#1 need)

I-level training (3)

Interviewing techniques (2)

Communicating (wards and staff) (2)

Court reporting

Working with abnormal people.

Juvenile Hall (#1 need)

Counseling techniques.

I-level.

Describing behavior.

Clerical (#1 need)

Shorthand.

19. (Continued)

Adult Probation (#2 need)
Treatment methods overview
Narrative reporting.
Dictation techniques.

Juvenile Probation (#2 need)
Court policies - how to communicate with judge.
Intra-staff relationships
Personnel management.
Cultural differences.
Interviewing techniques.
Laws and codes.
Policies of probation department in relation to court.
How to work with retarded people.

Juvenile Hall (#2 need)
Program planning.
Individual counseling.
Writing skills.

Clerical (#2 need)
English composition.

20. Are the work assignments and instructions which you receive, accurate, complete, and understood?

Adult Probation	<u>3</u> Yes	<u>0</u> No
Juvenile Probation	<u>7</u> Yes	<u>1</u> No
Juvenile Hall	<u>3</u> Yes	<u>1</u> No
Clerical	<u>5</u> Yes	<u>0</u> No
Total	18	2

- (J.H.) Yes, what there is of them -- no consistency in instructions and regulations - change daily.
- (C) Yes, must learn terminology - know probation officers.
- (J.H.) No, no work assignments given formally - directions given in "a matter of fact" manner.
- (J.P.) Yes, good communications with supervisor - court requirements sometimes confusing (What judge expects).
- (C) Yes, but juvenile probation officer frequently makes typing demands that make the job unpleasant - not usually the probation officer's fault?
- (J.P.) Yes, no problem.
- (J.P.) Yes, but instructions on few.
- (A.P.) Yes, letters and instructions are clear from Mr. Douglas. I feel he is good - wish he had more time.
- (A.P.) Yes, assignments clear - problem with "special supervision" of 27 people.
- (J.P.) Yes, completely.

21. Do you believe you are adequately informed about changes in policy?

Adult Probation	<u>2</u> Yes	<u>1</u> No
Juvenile Probation	<u>7</u> Yes	<u>1</u> No
Juvenile Hall	<u>3</u> Yes	<u>2</u> No
Clerical	<u>5</u> Yes	<u>0</u> No
Total:	17	4

Comments:

- (J.H.) Yes, if by top administration - no, if by juvenile hall superintendent. Not all group supervisors are told immediately about changes.
- (J.H.) Find out things by accident sometimes. Should be up-to-date operations manual for shifts.
- (J.P.) No. Receive memos with little discussion - flow of communications from top to bottom, poor. Not clear on my responsibilities on "weekend call". I don't know "Booking Procedures" - supervisors are not communicating with each other.
- (A.P.) Appears to be oversight due to lack of communications between juvenile and adult sections. -- lack of reporting changes occurring at staff meeting.
- (J.H.) Yes, memorandums from probation department. Nothing organized in juvenile hall, mostly verbal.
- (C) I keep notes and have up-to-date manual.
- (J.P.) Yes, no problem.
- (A.P.) Yes, but I am not so sure.
- (A.P.) Yes, but memos aren't controlled by equal numbers or indicating that one replaces another.
- (J.P.) More information between units needed.

22. Do you feel you understand the goals and objectives of your agency?

Adult Probation	<u>3</u> Yes	<u>0</u> No
Juvenile Probation	<u>6</u> Yes	<u>1</u> No
Juvenile Hall	<u>2</u> Yes	<u>1</u> No
Clerical	<u>5</u> Yes	<u>0</u> No
Total:	16	2

Do you feel you understand the goals and objectives of your unit?

Adult Probation	<u>3</u> Yes	<u>0</u> No
Juvenile Probation	<u>6</u> Yes	<u>1</u> No
Juvenile Hall	<u>2</u> Yes	<u>1</u> No
Clerical	<u>5</u> Yes	<u>0</u> No
Total:	16	2

Comments:

- (J.H.) Told this is just a holding center - upper echelon feels like they are slumming when they come into the juvenile hall section. Some staff talk to juvenile hall staff like they do the kids. Things like "you dirty bastard" are said to kids.
- (J.P.) No, should be defined to new officers, "what we are doing".
- (J.H.) No. No goals, what are we working towards? Supervisors on different shifts allow different rules. No continuity.
- (J.P.) Yes, but goals and objectives not fully stated.
- (J.P.) Yes, but sometimes I question the method (Agency).
- (A.P.) Yes, but would like training session with the chief regarding goals

and objectives of the organization.

(A.P.) Yes, but sometimes goals of the agency and court conflict.

(J.P.) Yes, but clarification of goals between units would be helpful to myself and organization.

23. What changes, if any, would you like to see incorporated in your agency for its improvement?

1. Training program.
2. Broader understanding of treatment methods.
3. More open communication from top (judge down)
4. Administration should take steps to work out differences with the court.
5. Probation officers see boys on their caseload being detained in juvenile hall at least 5 minutes each day.
6. Get probation officers to see boys in juvenile hall wishing to see them.
7. Get some probation officers to show more respect and consideration for juvenile hall staff.
8. 90% of probation officers are lacking motivation - little rapport between probation officer and client in juvenile hall.
- (5) 9. Improve salaries.
10. No place to take a "gripe".
11. Separate girls unit to another building.
12. Separate older and younger boys in juvenile hall.
13. Separate boys by classification of admitting offense.
14. I would demand that all employees receive orientation.
15. Employees should know what is expected of them.
- (2) 16. Hire more probation officers.
17. Hire more clerical staff.
18. Probation officer and clerical should be in the same building.
19. Need more transcribers.
20. Build new juvenile hall.
21. Pave the parking area (dangerous)
22. Develop a halfway house.
23. Separate offices from juvenile hall (noise upsets clerical).
24. Hire a full-time medical person (doctor or nurse).
25. Hire a legal advisor to work on premises.
26. Develop a training officer position.
27. Get more county cars.
28. Clerical division between adult and juvenile sections.
29. Showing as much attention to adult section as juvenile.
30. Expand facilities and personnel so that a sharing of clerical staff doesn't exist.
31. Separate adult and juvenile. Particularly offices, because kids sometimes disturb preparation of reports.
32. Demand higher education of Juvenile Hall staff.
33. Improve Juvenile Hall - wards' rooms too small - toilets in rooms seldom work - hard to keep building in repair.
34. Change image of group supervisor from guard to treatment person.
35. Develop a treatment unit here at Juvenile Hall.
36. Improve intercommunication system.
- (2) 37. Establish a procedure that will insure that telephone calls are returned.
38. Too much running between buildings by clerical staff.
39. Have janitor do a better job on stairs and floors.

23. (continued)

- 40. Improve temperamental air conditioning.
- 41. Have monthly staff meeting (everybody).
- 42. Improve communications.
- 43. More money for probation aids and work projects.
- 44. Delinquency prevention.
- 45. Transfer dependent children to Welfare Department.
- 46. Improve communications between school and sheriff.
- 47. Develop a branch office in East Yolo.
- 48. I-Level assignments of clients to P.O.
- 49. Publish more policy statements, more often.
- 50. Publish a booklet of available training resources, state, county, colleges and university in area.
- 51. Take closer look at probation case that should be handled with welfare.
- 52. I would improve clerical organization - files.
- 53. Set up suspense file for court orders so that follow-up can be handled.
- 54. Improve present method of scheduling cases.
- 55. Develop a program for kids in Juvenile Hall.
- 56. Make use of non-professional staff or aids to handle routine matters.
- 57. Have additional secretary or receptionist in annex.
- 58. Improve acoustics in annex.
- 59. Give personnel in Adult and Juvenile experience working in both units.
- 60. Increase adult clerical staff.
- 61. Change receptionist's hours so I can have mail when I come in and provide 'phone coverage at noon. Say, 7:00 A.M. - 4:00 P.M.; lunch 11:00 A.M. to 12:00 Noon; mail distribution at 8:00 A.M.
- 62. On-going training program, 2 hours per month.
- 63. Develop a small cash revolving fund for projects, such as glue, thread, paper, etc.
- (2) 64. More community involvement by our department.
- 65. Communication and clarification of goals within department.

24. What is your opinion of the over-all morale in your agency?

Adult Probation

0
3
0
0
0

Outstanding
Excellent
Good
Fair
Poor

Juvenile Probation

2
2
4
0
0

Juvenile Hall

0
0
1
2
2

Outstanding
Excellent
Good
Fair
Poor

Clerical

0
1
4
0
0

24. (continued)

Comments:

- (J.P.) New chief has helped - can be communicated with.
- (J.H.) Juvenile Hall morale low.
- (J.H.) Group supervisors see things that are to be done, but nothing is done.
- (C.) Good family - work together.
- (C.) Rather not be specific.
- (J.P.) Have seen it better - clerical conflicts.
- (A.P.) Excellent morale in Adult Division.
- (J.H.) Bitching groups - no direction and guidance - mostly a hold-over job until people finish school - Superintendent seldom around to help - not enough coverage.
- (C.) Good, used to be excellent.
- (J.P.) Loyalty, dedication - good supervisory practices.
- (J.P.) Pay is low - larger caseloads cause morale problems.
- (J.P.) Some frustration in working with judge - cannot be resolved.

25. What could be done to improve morale in your agency?

- (2) (J.P.) Socialize more off the job - 1 per mo. with families.
- (J.H.) Consistency in policies and treatment - give direction. Have J.H. Superintendent spend more time in J.H.
- (C.) Chief is improving things.
- (J.P.) More feedback - more team approach.
- (5) (A.P.) Salary could be improved. Pressures mount regarding court reports.
- (J.H.) More communications between superintendent and his staff. Superintendent's office should be moved into Juvenile Hall area. Staff should have opportunity to voice disagreements. We have had only two Juvenile Hall staff meetings in six months.
- (J.P.) Supervisors spend more time with personnel.
- (J.P.) Communications as to what is going on in our department.
- (A.P.) Smaller caseloads.
- (J.H.) Some behavior by staff is far less than professional.
- (J.P.) Opportunities for growth both through the job and financial

26. Do you feel employees of this department cooperate well with one another?

Juvenile Probation	<u>8</u> Yes	<u>0</u> No
Adult Probation	<u>1</u> Yes	<u>1</u> No
Juvenile Hall	<u>3</u> Yes	<u>0</u> No
Clerical	<u>5</u> Yes	<u>0</u> No

- (J.H.) P.O. are supposed to give a week's notice for behavior reports on boys going to Y.A. - getting one day notice, which results in poor, inaccurate reports.
- (A.P.) More staff meetings needed.
- (J.H.) Gap between Probation and Hall staff - we don't know what visiting procedures are - need consistency.
- (C.) Always room for improvement.
- (C.) Girls get Social Report tapes late. Some consideration.
- (J.P.) Intra-staff training.
- (J.P.) Is excellent now.
- (A.P.) More recognition of steno workload.
- (A.P.) More administrative direction.
- (J.H.) Communications improveing between Juvenile Hall staff and P.O. - should have meetings to discuss mutual problems.

27. Please list agencies you work with in the community.

Schools
Welfare Department
Sheriff
Local police
Mental Health
District Attorney
Department of Employment
Courts
U.C. - Davis
C.I.I.
Traffic Hearing Officer
County Hospital
Recruiting Officer
Family Services
Community Chest
Red Cross
Recreation Center
Youth Groups
Public Defender
Christian Service (Bryte)
Clerk's Office
Marriage Counselor
Ministerial Association
Service Clubs

Should be working with -

Family Services (more)
Y.M.C.A.
Service Clubs
Churches
Minority Group Organizations
Chamber of Commerce
Big Brother Service

28. Are your relationships with agencies good?

14 Yes 1 No

If not, Who and Why?

1. Welfare Department is a problem.
2. Police Department
3. Justice Court, they lack technical knowledge.
4. Some problem with Sheriff's office.

29. How can your supervisor assist you in your development?

- (J.P.) Is doing everything possible.
- (J.P.) Yes - getting feedback continually.
- (J.P.) Weekly meetings with supervisors and exchange information.
- (J.P.) Is aware and helpful.
- (J.P.) Nothing that he is not doing.
- (A.P.) Discussion and review of case planning.
- (A.P.) By his developing his own knowledge of casework.
- (J.P.) Offer constructive criticism.
- (C.) No - she is nice, but different from me.
- (A.P.) By reviewing my reports and instructions - by constant checking on reports and not reading them too fast - constructive criticism.
- (J.P.) Communicate with me - Supervisor not given opportunity to supervise.
- (C.) Don't wish to answer.
- (C.) On-going training and assistance.
- (J.H.) Define policy and procedure. Assist us in developing a program for wards, besides play and maintenance. Don't leave kids alone in the building in their rooms.
- (J.P.) More comments and suggestions - more critical evaluation of what my supervisor and I expect of each other - more in-depth discussions.

30. Which of the following best describes the supervision you receive?

<u>Juvenile Probation</u>		<u>Adult Probation</u>
5	Extremely helpful	0
2	Usually helpful	3
1	Occasionally helpful	0
0	Seldom helpful	0
<u>Juvenile Hall</u>		<u>Clerical</u>
0	Extremely helpful	3
0	Usually helpful	1
1	Occasionally helpful	0
3	Seldom helpful	0

31. Which of the following best describes the physical conditions under which you work?

<u>Adult Probation</u>		<u>Juvenile Probation</u>
0	Very good	1
0	Better than average	2
1	As good as can be expected	2
2	Room for improvement	2
0	Poor	1
<u>Juvenile Hall</u>		<u>Clerical</u>
0	Very good	0
0	Better than average	2
0	As good as can be expected	1
3	Room for improvement	1
1	Poor	1

31. (continued)

- (J.P.) Conditions are getting worse due to overcrowding.
- (J.P.) Acoustics in annex could be improved.
- (J.H.) More games, hobby craft, outdoor facilities, storage facilities.
- (2) (J.P.) Lack of air conditioning.
- (A.P.) More office space. Improve incoming mail control.
- (A.P.) Need a new building.
- (C.) Better planning by P.O. if possible.
- (2) (C.) Need more room.
- (J.H.) Supervisor's office is poor - wards' rooms too small - food for wards usually poor - kids would rather have peanut butter sandwiches.
- (J.H.) Repair of present facilities - food poor.
- (J.H.) Depends which matron on duty whether food is hot.
- No air pump for balls.
- (J.P.) Too much travel. Steno turnover makes getting report done difficult.
- (J.H.) Pills, medication left out on desk of G. Supervisor's office.
- Kids' personal belongings get lost - poor storage.

32. Is there a training topic or course that YOU would like to conduct?

7 Yes 13 No

- (J.P.) Inter-agency relationships
- (J.P.) Communications
- (J.P.) Introduction to W & I Code
- (J.P.) Report writing (as pertains to the department)
- (A.P.) Group work
- (A.P.) Sections of Penal Code
- (J.P.) Overview of deviancy and social reaction to deviancy
- (J.P.) I-Level Training
- (J.P.) Truancy
- (A.P.) Subjects related to Adult P.O. responsibilities
- (J.P.) Report writing

33. Have you ever worked for other correctional or related agencies prior to starting work with this agency?

9 Yes 11 No

- (J.P.) Deputy Probation Officer
- (J.P.) Deputy Probation Officer
- (A.P.) County Welfare Worker
- (J.H.) Assistant Chaplain Sacramento County Juvenile Hall
- (J.P.) Nevada State Hospital - Research of Juvenile Hall in Nevada
- (A.P.) Davis Police - Yolo County Welfare
- (J.P.) Investigator - Army Intelligence
- (J.P.) Teaching and Counseling
- (J.P.) County Boys Ranch

34. Do you feel that your job performance is restricted in any way by your supervisor?

1 Yes 18 No

- (A.P.) Through lack of understanding of special supervision unit.
- (C.) No promotions available.
- (J.M.) Plans and ideas are not implemented.
- (J.H.) Superintendent doesn't think juvenile hall staff should be involved in treatment.

35. Do other people in your organization feel that your job is important?

18 Yes 2 No

- (J.H.) Don't feel they do.
- (J.H.) Probation officer used to feel they were the important ones. This is improving since meetings and training sessions from Pasadena.

36. When you started work with the department, were you issued a "Manual of Operations"?

10 Yes 10 No

- (J.H.) Should get one -- no fire or disaster procedure.
- (J.H.) There was one (3 years ago) available to all.
- (C.) Explained verbally - forgot information on sick leave and vacation.
- (J.P.) I wish it were accompanied by a training course.

37. Do you presently possess a "manual of operations"?

8 Yes 12 No

- (J.P.) Training course would provide for regular inspections of the manual.

38. Do you feel your workload allows time for training?

11 Yes 9 No

- (J.H.) No - Due to school.
- (C.) No - May later?
- (A.P.) No - Due to volume of records.
- (C.) Yes, but some meetings are a waste of time. Training should be for employees' benefit and improvement.
- (A.P.) No.
- (J.P.) No. No need for training - training sessions with the judge should be eliminated. Training should be individualized with supervision.
- (J.P.) No.
- (J.P.) No - but the importance of training would make work easier.
- (J.P.) No - training should be on our own time.

39. Does your organization have a training committee?

1 Yes 18 No

Comment: Most comments were "should have".

40. Does your supervisor show favoritism in the way he deals with his subordinates?

Adult Probation

1
2
0
0

Never
Seldom
Sometimes
Always

Juvenile Probation

8
0
0
0

Juvenile Hall

3
0
1
0

Never
Seldom
Sometimes
Always

Clerical

4
1
0
0

41. Comments, notes, etc.

- (J.P.) Subsidy Program is a problem - funds should be used for pre-delinquent rather than delinquent.
- (J.H.) I would like to help kids, but lack training.
- (C.) Good place to work.
- (J.P.) Would like to get caseloads down to 25.
- (J.P.) Clerical workmanship is outstanding.

APPENDIX F

SUMMARY OF A SURVEY OF TRAINING NEEDS

FOR

COUNTY JUVENILE HALLS

APPENDIX F

SUMMARY OF A SURVEY OF TRAINING NEEDS for COUNTY JUVENILE HALLS

(Los Angeles, Santa Clara, San Joaquin,
San Bernardino and Sacramento Counties)

In conducting a survey of training needs for Juvenile Hall, a random sampling group of 39 persons was used. Their median age was 39 years. Nineteen members of the group were employed in a supervisory capacity, supervising two or more employees. Ten had an Associate Arts Degree, twenty the Baccalaureate Degree, seven were high school graduates, and two possessed the Master's Degree. Twenty-one of the college degrees were in the field of, or related to, correctional work. There were thirty people in the group who felt that their education was helpful to them in their work. Most agreed that the help was in terms of general knowledge and understanding human behavior. The average median length of employment was four and one-half years.

In order of importance the group saw their tasks to be as follows: controlling clients, client welfare, training staff, and staff supervision, counseling, report writing, managerial tasks and maintenance of the units. Only slightly more than ten percent of the people felt that public relations was an important part of their job.

When asked what they were doing or could do for their own self-development, a majority agreed on additional education. Less than half relied on in-service training and professional reading. Approximately twenty percent pointed to seminars and workshops, and only three of the 39 looked to professional organizations for their future development.

In discussing improvements desirable in existing programs, orientation and task related training received top priority, followed by techniques of supervising staff and clients. Six of the 39 people indicated that no formal training program existed. Subject areas that the group felt should be covered by training included small group counseling, basic psychology, human relations,

causes of crime and delinquency, report writing, principles and practices of supervision, therapeutic community and cultural differences.

Almost thirty percent of those surveyed stated that their performance appraisals failed to help them improve their job effectiveness. Those answering "yes" felt that assistance came through insight and awareness of a need for self-improvement. Only eight of the total group saw improved communications with their supervisor as a result. When asked if they were adequately informed regarding organizational changes, 22 said "yes" and 17 said "no". In response to how helpful the kind of supervision they receive, 12 said "extremely"; 19 said "usually helpful"; six "occasionally helpful"; and two stated "seldom helpful".

Regarding the academic preparation necessary for various correctional job categories, the following was consensus of the group surveyed. For "correctional officers" and "group supervisors" minimum educational requirements necessary: six felt high school; 22 agreed on the Associate Arts Degree; while 11 would require the Baccalaureate Degree in Behavioral Sciences. For "case managers" at the entrance level, two agreed that high school would be sufficient; 39, the overwhelming majority, thought a Baccalaureate Degree in the Behavioral Sciences was most desirable; and only six would expect the Master's Degree. In reference to "correctional managers" it was 31 to 8 in favor of a Baccalaureate Degree plus selected special courses.

Organizations in the community that were most often referred to as being worked with were: law enforcement, public schools, welfare department, probation department, churches, and the California Youth Authority.

APPENDIX G

SUMMARY OF A SURVEY OF TRAINING NEEDS

FOR

CALIFORNIA YOUTH AUTHORITY INSTITUTIONS AND PAROLES

APPENDIX G

SUMMARY OF A SURVEY OF TRAINING NEEDS for CALIFORNIA YOUTH AUTHORITY INSTITUTIONS AND PAROLES

Three CYA institutions, Fred C. Nelles School for Boys, Fricot Ranch School for Boys, Los Guilucos School for Girls, and the Sacramento Regional Office of Paroles were used as the object of this portion of the survey. Sixty-three employees were questioned, resulting in the following interpretation of their perception of their individual and collective training needs.

Of the group surveyed 25 supervised two or more employees. The median age was 39 years. Twenty-one were high school graduates, 11 had their Associate Arts Degree, 25 possessed their Baccalaureate Degrees, and six held Master's Degrees. Of those with a college education, 39 of the degrees were in related disciplines while six were not. All college graduates felt that their education had helped them in their work and a typical comment was that it was a broadening experience and it contributed to their understanding of others. The average mean term of employment was eight years. Caseloads varied greatly since persons interviewed were associated with field and institutional activities; however, when compiled, institutional caseload averages were five while in the field 75 was the average.

Typical job tasks ranged in order of importance by the personnel were: training and supervising staff, managerial tasks, controlling clients, counseling, report writing, decision making and interviewing. In responding to steps that could or are being taken for self-development, additional education and in-service training headed the list being supplemented by professional reading, seminars, and workshops. When asked if performance reports aided in improving effectiveness, 40% of the responses indicated that they did not. Of those who answered "yes", the general comment was that the improvements came through insight and awareness and a need for self-improvement. Only a very small group felt that they assisted in communications with their supervisor. Suggested improvements in existing training programs were: more task-related training and orientation. A low priority was given to management training and client supervision

training. Common complaints were "need more time for training" and "no formal training exists". Identifiable areas of needed training: principles and practices of supervision, report writing, human relations, small group counseling, sensitivity training, ward discipline techniques, individual counseling, and principles of organization. Over half of the persons surveyed did not believe that they were adequately informed regarding organizational changes.

Agencies and departments with whom many had contacts and dealings were: law enforcement, probation departments, welfare departments, public schools, churches, and parole units. Twenty-five percent of the people found the supervision extremely helpful, half indicated usually helpful, and the remainder occasionally or seldom helpful.

Only one person did not feel that the use of non-professional personnel in corrections should be expanded. Minimum educational requirements, in the opinion of the 63 people questioned, was as follows: "correctional officer", 25 indicated high school graduation plus work experience, 25 Associate Arts Degrees, and nine Baccalaureate Degrees. For the "case manager" category, over 60 percent felt that the Baccalaureate Degree was necessary, and over 18 percent would require the Masters Degree. Two-thirds of the same group felt that correctional managers--to perform effectively--should possess the Baccalaureate plus selected specialized courses.

APPENDIX H

LIST OF PARTICIPANTS:

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING

INVITED PARTICIPANTS
CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING
VOYAGER INN, DAVIS

August 19, 20, 21, 22

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APPENDIX I

CONFERENCE PROGRAM:

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING

Appendix I

Program

CALIFORNIA TASK FORCE
ON
CORRECTIONAL TRAINING

Voyager Inn, Davis
August 19, 20, 21, and 22

Monday
August 19

6:30-7:30 p.m. Participants assemble/Hospitality Hour

7:30-8:30 p.m. Dinner -- Banquet Style

8:30-9:30 Overview: Conference objectives and format -- Eugene O. Sahs

"Training 'Hang-ups' in Corrections" -- Gerald Jacobson

9:30-10:30 p.m. Small Groups (A, B, and C)

Begin the getting-to-know-one-another process, exchange information on programs they are involved with.

Tuesday
August 20

7:15-8:15 a.m. Breakfast

8:15-8:20 a.m. Introduction

8:20-9:20 a.m. Supportive Systems

- A. Academic -- David Krebs
- B. Personnel Departments/Civil Service -- John Mayhan
- C. Court Systems -- Charles Royalty
- D. Law Enforcement -- Edward Veit
- E. Voluntary Services -- George Nishinaka

Intent is to provide conference participants with a substantial block of information about each of the systems that relate to, support, or affect the correctional systems.

Tuesday
August 20
(cont.)

9:20-9:50 a.m.

"I" Level -- Implications for
Corrections -- Dean Dixon

9:50-10:00 a.m.

Correctional Systems

*Standard definitions to be used
throughout the conference --
Emanuel Gale*

10:00-10:15 a.m.

Coffee Break

10:15-11:15 a.m.

County Probation System --
Robert Mac Donald, Robert Smith

- A. Brief overview
- B. Personnel, training responsibilities, existing resources and programs, problems
- C. Related programs influencing or having projected influence, i.e., subsidy program

11:15-12 noon

Transfer into small conference rooms

Small Group

Intent is to give group members a chance to assimilate the information about county probation as a system: Initial reactions should be recorded, i.e., gaps in training, high priority areas, etc.: total group reaction should be recorded and brought back into the large group.

12:00-1:15 p.m.

Lunch

1:15-2:15 p.m.

California Youth Authority --
Richard Holler, Howard Ohmart

- A. Brief overview
- B. Personnel, training responsibilities, existing resources and programs, problems
- C. Factors -- new programs, etc., affecting system

2:15-3:00 p.m.

Small Group: Assimilate material

"As above".

3:00-3:15 p.m.

Coffee Break

Tuesday
August 20
(cont.)

3:15-4:15 p.m.

California Department of Corrections --
Robert Eckland, George Jackson

- A. Brief overview
- B. Personnel, training responsibilities, existing resources and programs, problems
- C. Factors -- new programs, etc., affecting system

4:15-5:00 p.m.

Small Group: Assimilate material

5:00-6:15 p.m.

FREE TIME

6:15-7:30 p.m.

Dinner

7:30-8:45 p.m.

Small Group

Discuss and assimilate total package, i.e., corrections as a series of three systems, supported by other external systems operating within California. After assimilation, groups should begin to identify key problems and come up with a group consensus on priority and problem areas.

8:45-9:30 p.m.

Large Group: (small group projects)

9:30-10:30 p.m.

Group Leaders

Meet, consolidate and dictate concerns and comments as presented by the working groups.

Wednesday
August 21

7:30-8:30 a.m.

Breakfast

8:30-12 noon

Small Groups

Group A: Top management, middle management

Group B: Case Managers, Specialists

Group C: Custodial/Group Supervisors, Technicians/Service Personnel

Wednesday
August 21
(cont.)

Each group will concern itself with levels of personnel assigned, and operate from information provided to determine numbers of personnel involved, turnover rate, basic functions, activities and tasks, standards, pre-entrance -- entrance -- on-going training needs, existing resources and will then develop possible solutions.

12:00-1:15 p.m.

Lunch

1:15-4:00 p.m.

Small Groups

Continue with assigned personnel areas; firm up group consensus and recommendations for Master Plan by 4:00 p.m.

6:00-7:00 p.m.

Hospitality Hour

7:00 p.m.

Dinner

Evening free for informal getting together

4:00-10:00 p.m.

Group Leaders

Assess comments and recommendations from groups; build into Master Plan; dictate and set up for reproduction to have available the following morning.

Thursday
August 22

8:00-8:30 a.m.

Breakfast

8:30-11:00 a.m.

Small Groups

Group leader will present Master Plan for assimilation, discussion and reaction. Group consensus must be reached and comments and recommendations available by 11:00 a.m.

Thursday
August 22
(cont.)

11:00-11:45 a.m.

Large Group

*Reconcile recommendations, gain
consensus on Plan.*

11:45-12:15 p.m.

Group Leaders Convene

*Pull together and dictate any
recommended revisions; stenos
reproduce for immediate distribution.*

12:30-2:00 p.m.

Lunch and Presentation of finalized plan

CONFERENCE COORDINATOR: Eugene O. Sahs

GROUP LEADERS: Emanuel Gale
David Krebs
George Nishinaka
Gerald Jacobson

CONFERENCE SECRETARY: Kathy Kraushar
Joyce Sabowitz

APPENDIX J

**SMALL GROUP PARTICIPANTS:
PLANNING AND DEVELOPMENT CONFERENCE**

Appendix J

CALIFORNIA TASK FORCE
ON
CORRECTIONAL TRAINING

August 19, 20, 21, 22, 1968

SMALL GROUP PARTICIPANTS

Group A: Top Management,
Middle management

Group B: Case Managers,
Specialists

Group C: Custodial/
Supervisors,
Technicians
Service Personnel

Emanuel Gale,
Discussion Leader

David Krebs,
Discussion Leader

George Nishi-Naka,
Discussion Leader

Room 124

Room 112

Room 118

Duane Lemley
Harold R. Muntz
Howard Ohmart
Ernest Reimer
Dr. Phyllis Rochelle
Paul Parks
Robert L. Smith
Mrs. Vivian Satcher
Mrs. Robert T. Adams
Dr. John Ellingston

Virginia Carlson
John D. Cronin
Earl Hemingway
Mary Just
Pete Velencia
Dr. Rita Warren
Mrs. Weldon West
Glen Smith
Raymond Leber
Velma Tinkler

Mary E. Denure
Floyd Feeney
Robert H. MacDonald
Rodney Mehl
Clarence A. Terhune
Richard Tillson
Dorothy Troupe
Forest Daribeau
Paul Green
Harold Stallings

APPENDIX K

REACTIONS AND RECOMMENDATIONS OF SMALL GROUPS

Appendix K.

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING

Summary of Discussions

Group A

Tuesday, August 20, 1968

1. What do we train for--within background of social change, community acceptance of new directions - philosophy, values. Responsibility of administration in formulating and influencing public policy, affecting community attitudes.
2. Acceptance of concept of change within the correctional systems, training all levels of personnel to think in these terms, planning for change, role in innovation and demonstration, involvement of staff in decision making, management by objectives, important for staff to understand the total system.
3. Training should combine theory and practice - interrelationship between academic and correctional system. The development of training centers (strategically located in terms of resources and geography) depends upon the closest collaboration between appropriate departments and institutions of higher learning. Development models for training.
4. Within the framework of social systems (environment) personnel should have a basic understanding of:
 - a. Human and social behavior - self-awareness (attitudes).
 - b. Community resources - knowledge, skill in coordination.
 - c. Intervention in individual, social and institutional interactions and deficiencies (treatment).
 - d. Law - including philosophical base.
 - e. Communication skills.
5. Expansion of promotional opportunities to career development (horizontal and vertical), provide incentives for personal and professional growth.
6. Utilization of non-professional - "new careers" - effects on system.

Appendix K-1

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING

Group B - Report

Major Themes, Ideas and Questions Formulated during the Meeting

held on

Tuesday, August 20, 1968

1. What should the person that we bring into the field be like? One characteristic, for example, is their ability to get outside of themselves. What are other variables that are important in the selection of case managers.
2. How do we train people to become people oriented? What kind of experience should they have had?
3. Generally, where are we today and what can we do? What will be needed in the next 10-15 years?

There was general agreement that for many years the field has worked hard to raise the standards of the case manager. However, there now appears to be a need to use this as a base line which will allow and encourage people below this base line to enter the field, and people at the base line to increase their knowledge of skills. This will mean utilizing new careers. It will allow the entry of the career ladders concept. In other words, we need several routes to enter the field and progress within it. Once within the system there must be opportunity for mobility, such as educational leads. One recommendation was that credit should be given by the academic institutions for actual work experiences on the part of returning students who have had experience in the field of corrections. Too often the academic institutions demand full time attendance necessitating a break in the work experience of the individual without any consideration for perhaps three or four years of good supervised work. On the other side of the coin, agencies should encourage and allow people to return to school for further academic training. The present pattern encountered is one wherein the agency suggests that a person resign from his position so that his vacancy can be quickly filled. It is the exception when a person, who wants academic leave, is given the opportunity to come back to the original agency at a position of employment he was at when he went on academic leave, or even consideration for promotion into a new position based on his additional academic training.

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING

Group B - Report

Tuesday, August 20, 1968

County Probation System

The initial impression of the group was that the System presently isn't attracting good personnel. The present System kills imagination on the part of creative individuals because of the voluminous red tape that exists. For example, the Board of Supervisors, and in some areas the Juvenile Court judges, have complete control over the functioning of the System. It was suggested that perhaps a statewide System to replace the 60 autonomous County Systems would be of value. This, of course, would necessitate the revamping of the State Civil Service System in terms of what the appropriate criterion for correctional workers should be. Maybe a job description and what skills are necessary for certain positions should be provided to civil service people by the proposed State System. It might be feasible also to set up two training institutes, one in the northern section and one in the southern section, to train probation officers. There is a definite need for more practical training on the part of the academic institutions.

California Youth Authority System

The group was split in terms of endorsing the proposed training academies. Opinions against it were based on the impressions that this system would in reality isolate the workers more from the tasks which should be performed. Specifically, involvement with clients on a grass root level. One of the handicaps seen was the possibility of further inbreeding within the System. A very basic question to be asked is whether the agency should encourage and train workers to provide social change or whether it is a commitment on their part to change society. The group felt that there was a definite responsibility on the part of the worker to perhaps become involved more on the broker and advocate level in helping the underclass. A general consensus was reached in terms of needing to ask the question: What are we training people for and what techniques seem to work in the rehabilitation task. For example, what variables are responsible for the 25% reduction seen in the special program provided for by CYA. It was generally agreed that the goal of a correctional worker should be that of assisting in the rehabilitation of people to enable them to reenter the community and its existing social conditions.

Group B - Report (cont'd)
Tuesday, August 20, 1968

California Department of Corrections

Following this meeting the group discussed the general personality characteristics necessary for the effective correctional worker. There was also a suggestion that training be tailored to meet the needs of the worker in terms of helping him to actualize his full potential. Special note was made of the fact that different communities would require different personality characteristics on the part of the worker and that this should also be taken into consideration in the selection of workers. At the present time there appears to be no set of guide-lines in terms of the selection process, particularly on the custodial level. People involved there seem to acquire their jobs by happenstance rather than through dedication.

Appendix K-3

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING

Assessment of Input Items

Tuesday, August 20, 1968

STATEMENT OF ISSUES, PROBLEMS AND CONCERNS:

OVERALL:

- lack of standards and standard setting body
- lack of coordination between systems and within systems re: training
- lack of both short term and long term plans re: training
- limited resources as well as unexplored resources
- fairly good acceptance for training/very limited commitment to training - through subsidy - much increased emphasis
- general lack of understanding on part of administrators re: role, function and use of training officer
- overloaded, overwhelmed system--so occupied with trying to meet present needs are unable to project needs (only CDC was able to do this and then only in the one category of managers)--implication is not able to do by self
- need plan for training, tie in with new directions and personnel projections
- subsidy is making an impact upon probation not only in numbers of personnel needed but also in their job functioning--implication that training needs to be more specialized
- for first time, county probation has money for training--much of current movement comes from that specter

PROBATION:

- system does not attract or hold top personnel
- system tends to kill creativity
- 58 counties, 60 departments ranging from small to large and over vast areas
- only 8 have full time training officers/use of them varies
- question of training for what and by whom
- few have resources for training; if do, frequently don't know what to look for or ask for by way of training. Spotty, hit or miss. Built around who happens
- do we train for "case control" of "service" - what are implications of trying to train for caseloads of 150 vs 35?
- counties encompass entry correctional process: intake, investigation, court, probation, camps-institutions, county jail, adult probation

CALIFORNIA YOUTH AUTHORITY:

- \$450,000 training budget
- 12 t.o.s. some institutions none, none for camps
- some question as to proper use of funds, i.e., justification for using six full time positions to train MSW students
- lack of coordination between training officers, even in central office, library facilities, etc.
- gaps in training/question also of who does training for county probation, i.e., will training officer take over Asilomar, etc.?

CALIFORNIA DEPARTMENT OF CORRECTIONS:

- \$400,000 training budget--17 training officers, generally better coordinated than CYA
- consider most of funds too closely tied down--tied into overtime payment for institutional officers--many regard this as "right" and that they should be paid for training, etc. Also have not progressed much beyond that in terms of

Appendix K-4

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING

Feedback Sheet

7:30 p.m. August 20, 1968

All Groups

MAJOR THEMES

1. Agreement on tremendous thrust needed for training; little agreement on ways and means, i.e., have serious manpower need now, will be much worse in 5-10 years, if we draw from present system for correctional leadership what are we doing to prepare them.
2. Civil Service hang-up; consistently commented on; is readily apparent that Civil Service will have to be modified, changed, or brought along with in any training plan or projection. A related question is, who will spearhead this change.
3. Role of training officer varies from setting to setting--appears to be frequent misuse (do we need to train administrators in the use of training officers).
4. Need for differential training from line employees up to administrators.
5. All systems have serious gaps in training; some have it more specifically identified than others.
6. Even when funds are available (\$450,000.00 Youth Authority and \$300,000.00 Department of Corrections) there is question regarding the proper use, i.e., money pigeon-holed, used to provide training positions, to provide professional training, etc.
7. No one seems to be speaking of the relationship between projected training academy and the real world, i.e., how would academy be related to training for specific jobs, would follow-up be involved, would it ultimately become simply another academic setting, and would the person be allowed to utilize skills that he acquired back in his institutional setting.
8. --The way systems are set--do not attract and hold good personnel.
--present system kills imagination on part of creative individuals because of voluminous red tape.

MAJOR QUESTIONS

1. Training for what? present, future, brokers, advocate, change agent?
2. What are the implications for training when the two major correctional systems, (CYA--CDC) seem to be going in opposite directions?
3. Does this task force see itself as a change agent? If so, what are the implications for development and implementation of the finalized plan.

Appendix K-5

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING

Group B

Wednesday 4:00 p.m.

Pre-Service Requirements

The group recognized that there were certain offenders that a worker could be more effective with so that it was not only a matter of differential treatment, but also a matter of placing an individual worker with an offender who he could relate to comfortably and be a helping agent to. With this in mind it was felt that there was a much broader range possible to utilize people's skills presently in the community. It was felt that a great deal of effort would have to be used in recruiting this personnel and that at the present time very little was being done to achieve this within the correctional systems in the State. One suggestion was to have a personnel officer in each system who would look at the need and specifications needed for each one of the several slots, in our case particularly that of case management. It would be his responsibility to recruit individuals in the community for the system, then refer them to the civil service people for tests and other types of interviews to see if they were qualified. They would then be returned back to the system itself where they could be hired. It was also felt that much of this recruitment would be based on how well we advertised ourselves as a profession. To do this it was felt that a full time P.R. program was needed to explain what jobs are available and exactly what correction people do. It was also felt that he might have an assistant that could help develop volunteer programs and if possible, the volunteers could receive under-graduate credit for their involvement in the volunteering program.

It was also felt that private agencies and other sources could be contracted with to provide the testing that may be necessary for promotional basis. It would also be possible to use outside people to evaluate the existing standards for different correctional workers.

There was also a recognition that the academic area of pre-service training leaves a great deal to be desired. For example, the lack of a uniform curriculum wherein a student will not be penalized if he transfers from one college to another. There is a strong need for articulation among the system. One way of perhaps doing this would be to let CPPCA certify individuals on several different levels. For example, it might be very necessary to have a B.A. for certain types of jobs, and also to be certified. However, it should be possible for an individual to be certified if he has had equivalent training, but other factors have interfered with his receiving the B.A. One strong need was to have many different alternative ways for entering into the level of corrections. New careers was recognized as one area, so was the possibility of using aids of different types. It was recommended that they be allowed to work and to go to school concurrently and that upon completion of certain of the academic requirements and experience that they have an opportunity to move

up the occupational ladder. The Department of Corrections is presently experimenting with such a program. As for personality characteristics necessary, and related to pre-service requirements, it was felt that an individual must be able to get outside of himself to work with other people, that he must have the skills to conceptualize, and must be sensitive to the needs of other people. Many times we are losing valuable people who have a great deal to contribute simply because they have not met some academic standard. It was felt that much of this could be weighed by the personnel officer in setting up the different requirements for a particular position within the correctional system.

It was recognized that a dialogue is necessary between the field of corrections and academic institutions, and that perhaps the model that Sacramento State College has set up for the fields of corrections would be a good one to push as a proto-type for a uniform basis of under-graduate training within the State. Somewhat related to this was the need to have agencies recognize their responsibility to provide financial aid to allow further schooling for workers. It was felt that they should be granted full pay while in school with a reciprocal contract that for every academic year they in turn would work a year for the agency they were on leave from.

In-Service Training

1. That there should be more training in the form of group work across the system, that you may possibly use CYA and CDC people who have training skills in this area.

2. There should be on-going in-service training regarding racial tensions, and that this should preferably be provided by a person within the minority group involved. There should also be some awareness of cultural differences that arise in different areas of the state, and a recognition that workers need to know and experience these conditions. For example, the worker in Humboldt County certainly functions under different sets of circumstances than the worker in the Watts area in Los Angeles. There should be in-service training directed toward making workers more aware of their impact on people and also people's impact on the worker. Some of the ways of doing this could be through sensitivity training and by using many different types of consultants, such as psychiatric consultants, supervisors, on the first-line level, and providing many different types of experience for the case manager.

Other training needs related to in-service training, were:

1. What characteristics are present in the population needing treatment.
2. How do you set goals of treatment.
3. How do you treat them once you've set this goal, in other words, what is the treatment strategy one can use. This can be taught both in-service wise and perhaps at a training center or academy. More importantly it would seem that in-service training should not be a separate aspect of any program. It should be an on-going function and not a block of time such eighteen hours per year. It was felt that everyone needs some sort of a peer group, and that this could provide a good training experience. For example, new supervisors could be placed together and given the charge of developing training activities. At the same time new workers could get together and use time to staff cases. All of this is certainly training in nature, but it could be a part of

the on-going process. Other in-service needs could be met by contracts with private agencies who are set up to provide certain types of training for case managers. The idea of a training center or academy was proposed. Here it was felt that the department must ask for and be responsible for the type of curriculum needed within the training center, and that the different agencies should also provide part of the faculty anyway. The possibility of using junior college plants was discussed. It was also recognized that the faculty members from the agency would have to be given release time to become involved in the teaching of the different course content. It was felt that other experts from the academic area could be used in the academy, but that it would really be a two-way process with the different agencies turning to the experts and telling them what they needed, and in turn the experts perhaps pointing out to the different agencies some of the areas that were being neglected on their part. It would be very important to have continuous feedback as to what is being accomplished by the training centers. This would be based on not only how well an individual did during the training session within the academy and the feedback that would be given to his administrator or supervisor, but also it would be necessary for the trainers to have continuous follow-up to see how effective and what changes are taking place on the workers part who have gone through a training program that the trainers were involved in. This would mean that the trainers would have some mobility between working at the academy and being free to travel back to the agency sight and to gather material and make observations at that level.

The academy could also train supervisors to meet and help case managers develop their potential and to become more aware of themselves. Other goals of the training center would be to have individuals develop an understanding of or feeling for differing groups of youth. This would include such things as their general level of development; their view of the world; factors bearing upon delinquency causation; what youth consciously want; their interests, enjoyment, games.

2. Developing a basic minimum level of professional sophistication of professional self-discipline. For example, learning to differentiate between surface expression and underlying meaning; learning to differentiate between rejecting youth's behavior and rejecting the youth as an individual; appreciating some of the differences between behavioral, attitudinal and our emotional changes in youth; becoming more conscious of some of the major similarities and/or differences between self and the specified groups of delinquent youth; recognizing that not all youth need to tackle or overcome concerns or problems similar to one's own.

3. Becoming generally aware of one's own stimulus value. In other words, one's own impact upon people.

4. Further preparation for general but direct interaction with differing groups of youth.

5. How to illicit information and feelings from differing groups of youth. Training and listening to and hearing content; attitudes, feelings, verbalizations of themes and concerns.
6. Goals and major treatment options under specified conditions. More and less reasonable achievable objectives toward which one can work.
7. Recognition of major issues in treatment. In other words, where to focus one's efforts--what strategy to use.
8. Conducting treatment with differing types of youth.
9. What to expect and not to expect in the way of feedback from youth.
10. Recognizing those assumptions and techniques which are more and less appropriate to the needs and resources of given groups of youth. In addition, it was felt that both the academy and in-service training-wise the worker could learn how to use his time more effectively, how to write more efficient reports, how to establish public relations with other workers and important people in the area of corrections, such as judges. It was felt that a planning staff should be appointed to lay out the structure and needs for such a training center or academy; that this staff should be made up of people from different agencies; and that the training center would function so that all agencies would participate so that this would guarantee the training would be up to date, and it would prevent the academy from becoming autonomous. One way of assuring this would be to rotate the faculty from time to time from the different agencies. It was felt that such academies would be needed on a regional level; that the agencies would have to make their needs known if it is to work; funds would have to be made available for such an undertaking. Finally, in relation to the third objective, it was felt that there was strong need for some continuity to be provided for the offender. For example, presently a boy may be on probation, violate a law and be sent to an institution. Upon his release he returns to the community where he is assigned a parole officer who knows nothing about his background and assumes the supervision over him. It's not unusual for some youthful offenders and adult offenders to have four different officers. It was felt that this should be centralized in communities, and, perhaps, that one way of doing this would be to follow the president's recommendation for community type agencies where one central local agency would handle the needs of the offender, thus eliminating much present duplication in services. It was a general feeling of the group that much work needs to be done in moving the offender back to the community and providing the community with the services necessary to support him in his quest and attempts toward rehabilitation.

Appendix K-6

GROUP C

DEFINED PROBLEM AREAS, ISSUES AND RECOMMENDATIONS

Wednesday 4:00 p.m.

--Need for articulation of unified stance by correctional systems relative to major social issues, i.e., crimes, poverty, discrimination, etc. (CYA Goard and Chief Administrator - D.C. Chairman, Adult Authority and Chief Administrator, Chief DPO's and Board of Supervisors, Judges).

- a. That a unified stance by the policy making bodies in our correctional systems and professional associations relating to social issues, i.e., crime, poverty, discrimination, etc., is needed to enhance standardization of the recruitment, selection, and training of all correctional personnel.

--Need for realistic community orientation (visa-versa) knowledge and involvement.

PRO - CRO.

2. That all correctional personnel be trained thru on-going, consistent, in-service training to understand and to become involved in the cultural and the social issues in both the immediate and extended community (this may require additional PRO - CRO type personnel at each correctional institution).

--Need for effective proficient staff, more muscle to carry out training and recruiting, and more effective means of selecting staff.

--Need for training toward achievement of job goals.

- a. That correctional personnel, especially custodial personnel, be given opportunities for in-service training through sabatical leave (after 4 years service), leave of absence, stipends, fellowships.
- b. That management and policy makers shall take the responsibility to encourage, support and make it possible for custodial personal to upgrade theirselves and professional development at their own expense.
- c. That sufficient funds be budgeted for entry level, custodial and service personnel, to gain out-service education and training (to include for custodial personnel opportunities for pursuing B.A. degrees).

--Need for special aggressive recruitment to correctional field (number and ethnic cultural background).

- a. That aggressive recruitment programs be implemented, especially for prospective custodial and service correctional workers representing minority group members by intensifying personnel add coverage, increasing school visitation down to high school level, hiring from the ranks of the offenders, increasing community contacts, i.e.e, MPPA, MASA.

Group C - Defined Problem areas, issues and recommendations - page 2

--Need for Civil Service Commissions to be aware of the program needs.

- a. That correctional departments take the initiative to inform CSC's regarding job descriptions, minimum requirements, testing materials, and methods, so that they are in concert with program needs.

--Need to take partisan politics out of corrections.

- a. That requirement as adopted by the American Correctional Assn., NCCP, be incorporated in the political appointment of correction personnel positions, i.e., Chief Administrators, Wardens, CYA 7 AA Board Members.
- b. That the field of corrections must take initiative to inform those who make the political appointments regarding current concepts in corrections.

--Need for training to keep pace with our changing society.

- a. That corrections utilize the newest technological systems in decision making, training, and educational techniques.
- b. That clerical staff be given opportunity to advance to new positions through budgeted out-service educational and training programs.

--Need for corrections to utilize existing manpower resources to its optimum.

- a. That "equal opportunity officer" position be created for each correctional department.
- b. That correctional departments assume responsibility to develop individual formal written career programming for personnel on a 5 year basis to be updated annually, and to be audited.

--Need for correctional system to assume its fuller share of responsibility in the area of "New Careers".

- a. That corrections utilize ex-offenders as a potential employee resource.
- b. That corrections initiate action to eliminate legal civil service and other personnel barriers to such employment.
- c. That "New Careers in Corrections" be available to correctional clients.
- d. That corrections also assume its responsibility for "New Careers" programs by hiring from the non-offender population as well.

--Need for correctional training centers for all personnel.

- a. Correctional departments share in financing, programming, staffing training centers for all personnel.

APPENDIX L

RECOMMENDATIONS and GUIDELINES TO ACTION:

FIRST DRAFT

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Transmittal Letter

I. Introduction

Overview

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III. California Correctional Program

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California Department of Corrections

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IV. Manpower

Standards

Present Scene

The Gap

V. Training

Standards

Present Scene

The Gap

VI. Guidelines for Action

What?

How?

CHAPTER VI

GUIDELINES FOR ACTION

Substantial research and assessment of the California correctional systems coupled with intensive discussion, deliberation, and decision making by the conference participants has culminated in the following series of Recommendations and a "comprehensive plan" for Implementation.

A. Recommendations

I. Civil Service

Recognizing the role, relationship, and importance of standards and guidelines in the recruitment, retention, and development of "career oriented" correctional personnel, the following recommendations are made to the end of enhancing the civil service process in correctional "manpower development".

a. Standards for the recruitment and promotion of correctional personnel should be revamped to provide opportunities for the recognition and advancement of correctional personnel with superior abilities and creative accomplishment. This would maximize effectiveness and minimize mediocrity.

b. Correctional departments, both county and state, should exert leadership in working with Civil Service to bring job descriptions and entry level requirement into line with existing program demands in terms of the requisite knowledge, skills, and abilities.

c. Expanded promotional opportunities, both horizontally and vertically, must be provided as incentives for the personal and professional growth of career oriented correctional personnel.

d. Correctional leaders should take the initiative in educating political office holders to contemporary concepts and demands of the correctional field in order to maximize the appointment of qualified correctional administrators.

IV. CONCLUSIONS

RECOMMENDATIONS

e. A unified stance must be taken by California's correctional systems and professional associations regarding such critical social issues as crime, poverty, drug abuse and discrimination to enhance the recruitment, selection, and training of correctional personnel who are capable of dealing with the primary social forces impinging on the correctional client.

II - Recruitment

To meet the current and anticipated manpower gap it is recommended that:

a. All correctional research departments should work together to define, through research, those personality and personal adjustment factors which contribute to effective job performance and that these findings be applied to the development of an aggressive recruitment and selection program.

b. Special emphasis should be placed on the recruitment of staff from minority groups to fill entry level positions.

c. An effective recruitment program should include information and educational programs at the high school, community college, college and university levels.

d. Revision of the promotional pattern within California correctional systems should be inaugurated to allow for the recruitment of qualified personnel from other correctional and non-correctional systems both within and outside of the state.

III - New Careers

For many years the field has worked hard to elevate the academic standards and work experience of the case manager and other correctional positions. Manpower demands make it necessary to use these standards as a base line to allow and encourage people below this level to enter the field. One means for providing this entry is to utilize the "new careers concept".

This program involves the employment of both offenders and nonoffenders who have the skills or can be trained to perform preprofessional as well as professional tasks. Corrections should share its responsibility in utilizing this source of manpower by redefining tasks and roles. Oftentimes these people have unique insights and skills which enhance their effectiveness in understanding and relating to the offender.

a. Corrections should exercise leadership in influencing civil service to change the restrictive regulations which forbid the hiring of exoffenders for correctional positions.

b. The correctional system should redefine its requirements in a manner that will allow new careers personnel to move through a progressive promotional ladder. To accomplish this, credit should be given for experience acquired through the new careers positions and these people should also be encouraged to obtain additional formal education, receiving financial aid for this undertaking, from the agency.

IV - Agency Training Focus

Agency training focus or direction centered around four major groupings of recommendations: (a) job and worker; (b) basic training areas; (c) social training and (d) managerial training.

a. Job and Worker

(1) Training should be tailored to meet the needs of the worker in terms of helping him to actualize his full potential.

(2) Correctional personnel, especially custodial staff, should be given the opportunity for out-service training through leaves of absence (after 4 years), training subsidies, reimbursement, stipends, fellowships, etc.

(3) Sufficient funds should be budgeted for entry level, custodial, and service personnel to obtain out-service education and training including opportunity for pursuing B.A. degrees.

(4) Management and policy makers should encourage, support, and make it possible for correctional personnel to upgrade their competencies and qualifications for advancement whether through agency or personal expense.

(5) If training is to keep pace with social and technological advances, corrections must utilize the most advanced methods of teaching and extend training to all levels of personnel from clerical and supporting service positions through top management.

b. Basic Training Areas

Correctional personnel should be trained in the basic areas of:

- (1) Human and social behavior - self awareness (attitudes).
- (2) Community resources - knowledge, skill in coordination.
- (3) Intervention in individual, social and institutional interactions and deficiencies, (treatment).
- (4) Law - including philosophical base.
- (5) Communication skills.

c. Social Training

- (1) The focus of correctional training should be the rehabilitation of correctional clients to enable them to re-enter the community and its existing social conditions.
- (2) The correctional worker should be trained in the "broker" and "advocate" roles in helping the "underclass".
- (3) All correctional personnel should be prepared through on-going, consistent, in-service training to become effectively involved in social and cultural concerns of both the immediate and extended community.

d. Managerial Training

- (1) Correctional manager training should occupy a top priority because of the key role that they play in formulating plans and influencing the direction of correctional systems.
- (2) Identifying the attributes of correctional managers requires more than civil service exams; leadership and job performance should weigh heavily in selecting and developing correctional personnel with managerial potential.
- (3) Managerial training should minimally involve development in the areas of objectives of the system, decision making, public relations, budgeting, structure, and supervision, development, and utilization of staff skills.

V - Training Resources

All available training resources, both internal and external to the correctional system, must be identified and utilized to maximize the development of correctional personnel.

- a. Academic institutions should be encouraged to award credits for correctional work experience and not demand full-time attendance of correctional personnel who are pursuing higher education degrees.
- b. Correctional systems should utilize their existing manpower resources to the fullest through such means as job rotation, identification of indigenous skills and talents, appropriate job placement, and development of individual, formal, written career programming for personnel on a 5 year basis with annual evaluation and updating.
- c. Collaborative planning and financing of correctional training should be undertaken with federal, state, and local agencies, both public and private, to enhance the efficiency and economy of the training process.

CHAPTER VI

TRAINING CENTERS

Phase I: It is recommended that top priority be given to the establishment of two regional training centers as follows:

- A. One located in the upper edge of the Central Region.
One located in the center of the Southern Region.
- B. Such training centers should provide balance between theory and practice through close collaboration between appropriate correctional departments and institutions of higher learning.

C. Such training centers should provide for:

1. Development of curriculum for case managers, custodial personnel, first line supervisors, corrections managers and trainers;

2. Training of correctional managers, first line supervisors and trainers;

3. Development and demonstration of the following models for training trainers to teach the curriculum developed above:

- a. use of local based training teams comprised of representatives from CYA, CDC, probation and law enforcement,
- b. use of first line supervisors as trainers,
- c. use of traditional, in-house based training officers,
- d. use of training center based teams as trainers.

D. That research be built into the design to not only test the relative effectiveness of the three models, but also to determine:

- 1. What does it take to train a trainer?
- 2. What should be the recommended ratio of trainers to trainees/size of department?

3. What should be the recommended job function, role and administrative placement within an agency?

4. and, to test out curriculum developed.

E. That during the 1969-70 legislative year legislation be passed making it mandatory for all correctional systems to achieve and adhere to personnel standards, qualifications and practices as recommended by existing professional associations.

F. In accordance with the above that control function be established with _____?

Phase II: It is further recommended:

A. That during the 1969-70 fiscal year the county probation subsidy bill be amended to include mandatory provision, in exchange for subsidy funds, of training programs and personnel in ratio and under conditions reflecting the findings of the above indicated research.

B. That during the 1969-70 fiscal year funds be appropriated for the establishment of two additional training centers in strategic locations in the central region and two additional training centers in the southern region. Function of these centers would be to provide training for all utilizing the model curriculum and techniques developed in Phase I.

C. That during the 1969-70 academic year the model curriculum developed for custodial officers and group counselors be incorporated into the academic programs and offerings of 20 community colleges in the southern region, 20 community colleges in the central region and into the 7 community colleges in the northern region.

C. That during the 1969-70 academic year model curriculum developed for case managers and first line supervisors be incorporated into the programs of the California State Colleges and Universities.

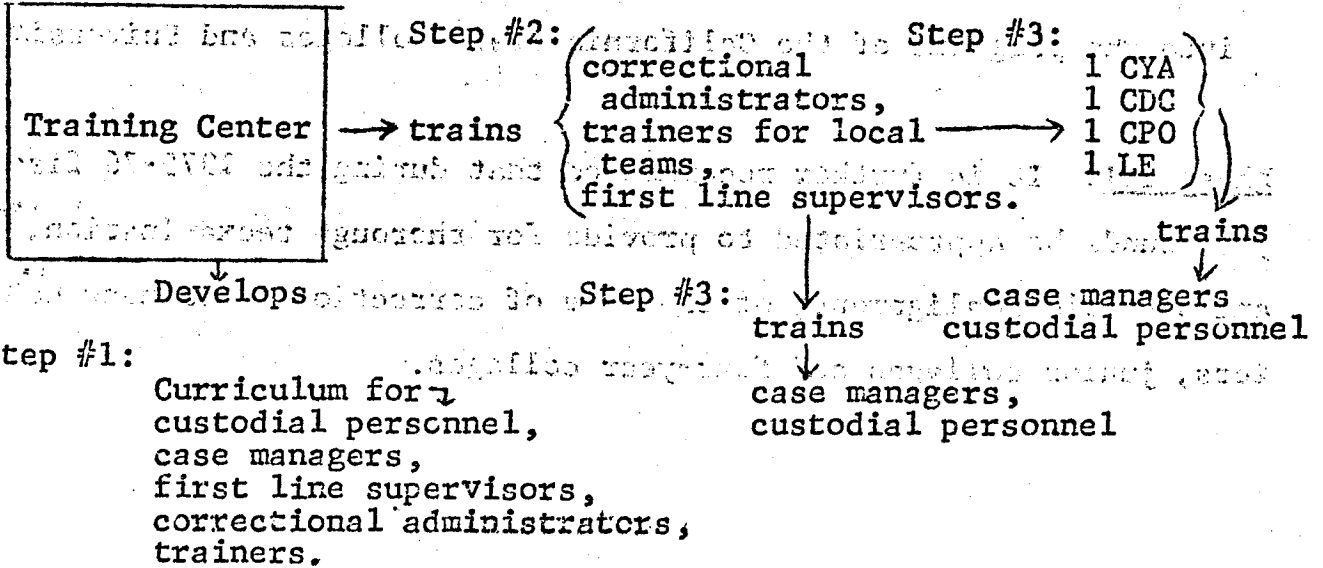
Phase III: It is further recommended that during the 1975-76 fiscal year funds be appropriated to provide for thorough reexamination, and possible realignment, of the role of correctional training centers, junior colleges and four-year colleges.

III. The University of California Southern Center for Correctional Studies will be to work with the California State Colleges and Universities to develop a model curriculum for case managers and first line supervisors which will be incorporated into the programs of the California State Colleges and Universities.

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OPERATIONAL ASPECTS

I.



II. Northern center to be established in conjunction with Sacramento State College: Southern Center to be established in conjunction with University of Southern California.

III. The ultimate thrust of the first northern center will be oriented to meet needs of case managers; main thrust of southern center will be to meet needs of correctional administrators.

PROPOSAL FOR IMPLEMENTATION
OF CONFERENCE FINDINGS

It is recommended that the findings of this training conference be consolidated, printed and distributed to the Project Advisory Committee, the Department of Health and Welfare, and to all cooperating agencies and individuals.

It is further recommended, based upon the findings of this Conference, that the Department of Health and Welfare request Federal Funding to move this initial, probing study into phase II, a proposed pilot project involving two Regional Correctional Training Centers.

Details of the phase II pilot project Proposal are charted on the attached diagram which is self explanatory. In brief, it is recommended that a project Director be appointed to spearhead the demonstration training effort, preferably a middle-management person with training experience in Probation services; ideally a person known and respected throughout the state correctional system.

The Project Director would be supported and advised by Resources of the California Youth Authority, the Professional Development Committee of the California Probation, Parole and Correctional Association, the original advisory committee and personnel involved in the present conference. Following preparatory meetings with these advisory elements, a broad planning-instructional conference should be held to weld together all personnel and agencies concerned with the following demonstration phase.

It is proposed that the two Regional Training Center Pilot Projects be located in North-South areas of the state, specifically at Sacramento State College and at the University of Southern California (School of Public Administration) in Los Angeles. The Sacramento Project will concentrate on case manager training while the USC Project centers on supervisory, middle-management and executive level training efforts.. In both cases, a detailed research effort will be built into the project so that effectiveness may be evaluated.

CONFIDENTIAL

Considered, but tentative as to a formal recommendation, is the possibility of initiating a third pilot project, a supportive audio-visual effort designed to augment the two basic training efforts and to preserve worthwhile training demonstrations on film, tape and video tape recordings.

End results of the two (or three?) pilot training projects, following research analysis and evaluation, will be reduced to writing and eventually issued in the form of training models. However, these preliminary conclusions and model concepts will first be reviewed during the course of a concluding evaluation conference involving all persons and advisors connected with the project. The crystalized results and conclusions will be printed and forwarded to all cooperating agencies, the advisory groups and to the Department of Health and Welfare.

The time element envisioned to complete this project is one year. Staffing, capital outlay and other expenses have not yet been computed, but it is obvious that they will exceed the originally anticipated Phase II sum of \$40,000.00, but, while the expense will be greater, so will the extent of the anticipated end results! This Proposal has the potential to act as a catalyst which will provide the "giant step" that will give California Corrections the opportunity to train up to the capacity of its Association's motto: **JUSTICE WITH MERCY, STANDARDS AND SERVICE.**

PROPOSAL FOR
PHASE II

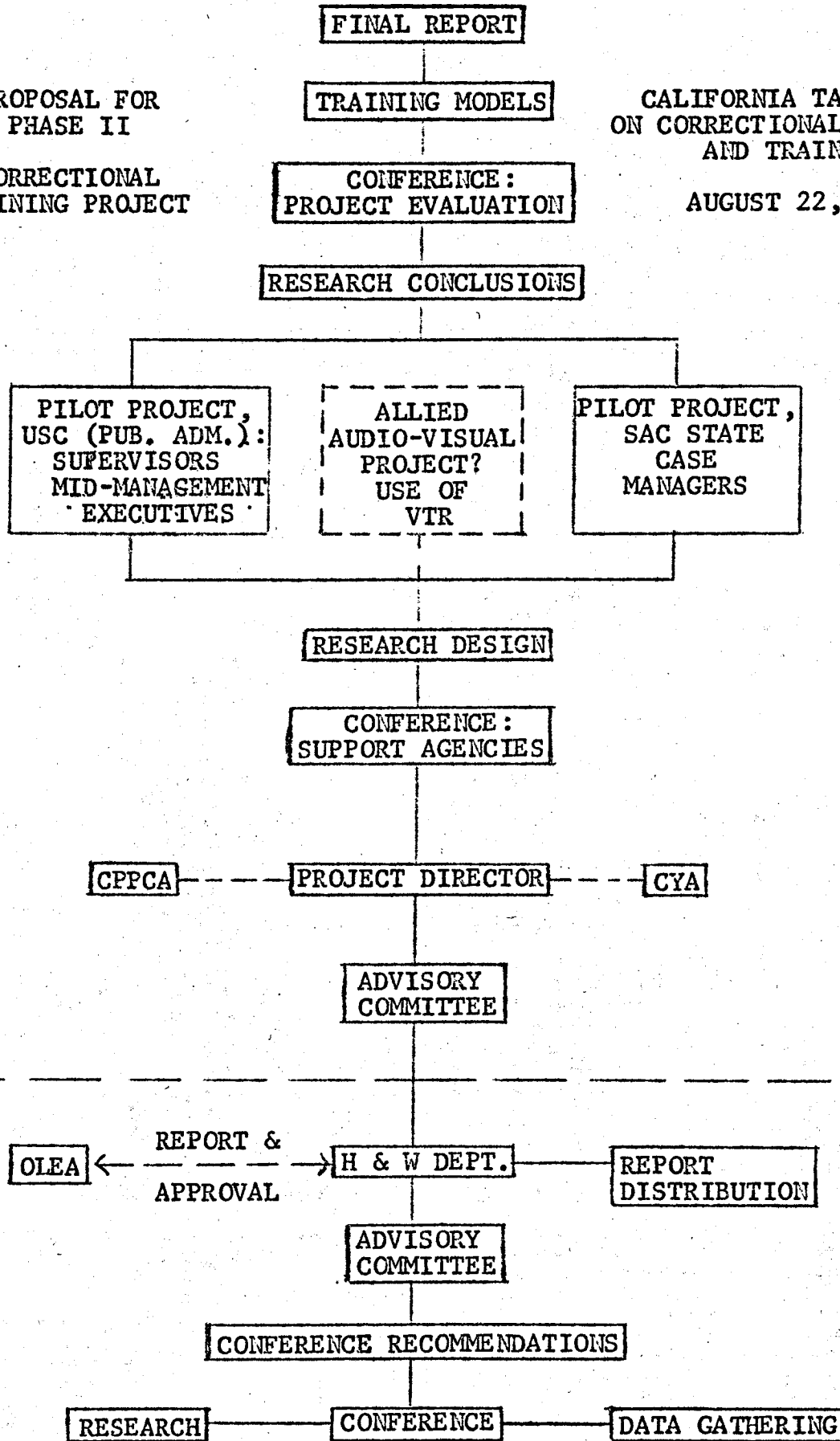
CORRECTIONAL
TRAINING PROJECT

CALIFORNIA TASK FORCE
ON CORRECTIONAL MANPOWER
AND TRAINING

AUGUST 22, 1968

PROPOSAL FOR PHASE II

PHASE I



APPENDIX M

SMALL GROUP REACTIONS

and

RECOMMENDATIONS RE:

FIRST DRAFT

Appendix M-1

GROUP A: REACTION TO DRAFT MATERIAL

Thursday, August 22

These are the editorial corrections as well as some subsequent corrections made by Group A with regard to the draft submitted this morning. One of the first comments made by our group with regard to this draft, was that it seems to emerge as an actual proposal rather than a preparation for moving into Phase II. Some concern was expressed that there was no provision made for the incorporation of new ideas. It was specifically stated that this report should reflect a basis for an approach and that the door should be left open for any new training ideas which might emerge later. That it's just possible that a great deal more needs to be done in the preparation of this document than was possible in the short time that we were together. Now what I'll do is specifically give the corrections which are largely editorial, by topic headings. Under Guideline for Action - Chapter VI, deletion of the underlinings which occur in paragraph one, was suggested.

I. Civil Service

- a. Standards for the recruitment and promotion of correctional personnel should be revamped to provide opportunities for the recognition and advancement, horizontally as well as vertically, of correctional personnel with superior abilities and creative accomplishment. The objective of this is that it would maximize effectiveness and minimize mediocrity.
- b. Both county and State must exert leadership.... Generally speaking, under the Civil Service recommendations consensus was expressed that you cannot expand the emphasis on horizontal promotion enough.
- e. Should read: efforts must continue to arrive at a common understanding among political, public and criminal justice elements or forces regarding such critical issues as crime, poverty and discrimination to enhance the recruitment, selection and training of correctional personnel who understand and are capable of dealing with the primary social forces impinging on the correctional client.

II. Recruitment

- a. It was suggested that there is need here to acknowledge that research to date does show evidence rhat than saying we are awaiting the results of research.
- b. Should begin to insure correctional staffing representative of the general population; special emphasis should be placed on the recruitment of staff from minority groups to fill all positions.

It was also suggested here that we might make an addition of "e" which recommends with regard to recruitment that communication channels be opened between those having jobs available and students recently graduating from college in search of employment.

GROUP A: Editorial and Corrections (cont'd)

III. New Careers

First sentence: Corrections needs manpower. Many individuals with limited formal education and many with police records have abilities and experience of great value to the correctional system. The door should be left open for these individuals to gain entry to correctional positions. One means for providing this entry is to utilize the new careers concept.

The next paragraph, rather than saying, "Corrections should share its responsibility...", we feel that it should be, "Corrections should meet its responsibility...", and delete the last sentence of that paragraph.

- a. Should read: Corrections should exercise leadership in influencing the public, political leaders and civil service departments to change the restrictive regulations, etc.
- b. Last sentence: To accomplish this, credit should be given for experience acquired through new careers positions and these people should also be encouraged to obtain additional formal education, receiving financial aid, educational leaves, adjustment of work schedule, etc., for this undertaking, from the agency...

IV. We retitled number IV -"Agency Training Responsibilities" instead of "Agency Training Focus"

First sentence should read: Agency training centers around three major areas, these are: (a) Job and Worker; (b) Basic Training Areas, including human and social behavior and subcultures; and (c) Managerial Training.

a. Job and Worker.

- (2) Should read: All correctional personnel, specifically including custodial staff, should be given the opportunity for out-service training through leaves of absence (after four years), training subsidies, adjustment of work schedules, reimbursement, stipends, fellowships, etc.
- (3) Eliminate the (3) and simply say: Sufficient funds should be budgeted for the foregoing.
- (4) Should read: Management and policy makers should encourage, support and make it possible for correctional personnel to upgrade their qualifications and skills for advancement whether through agency or personal expense.

b. Basic Training Areas.

The two sentences that should precede the itemizing that was previously done are as follows: The focus of correctional training should be the rehabilitation of correctional clients, including essential environmental changes in order to enable them to achieve reintegration in the community. The correctional worker should be trained in new roles, such as, the broker and the advocate, in order to more effectively help the offender. All correctional personnel should be helped to understand both the social and cul-

GROUP A: Editorial and Corrections (cont'd)

IV. b. Basic Training Areas (cont'd)

tural concerns of both the immediate and extended community.

Correctional personnel should be trained in the basic areas of (a) Human and social behavior - self-awareness attitudes; (b) Community resources - knowledge, skill in coordination; (c) Intervention in individual, social and institutional interactions and deficiencies (treatment); (d) Law - including philosophical base; (e) Communication skills.

c. Managerial Training

(1) Correctional manager training should occupy a top priority because of the key role that managers play in formulating plans and influencing the direction of correctional systems toward rehabilitation, which includes the training of staff. Eliminate (2) Entitle (3) (2) Managerial training should minimally involve development in the areas of public policy, objectives of the system, decision making, public relations, budgeting, structure, and managerial styles in supervision development and the utilization of staff skills.

V. Training Resources

First sentence stands as is.

a. Should read: While maintaining their emphasis on liberal education, academic institutions should be encouraged to award credits for correctional work experience and provide opportunities for part-time attendance of correctional personnel who are pursuing higher education degrees.

Add d. Correctional systems should explore the development of specialized training programs for non-academic certification.

VI. Training Centers

Following the first sentence, entitled Phase I, the date 1969-70 should be inserted; in other words, we think that these two regional training centers should be established then.

C. Such training centers will:

1. Develop curriculum for correctional managers, trainers, first line supervisors, case managers, custodial personnel and especially the training of trainers indispensable to meet the needs of thousands of existing and entry level workers.
2. Correction: Under this same title of what the training center will accomplish, something should be indicated here that the persons doing the training should be both from academic as well as from the field, it should not be one or the other.

GROUP A: Editorial and Corrections (cont's)

VI. Training Centers (cont'd)

- D. There are four models, instead of three. We would eliminate E completely. Under Phase II - it is further recommended:
- a. That CYA be encouraged to make more flexible use of the county probation subsidy monies for general training purposes...
 - b. That in the earliest practical year that plans be developed for the establishment of two additional training centers, etc.
 - c. Same thing. Plans be developed, eliminating the numbers of community colleges and where they are located, it just need some editing here.
 - d. Some consideration be given to the development of teaching and research centers (similar to teaching hospitals) for innovation and experimentation in practice, research and the training of various levels of personnel.

We would also like to add an F, a recommendation that would read something like this:

- f. The training of personnel from various disciplines, i.e., mental hygiene, courts, prosecuting attorneys, public defenders, schools, police, should be based on a similar philosophy of criminal justice. The interaction of managerial personnel from these various disciplines is essential. Management principles and theory is common to all.

We didn't have a specific recommendation to make with regard to the operational aspects sheet, however, our group did spend considerable time in making suggestions as to what facility could be used and we brought out that it might be very possible to set up such a facility, at least in the north in San Quentin, that there is space available. Some dormitories have been closed at various institutions and that rather than saying specifically where these centers should be located, perhaps persons to whom this report is being submitted might be interested in knowing that we are not asking for funds for a facility, but that we have possibility of finding place already part of the state system. With regard to the Implementation part, we did not make any specific recommendations here except to indicate that this should be rewritten and brought into line with what has been rewritten in the body of the report.

Appendix M-2

GROUP B: REACTION TO DRAFT MATERIAL

Thursday, August 22

Comments by Group B Civil Service Section

Apparently it is unclear whether this recommendation belongs in the Civil Service Section, or alternately in the Agency Training Responsibility Section, but the item should read:

Without reducing standards, alternatives to the B.A. path should be expanded, especially for members of the "underclass". A certification procedure, perhaps sponsored by CPPCA, might represent a standard setting function. Part of Item C under Civil Service, emphasis should be placed on horizontal promotions particularly for the case management level. A ten step promotional series might be recommended. This may be an additional item under Civil Service. Easier movement of personnel within the various aspects of the correctional system is recommended; i.e., transfers among CDC, CYA and Probation without loss of employee benefits. Section on recruiting. This is a suggested additional item in more aggressive and concerted effort to change the image of the correctional worker is called for. A public relations rule may be involved. The citizens action program of NCCD might be requested to play an image-changing role. Suggested additional item under recruitment or addition to A. It is recommended that operating department might take the responsibility for their own recruiting--the funding to be handled within the departments.

General comment with regard to the agency training responsibilities women in rule 4. This area discovering training should be expanded to include the total range of those personnel who have important contact with correctional client. We would suggest the addition of private agencies in the groups to be trained.

This is a restatement of item C (1) under social training. An alternate statement of 1 could be the focus of correctional training should be the rehabilitation of correctional clients as well as bringing about crucial changes in significant aspects of clients' family environment, community and society (and perhaps even a stronger statement could be written to emphasize an expanded role of correctional workers in bringing about significant changes in the community).

Under D Managerial Training (3). Managerial training should minimally involve the areas of conceptualization of objectives of the system. (The intent here is to emphasize for the correctional manager the emphasis on goals of rehabilitation, rather than greater emphasis placed on agency development.)

Section training centers. Two major points were made in Group B with regard to this area. There were extremely strong feelings in Group B about the following point: a strong statement should be made emphasizing a continual feed-in and feed-out system between operating agencies and the training center. This would suggest that in development of the content of the training program operating agencies are to be closely involved. In addition, a constant feed-back (follow on consultation) to the operating agencies would be conducted maximizing this as a meaningful implementation of the training in a range of ways--including

interchange of rotating personnel, additions to the training content developed in innovative and experimental programs within the operating agencies, etc. The issue of control over content of and management of the training center is of concern to Group B. No specific recommendations were made with regard to the operating agencies having a role in approving academy content.

A second major concern with regard to the training academy raised in Group B involved a wish to attempt some systematic pressure to be brought on subsections of the correctional agencies which might assure training to those subsections. Even in the absence of the blessing of administrators. Examples were given of the need to assure line staff in San Joaquin County Probation Dept. of training even though their chief is disinterested. Group B wished to stress the importance of teaching the most up-to-date elements of correctional programs, assuring that the content includes current information regardless of the source of the information (academic or operational agency).

With regard to the implementation proposal, Group B wished to have the text clearly indicate mandate for assessment and not leave this up to a choice. With regard to assessment the hope is that a variety of kinds of assessment criteria will be utilized, not just number of trainees, but staff morale issues, decreases in delinquency rates, et.

CALIFORNIA TASK FORCE ON CORRECTIONAL TRAINING
SMALL GROUP REACTIONS: REVIEW OF DRAFT MATERIAL

Thursday, August 22

The following are recommendations made by members of Group C:

I - Civil Service Section

- c. Expanded promotional opportunities, both horizontally and vertically, must be provided as incentives for the personal and professional growth of career oriented correctional personnel.

Recommendation: Statement should be incorporated in the recommendation to have considered a merit raise provision whereby within three-six months a person could be promoted on a merit basis, that salary promotional consideration not be on an annual automatic basis.

- e. A unified stance must be taken by California's correctional systems and professional associations regarding such critical social issues on crime, poverty, and discrimination to enhance the recruitment, selection, and training of correctional personnel who are capable of dealing with the primary social forces impinging on the correctional client.

Recommendation: This section is to be clarified or if not possible, it is recommended that it be completely deleted. If it is to remain as printed, it is further recommended to move this to Section IV Agency Training Forces or Responsibilities.

II - Recruitment

- b. Special emphasis should be placed on the recruitment of staff from minority groups to fill entry level positions.

Group has reworded this recommendation: We concur with their rewrite which incorporates Group C's primary concern that it not be restricted to entry level positions, but includes all the way up to the top positions.

- d. Revision of the promotional pattern within California correctional systems should be inaugurated to allow for the recruitment of qualified personnel from other correctional and non-correctional systems both within and outside of the State.

Recommendation: Make it possible to recruit qualified personnel from the private sector. Also recommend legislation and personnel practice policy relative to fringe benefits, especially pensions and retirement plan where retirement or annuity benefits are not vested in the employee or worker. Recommendation that retirement benefits be vested in the employee's name, so that he may move from one position to another without losing his earned benefits.

Relative to introductory statement on "New Careers": Oftentimes these people have unique insights and skills which enhance their effectiveness in understanding and relating to the offender.

Recommendation: That this statement be strengthened or emphasized. Group A has rewritten this section which is acceptable to Group C.

- a. Corrections should exercise leadership in influencing civil service to change the restrictive regulations which forbid the hiring of exoffenders for correctional positions. (Gene: Note: Geo. used the word relationships instead of regulations, also offenders, not exoffenders.)

Recommendation: To eliminate legal barriers and agency policies. New recommendation C might include the development of a program which would make possible education to law enforcement and other related institutions.

IV - Agency Training Focus

- a. Job and Worker

- (1) Training should be tailored to meet the needs of the individual worker in terms of helping him to actualize his full potential.
- (2) and (3) have been combined by Group A which is acceptable to Group C. Our concern was that Recommendation (2) should read: All correctional personnel, including custodial staff, should be given the opportunity for out-service training through sabbatical (after 4 years), leave of absence, training subsidies, reimbursements, stipends, fellowships, and exchange program, whereby staff can be lended to other related agencies for training purposes.

- b. Basic Training Areas - Group A has reported a number of changes and rework of this section which is agreeable with Group C. Our concern was that perhaps to spell out the various sections could be referred to an addendum section where course outlines could be included relative to, as an example: Community resources, knowledge, skill and coordination, what this particular area would be covered.

There is a section that the Group wishes to have considered, and that would be, and to have relatively high priority in consideration, is Social Force - Environmental Influences, such as economic, social, health, welfare. Another section would be, perhaps Field Experience with a qualifier that adequate supervision be provided.

A thought came in during this discussion that under Sec. IV, Job Worker, perhaps a recommendation be made where 1st line supervisor, that we need more teacher trainer type supervisors, rather than operational supervisors.

- (2) The correctional worker should be trained in the "broker" and "advocate", and "underclass", be explained or defined.

Under the section Managerial Training:

- (3) Managerial Training should (leave out minimally and move right into:)

involve development in the areas of objectives, conceptionalization (should be added) of the system, decision making, public relations, budgeting, structure, and supervision, development, and utilization of staff skills.

Another recommendation might be how Managerial Training could include on the area of how goals can be set for total agency and staff; (2) how good staff moral can be maintained; and (3) how communication within the organization can be facilitated and maintained at the various high level.

V - Training Resources

- a. Academic institutions should be encouraged to award credits for correctional work experience and not demand full-time attendance of correctional personnel who are pursuing higher education degrees.

The group felt that this statement might actually be two recommendations or needs further clarification. It is the desire of the group to make possible to persons to earn credits without enrolling especially as in the school of social work where the concept of all or nothing, and that unless you are enrolled as a full-time student, credits cannot be earned.

- b. Correctional systems should utilize their existing manpower resources to the fullest through such means as job rotation, identification of indigenous skills and talents, appropriate job placement, and development of individual, formal, written career programming for personnel on a 5 year basis with annual evaluation and updating.

Recommendation is to move this section or this recommendation to some other section. Perhaps Group A in their revision of this sectionary area has already done this very thing.

- c. Collaborative planning and financing of correctional training should be undertaken with federal, state and local agencies, both public and private, to enhance the efficiency and economy of the training process.

This recommendation should be emphasized more.

VI - Training Centers

- C. 1. Development of curriculum for case managers, custodial personnel, first line supervisors, correctional managers and trainers.

Question: Case managers is used, and correctional managers. What is the difference, or should they not be the same?

Also this recommendation with recommendation C.2. Training of correctional managers, first line supervisors and trainers. The group felt that perhaps 1 and 2 could be combined. Group A has done this and their modification is acceptable to Group C.

D.4. and, to test out curriculum developed. This should be rephrased, perhaps into a question.

Group C wondered if Sec. E & F - that during the 1969-70 legislative year legislation be passed making it mandatory for all correctional systems to achieve and adhere to personnel standards, qualifications and practices as recommended by existing professional associations, and F. Group C had much question as to the fiscal period 1969-70, although in Phase III the 1975-76 fiscal year should be maintained to provide a target date. The question was that perhaps the 1969-70 year could be 1970-71 in that Phase I would perhaps more logically fall in the period of 1969-70.

The diagram on operational aspects has been redone as recommended by Group C. This whole section could be strengthened and improved if a statement could be made relative to the fact that this is a training center program to develop training programs for not only trainees, but a training program for producing or developing trainers.

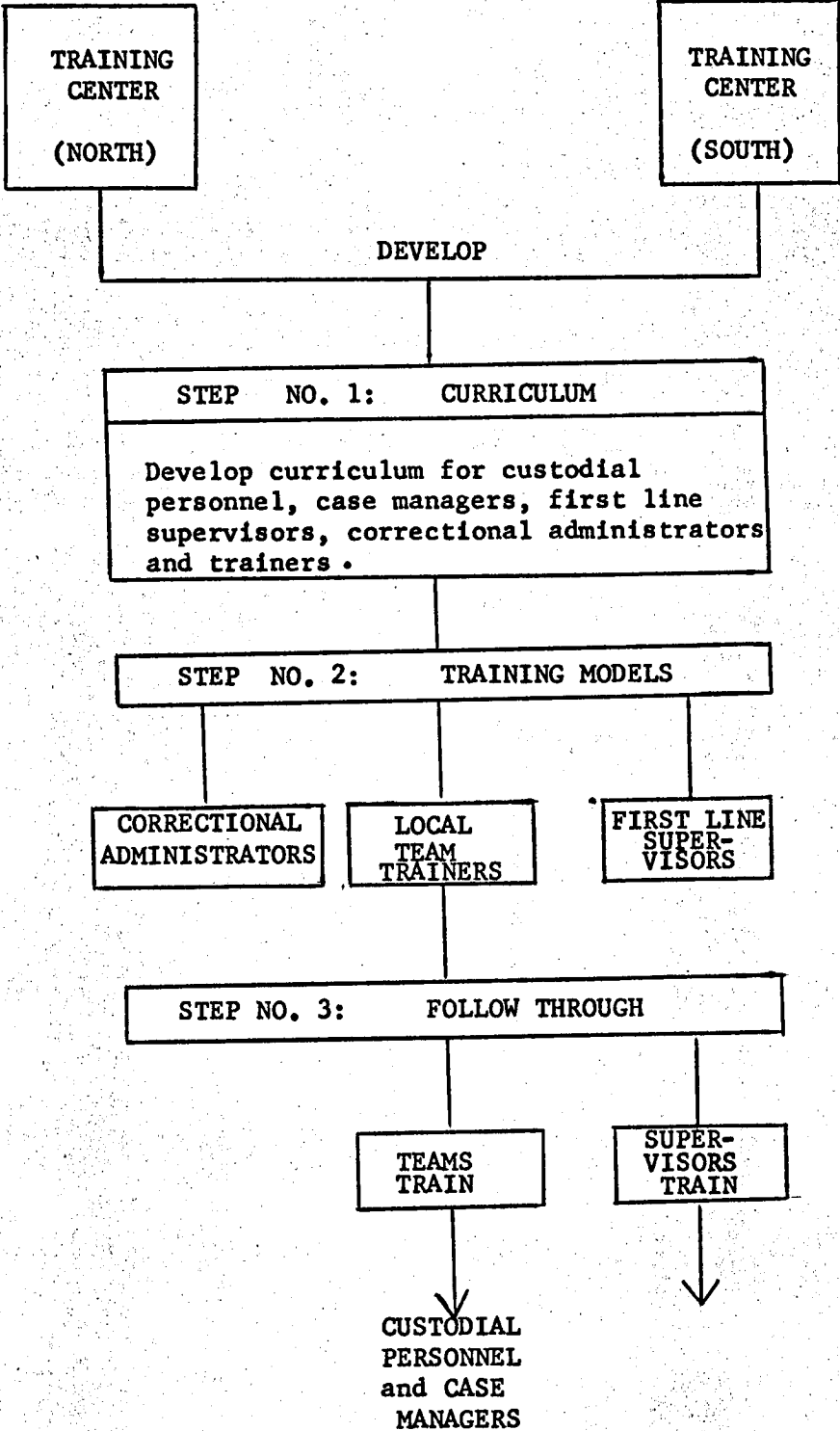
In the narrative section of the Proposal for Implementation, a recommendation is to have a narrative section to clearly designate the research component be defined as essential. The component should be written in as an integral part of the implementation plan and proposal.

The revised schematic chart for the implementation has been reworked by Bob MacDonald and is attached. In addition there were two areas of concern which were expressed by Group C. The first was some statement to be placed in the report which would include the role of private agencies. The second point (2) to include a statement acknowledging the fact that there is a conspicuous absence relative to the correctional concerns for the state of California.

The last section which concerned Group C was in relationship to the number of recommendations made by the group and there were three recommendations which were not incorporated in the first draft.

Recommendation a. That all correctional personnel be trained through on-going consistent, in-service training to understand and to become involved in the cultural and social issues in the both the immediate and extended community. This may require additional public relation officer-community relation officer type personnel at each correctional institution.

The group recognizes that the community relations officer type which is a classification used by law enforcement should be explained. The role essentially of this person would be to be a change agent, a person who could keep tabs of the community needs and demands which in turn could be related to the correctional system and thereby bringing about changes.



Group C Recommendations - page 5

Another recommendation, a. That requirements as adopted by the American Correctional Association, NCCP, be incorporated in the political appointment of correction personnel positions, such as Chief Administrators, Wardens, CYA and AA Board members.

Group C arrived at the final recommendation on a compromise basis, but agreeing that elected officials have responsibility to appoint or to make appointments of correctional personnel positions, however, that they should be guided by standards which would better assure competency of the person to be appointed.

The last recommendation, a. That equal opportunity office position be created for each correctional department. This recommendation parallels the equal opportunity officers position which has been created in all the Federal government departments by executive order. The officers are responsible to assure equal opportunity, non-discrimination, and all employees to advance within the organization based on their competency.

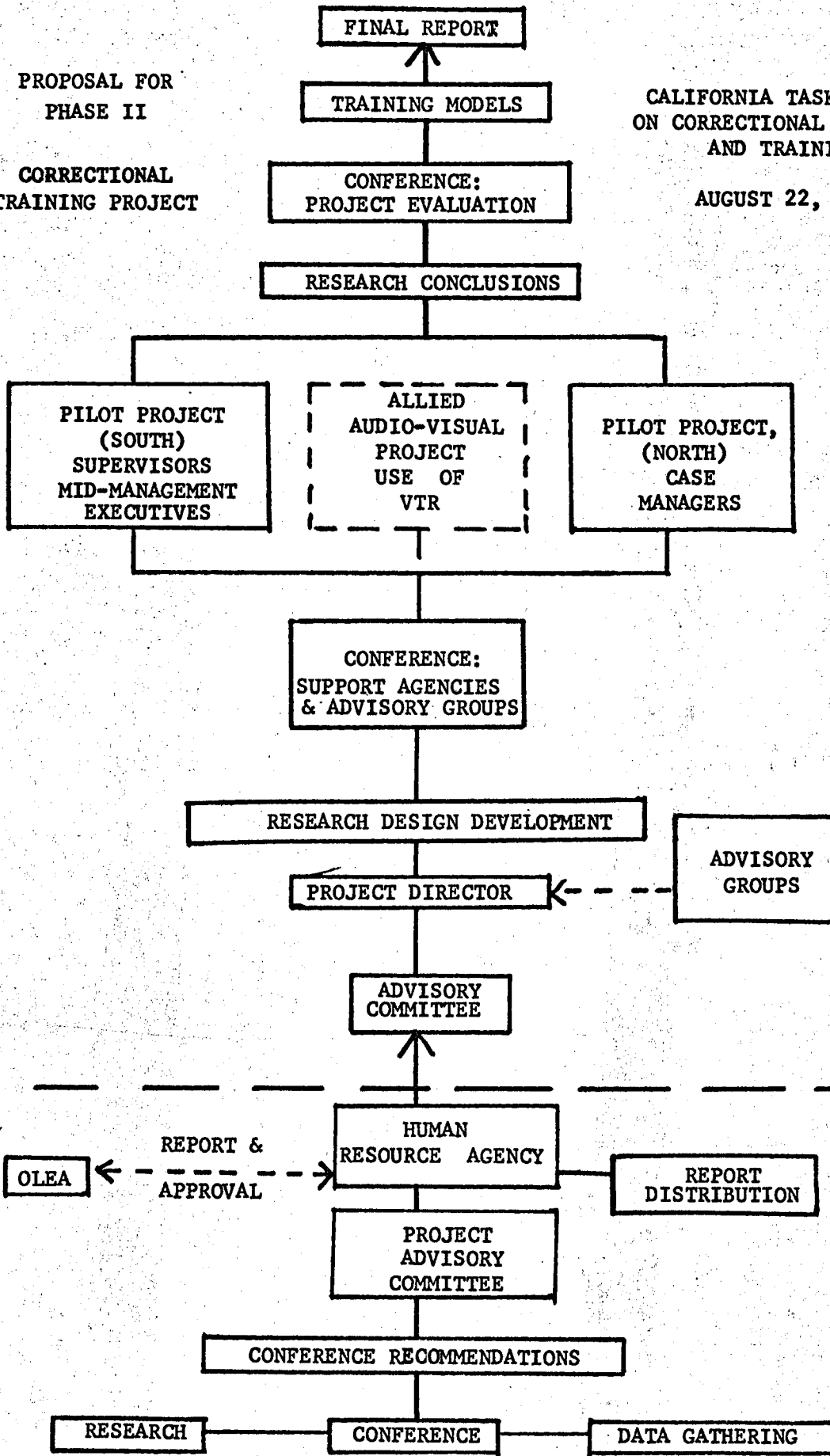
These recommendations of Group C are made with the understanding that the recommendations from Group A & B which we support will be integrated in the final draft.

PROPOSAL FOR
PHASE II

CORRECTIONAL
TRAINING PROJECT

CALIFORNIA TASK FORCE
ON CORRECTIONAL MANPOWER
AND TRAINING

AUGUST 22, 1968



PROPOSAL FOR PHASE II

PHASE I

APPENDIX M
SURVEY OF CORRECTIONAL COURSES OFFERED
BY
FOUR YEAR COLLEGES AND UNIVERSITIES IN CALIFORNIA

Survey of Correctional Courses

offered by

Four-Year Colleges and Universities

in California

ALPHABETICAL LIST OF FOUR-YEAR COLLEGES
AND UNIVERSITIES IN CALIFORNIA
RESPONDING TO QUESTIONNAIRE

<u>Name and Address</u>	<u>Department, School or Division</u>	<u>Name of Survey Respondent</u>
California Lutheran College Thousand Oaks, Calif. 91360	Not designated	Marjorie A. Thompson
California State College at Dominguez Hills 809 E. Victoria Street Dominguez Hills, Calif. 90247	Dept. of Sociology	Herman J. Loether
California State College at Fullerton Fullerton, Calif. 92631	Dept. of Sociology	F. James Davis
California State College at Hayward Hayward, Calif. 94542	Div. of Social & Behavioral Science	Peter Geiser
California State College at Long Beach 6101 E. Seventh Street Long Beach, Calif. 90804	Dept. of Sociology and Social Welfare	Martin R. Haskell
California State College at San Bernardino Bernardino, Calif. 92407	Dept. of Social Sciences	Robert R. Roberts
California State Polytechnic College Kellogg-Voorhies Pomona, Calif. 91766	Dept. of Social Sciences	Stuart Friedman
California State Polytechnic College San Luis Obispo, Calif. 93401	Social Science Department	M. Eugene Smith
California Western University Lomaland Drive San Diego, Calif. 92106	Dept. of Sociology	Miss Ann Thompson
Chapman College 333 N. Glassell Street Orange, Calif. 92666	Dept. of Sociology and Social Welfare	Stuart B. Smith
Chico State College at Chico Chico, Calif. 95927	Social Welfare Department Div. of Special Academic Programs	Virginia Laurence
" "	Dept. of Sociology	James A. Erickson

<u>Name and Address</u>	<u>Department, School or Division</u>	<u>Name of Survey Respondent</u>
Fresno State College Fresno, Calif. 93726	Dept. of Criminology	Frank M. Boolsen
" "	School of Social Work	Thomas M. Brigham
Humboldt State College Arcata, Calif. 95522	Sociology Department	Stuart D. Johnson
Loma Linda University Loma Linda, Calif. 92354	Dept. of Sociology and Anthropology	Betty Stirling
Sacramento State College 6000 J Street Sacramento, Calif. 95819	School of Social Work	Eugene O. Saha (Undergraduate Program)
" "	" "	Dorothy M. Kurtz (M.S.W. Program)
San Francisco State College San Francisco, Calif. 94132	Dept. of Sociology	Don C. Gibbons
San Jose State College San Jose, Calif. 95114	Dept. of Sociology and Anthropology	T. C. Esselstyn
Stanford University Stanford, Calif. 94305	Dept. of Sociology	Norris Zelditch
Sanislaus State College P.O. Box 1000 Turlock, Calif. 95380	Dept. of Sociology	Harriett Stull
University of California Berkeley, Calif. 94720	School of Criminology	Joseph D. Lohman
" "	School of Social Welfare	Kermit T. Wiltse
University of California Davis, Calif. 95616	Dept. of Sociology	Edwin M. Lemert
University of California Los Angeles, Calif. 90024	Dept. of Sociology	Ralph H. Turner
" "	School of Social Work	Eileen Blackey
University of California Santa Barbara, Calif. 93106	Dept. of Sociology	Donald R. Cressey
University of Redlands Redlands, Calif. 92323	Dept. of Sociology	William J. Klausner
University of San Diego Alcala Park San Diego, Calif. 92110	Dept. of Sociology	Fred I. Clossen

<u>Name and Address</u>	<u>Department, School or Division</u>	<u>Name of Survey Respondent</u>
University of Santa Clara Santa Clara, Calif. 95053	Dept. of Sociology	K. K. Iwamoto
University of Southern Calif. Los Angeles, Calif. 90007	School of Public Admin.	E. K. Nelson
" "	Dept. of Sociology and Anthropology	Gordon P. Waldo
<u>ADDENDUM</u> 5/1/68		
California State College Los Angeles, Calif. 90032	Dept. of Sociology	Richard O. Nahrendorf
Pepperdine College Los Angeles, Calif. 90044	Sociology Department	Sid Dvoskin
San Diego State College San Diego, Calif. 92115	School of Social Work	Ernest F. Witte
" "	Dept. of Sociology	Dale Johnson
San Fernando State College Northridge, Calif. 91326	Dept. of Sociology	Bernard A. Thorsell
Yoma State College Lohnert Park, Calif. 94928	Dept. of Anthropology and Sociology	Stanford M. Lyman
University of California Irvine, Calif. 92650	None indicated	Jerome Kirk
University of the Pacific Stockton, Calif. 95204	Dept. of Sociology	David K. Bruner
Whittier College Whittier, Calif. 90608	Dept. of Sociology, Anthropology and Social Work	Charles J. Browning

SUMMARY OF FINDINGS: Educational Resources in the Field of Corrections:

42 of the 60 schools and departments responded. Of these 28 schools offer 164 undergraduate and 66 graduate courses.

2. 23 schools offer only undergraduate courses.
9 offer undergraduate and graduate work.
16 offer master's degrees (four in social work).
4 offer doctorates.

3. The number of corrections courses are so designated by department or "school":

Dept. of Sociology	13
Dept. of Sociology and Anthropology	3
Dept. of Criminology	1
School of Criminology	1
Dept. of Sociology and Social Welfare	3
Dept. of Social Work	2
Division of Behavioral Science	1
Social Science Department	2
School of Social Work	4
(School of Social Work-Undergraduate Sequence)	—
	30

4. The approximate number of corrections course enrollments in the current semester:

2,516 undergraduates
352 graduates

- The approximate number of corrections course enrollments in the academic year (1966-67):

5,174 undergraduates
806 graduates

6. The approximate number of students enrolled in corrections courses in current semester:

1,588 undergraduates
280 graduates

7. The approximate number of students enrolled in corrections courses in the academic year (1966-67):

2,741 undergraduates
310 graduates

8. The approximate number of graduate degrees granted in the past five years:

112

9. The approximate number of graduate degrees to be awarded within the next five years:

240

10. Courses most frequently given: Juvenile Delinquency, Criminology, Probation and Parole, Deviant Behavior and Social Problems or Social Disorganization.
(See "Item #9" for course offerings)

Institutions Offering Instruction in the Field of Corrections

	<u>Ungrad.</u>	<u>M.S.</u>	<u>Doctorate</u>
California State College at Long Beach (Dept. of Sociology & Social Welfare)	x	x	
California State College at San Bernardino (Dept. of Sociology)	x		
California State College at Hayward (Division of Social & Behavioral Science)	x		
California State Polytechnic College (Social Science Department)	x		
California Western University - Dept. of Sociology	x		
Chapman College - Dept. of Sociology & Social Welfare	x	x	
Chico State College - Social Welfare Department	x		
Fresno State College - Department of Criminology	x	x	
Fresno State College - School of Social Work		x	
Humboldt State College - Dept. of Sociology (Does not offer graduate degree in Sociology, however)	x	x	
Sacramento State College - School of Social Work	x	x	
San Francisco State College - Dept. of Sociology	x	x	
San Francisco State College - Dept. of Social Work	x		
San Jose State College - Dept. of Sociology & Anthropology	x	x	
University of California - Berkeley (School of Criminology)	x	x	x
Loma Linda University - Dept. of Sociology & Anthropology	x		
Chico State College - Dept. of Sociology	x		
University of California - Berkeley (School of Social Welfare)		x	
University of Redlands - Dept. of Sociology	x		
University of Southern California - Dept. of Sociology		x	x
University of California - Santa Barbara (Department of Sociology)	x	x	
University of California - Davis (Department of Sociology)	x		
San Diego College for Men - Department of Sociology	x		

Number of Corrections Courses Given and Level of Instruction

	<u>Ungrad.</u>	<u>M.S.</u>	<u>Doctorate</u>
California State College at Long Beach (all acceptable as electives in graduate program)	4		
California State College at Los Angeles	8	5	
California State College at Hayward (Div. of Social and Behavioral Science)	7		
California State Polytechnic College (San Luis Obispo)	7		
California Western University	2		
Chapman College	4		
Chico State College - Department of Sociology	1		
Chico State College - Social Welfare Department	2		
Fresno State College - Department of Criminology	18	7	
Fresno State College - School of Social Work		3	
Humboldt State College	6	1	
San Jose State University	6		
Pepperdine College	6	2	
Sacramento State College - Department of Social Work	9	2	
San Diego College for Men	1		
San Diego State College	3	2	
San Francisco State College (Department of Social Work)	5		
San Francisco State College - Department of Sociology	5		
San Jose State College	13	4	
Sonoma State College	1		
University of California - Berkeley (School of Criminology)	35	39	same sequence
University of California - Davis	2		
University of California - Santa Barbara	4		
University of Redlands	3		

ITEM #2
(Cont.)

	<u>Ungrad.</u>	<u>M.S.</u>	<u>Doctorate</u>
University of Southern California		1	
San Bernardino State College	3		
University of the Pacific	2		
Whittier College	7		
	<hr/>	<hr/>	<hr/>
	164	66	

ITEM #3

Approximate number of course enrollments
in corrections in current semester

	<u>Ungrad.</u>	<u>Grad.</u>
California State College at Long Beach	250	50
California State College at Los Angeles	275 (quarter)	
California State College at San Bernardino	20	
California Western University (quarter system)	35	
Chapman College	75	
Chico State College - Department of Sociology	75	
Chico State College - Department of Social Welfare	150	
Fresno State College - Department of Criminology	8	5
Fresno State College - School of Social Work		25
Humboldt State College (quarter system)		7
Loma Linda University	20	
Modesto Junior College	38 (trimester)	
Sacramento State College - School of Social Work	90	19
San Diego College for Men	15	
San Diego State College		12
San Francisco State College - Department of Sociology	300	
San Jose State College	290	20
University of California - Berkeley (School of Criminology)	633 (quarter)	208 (quarter)
University of California - Berkeley (School of Social Welfare)		"a few"
University of California - Santa Barbara	100	6
University of Redlands	5-10	
University of the Pacific	25	
Whittier College	110	
TOTAL (Approximate)	2,516	352

ITEM #4

Approximate number of course enrollments
for entire academic year 1966-67
in all courses identified within field of corrections

	<u>Ungrad.</u>	<u>Grad.</u>
California State College at Long Beach	700	50
California State College at Los Angeles	600 (quarter)	25
California State College at San Bernardino	0	
California Western University (quarter system)	40	
Chapman College	85	
Chico State College - (Social Welfare Department)	200	
Fresno State College - (Department of Criminology)	14	10
Fresno State College - (School of Social Work)		20
Humboldt State College	130	3
Sacramento State College - (School of Social Work)	120	
San Diego College for Men	7	
San Diego State College	30	12
San Francisco State College - (Department of Sociology)	300	
San Jose State College	500	50
University of California - Berkeley (School of Criminology)	1,923 (4 quarters)	621 (4 quarters)
University of California - Berkeley (School of Social Welfare)	0	
University of California - Santa Barbara	250	15
University of Redlands	10-20	
University of the Pacific	60	
Whittier College	200	
	<hr/>	<hr/>
TOTAL (Approximate)	5,174	806

ITEM #5

Approximate number of students currently enrolled
in all courses identified within the field of corrections

	<u>Ungrad.</u>	<u>Grad.</u>
California State College at Long Beach	200	30
California State College at Los Angeles	150 (quarter)	25
California State College of San Bernardino	20	
Chapman College	75	
Chico State College - (Social Welfare Department)	50	
Fresno State College - (Department of Criminology)	251	27
Fresno State College - (School of Social Work)		23
Humboldt State College		7
Pepperdine College	33 (trimester)	
Sacramento State College - (School of Social Work)	60	
San Diego College for Men	15	
San Diego State College		12
San Francisco State College - (Department of Social Work)	0	
San Francisco State College - (Department of Sociology)	230	
San Jose State College	100	30
University of California - Berkeley (School of Criminology)	162	120
University of California - Santa Barbara	100	6
University of Redlands	5-10	
University of the Pacific	25	
Whittier College	75	
	<hr/>	<hr/>
TOTAL (Approximate)	1,588	280

ITEM #6

Approximate number of students
in academic year 1966-67
in all courses identified within the field of corrections

	<u>Ungrad.</u>	<u>Grad.</u>
California State College at Long Beach	400	30
California State College at Los Angeles	600 (quarter)	25
California State College of San Bernardino	0	
California Western University	40	
Chapman College	60	
Chico State College (Social Welfare Department)	175	
Fresno State College (Department of Criminology)	429	65
Fresno State College (School of Social Work)		20
Humboldt State College	50	3
Sacramento State College (School of Social Work)	75	
San Diego College for Men	7	
San Diego State College	30	12
San Francisco State College (Department of Sociology)	230	
San Jose State College	150	35
University of California - Berkeley (School of Criminology)	120	105
University of California - Santa Barbara	200	15
University of the Pacific	50	
Whittier College	125	
TOTAL	2,741	310

ITEM #7

Approximate number of graduate degrees
awarded in past five years
with emphasis on field of corrections

San Francisco State College (Department of Sociology)	2
Fresno State College (Department of Criminology)	9
San Jose State College	40
University of California - Berkeley (School of Criminology) (about 8 degrees were awarded in criminalistics. 30 degrees were in combinations of three other areas of specialization.)	38
Sacramento State College (School of Social Work) (M.S.W. Program)	3
California State College at Los Angeles	20
	<hr/>
TOTAL (Approximate)	112

ITEM #8

Approximate number of graduate degrees
with emphasis on corrections
to be awarded within next five years

Fresno State College (Department of Criminology)	25
University of California - Berkeley (School of Criminology)	65
University of California - Santa Barbara	3-4
San Jose State College	60-70
San Francisco State College (We don't offer an MA specialization in corrections. We do have students who wish to get MA's for the purpose of advancement in corrections, and in order to sharpen up their skills. But, they take a program like that of other non-correctional grad students. Thus we don't have any identifiable concentration on the MA level.)	0
California Western University	6-7
Sacramento State College (School of Social Work) (M.S.W. Program)	25-50
California State College at Los Angeles	40
	<hr/>
TOTAL (Approximate)	244

ITEM #8a

Degrees in Corrections offered
and
number awarded 1966-67

California State College -	B.A. in Corrections and Social Welfare	104
	M.A. in Sociology	4
Chapman College	B.A. in Sociology with Introduction to Corrections	10
Fresno State College (Department of Criminology)	B.S. major in Criminology with option in Corrections	14
	M.S. in Criminology	2
Humboldt State College	B.A. in Sociology with emphasis in Corrections	6
Loma Linda University	B.A. in Sociology with slight emphasis in Corrections	6
Sacramento State College (School of Social Work) (Undergraduate Sequence)	B.A. in Corrections	15
San Francisco State College	B.A. in Sociology with emphasis in Corrections	40
San Jose State College	B.A. in Sociology	20
	M.A. and M.S. in Sociology with major in Corrections	8
University of California - Berkeley (School of Criminology)	B.A. in Criminology	41
	B.S. in Criminalistics	6
	Masters in Criminology	10
	Doctorate in Criminology with concentration in Corrections	4
University of California - Santa Barbara	M.A. in Sociology with emphasis on field of Corrections	2
Whittier College	B.A. in Sociology and Social Welfare	20
<hr/>		
TOTALS	B.A. Degrees	282
	M.A. or M.S. Degrees	26
	Doctorates Degrees	4

Corrections Courses Offered

*
California State College
at Fullerton

Criminology
Juvenile Delinquency
Graduate Seminar in Crime and Delinquency

California State College
at Hayward

Soc. 4740 - Basic Criminology
Soc. 3730 - Juvenile Delinquency
Soc. 3700 - Introduction to Social Services
Soc. 3710 - Social Legislation and Public Policy
Soc. 6745 - Seminar in Deviant Behavior
Soc. 4711 - Seminar in Social Processes I (2 quarter units)
Soc. 4712 - Seminar in Social Processes II (2 quarter units)

California State College
at Long Beach

Soc. 345 - Juvenile Delinquency
Soc. 441 - Criminology
Soc. 442 - Penology
Soc. 368 - Probation and Parole

California State College
of San Bernardino

Soc. 350 - Criminology
Soc. 352 - The Juvenile Offender
Soc. 354 - Deviant Behavior (Correctional emphasis)

California State
Polytechnic College

Soc. 201 - Principles of Sociology
Soc. 202 - Principles of Sociology
Soc. 203 - Principles of Sociology
Soc. 301 - Sociology of Social Work
Soc. 302 - Sociology of Social Work
Soc. 303 - Social Problems
Soc. 313 - Urban Sociology
Soc. 315 - Race Relations
Soc. 323 - Social Stratification
Soc. 402 - Crime and Delinquency

California Western
University

Probation and Parole

Chapman College

Soc. 117 - Criminology
Soc. 118 - Juvenile Delinquency
Soc. 144 - Correctional Institutions
Soc. 145 - Probation and Parole

Chico State College
(Department of Social
Welfare)

Soc. Welfare 200 - Probation and Parole
Soc. Welfare 210 - Contemporary Correctional Administration

Chico State College
(Dept. of Sociology)

Soc. 185 - Treatment and Corrections
Social Problems
Deviant Behavior

* Departmental designation and course numbers are given if they were supplied by the respondent.

ITEM #9
(Cont.)

- Crim. 74 - Report Writing
Crim. 105A-B-Criminal Law
Crim. 120 - Juvenile Delinquency
Crim. 132 - Criminology
Crim. 133 - Institutional Treatment of Offenders
Crim. 135 - Probation and Parole
Crim. 136 - Topics in Corrections
Crim. 138 - Correctional Counseling
Crim. 140 - Human Relations
Crim. 153 - Psychology of the Criminal
Crim. 183 - Counseling Practicum
Crim. 181 - Field Work
S.Wel. 122 - Child Welfare
S.Wel. 124 - Fundamentals of Interviewing
S.Wel. 127 - Group and Community Services
Psych. 147 - Psychology of Small Groups
A course in Research or statistics and several required electives in Psychology or Sociology.
Crim. 201 - Seminar in Criminology
Crim. 210 - Seminar in Administration of Justice
Crim. 227 - Seminar in Crime and Delinquency Prevention
Crim. 233 - Seminar in Treatment of Offenders
Crim. 270 - Problems in Criminology
Crim. 281 - Field Experience
Crim. 299 - Thesis

Fresno State College
Dept. of Criminology)

- Soc. Work 250 - Field Instruction
Soc. Work 273 - Seminar in Correctional Social Work
Soc. Work 290 - (occasionally)
Independent Study Corrections content is in Social Work 200, 202, The Social Welfare Policy and Services Sequence.

Fresno State College
(School of Social Work)
(M.S.W. Program)

- Soc. 11 - Social Problems
Soc. 100A- Criminology
Soc. 100B- Penology
Soc. 109 - Juvenile Delinquency
Soc. 155 - Field Work in a Correctional Agency
Soc. 211 - Graduate Seminar in Disorganization

Humboldt State College

- Juvenile Delinquency
Introduction to Social Welfare I
Introduction to Social Welfare II
Field Work I
Field Work II

Loma Linda University

- S.W. 110 - Research and Statistics
S.W. 130 - Problems of Child Welfare
S.W. 150 - Social Welfare as a Social Institution
S.W. 151 - Introduction to Social Work Methods
S.W. 159 - Probation, Parole and Community Treatment Programs
S.W. 160 - Institutional and Specialized Treatment Programs in Corrections

Sacramento State College
(School of Social Work)

ITEM #9
(Cont.)

Sacramento State College
School of Social Work)

(M.S.W. Program)

- S.W. 194 - Client, Social Worker and Agency
- S.W. 195 - Field Experience
- S.W. 196 - Proseminar (Provides for intensive study of specific problem areas within the field of Social Welfare. Open to selected students in Social Welfare and Corrections.)
- S.W. 295 A-B - Field Work in four correctional centers.
- S.W. 295 C-D - Field Work in four correctional centers.
- S.W. 230 B - Human Behavior and Social Environment, includes material on Crime and Delinquency.
- S.W. 240 B - Physical Illness and Psychopathology -- Deviance as a Social Process
- S.W. 250 B - Social Welfare Policy and Services. Relation between Social Work and Social Deviance.

San Jose State College

- Soc. 152 - Youth Offender
- Soc. 157A - Criminology
- Soc. 157B - Criminology
- Soc. 154 - Probation and Parole
- Soc. 192 - Internship - Dependent on placement availability
- Soc. 254 - Seminar in Prison Community
- Soc. 257 - Seminar in Advanced Criminology
- Soc. 258 - Seminar in Advanced Correctional Administration
- Soc. 280 - Seminar in Correctional Problems
- Soc. 153 - Race and Cultural Minorities
- Soc. 193 - Introduction to Social Research
- Soc. 70 - Introductory Sociology
- Soc. 131 - Community Organization for Social Welfare
- Soc. 190 - Principles of Social Case Work
- Psychology - 12 units
- Stat.115A - Elementary Statistics
- Poli.Sci.110 - Principles of Public Administration

UC - Berkeley
(School of Criminology)

- 100 A-B. Introduction to Criminology
- 101 A-B. Principles of Criminal Investigation
- 102 A-B-C. The Etiology of Crime: Sociological, Psychological, Psychiatric
- 104 A-B. The Correctional and Penal System
- 105 A-B. Fundamentals of Police Administration
- 106. The Criminal Self and Criminal Careers
- 108. History of Crime and Its Treatment
- 109. Theories of Criminal Causation
- 110. Comparative Criminology and the Administration of Criminal Justice
- 111 & 111L. Scientific Methodology and Laboratory
- 112. Organized Crime and Professional Criminal
- 113. Forensic Medicine in Criminology
- 114. Prevention and Control of Crime in Metropolitan Areas.
- 115 A-B. The Criminal Law in Action
- 116. Constitutional and Procedural Problems in Law Enforcement
- 117. The Prison Community

ITEM #9
(Cont.)

UC - Berkeley
School of Criminology)

- 118 A. The Alcoholic and the Narcotic Addict
- 118 B. Sexual Offenders and Character Disorders
- 119. Ethnic Tension and Conflict in Relation to Law Enforcement
- 120. Social Policy and Penal Practice
- 121. White-Collar Crime
- 122. Organization and Administration of the Juvenile Court
- 123. Groups, Crowds and Gangs
- 124. Non-Conformist Cultures
- 125. Group Psychotherapy in Correctional Institutions
- 126. Law Enforcement Policies and Social Structure
- 127. Law and Discretion in Criminal Sentencing
- 128. Sexual Deviance and the Self
- 129. Social and Historical Origins of Major Theories of Criminal Behavior
- 155. Comparative Evidence and Evaluation
- 163. Problems and Procedures in Criminal Investigation
- 180. Juvenile Delinquency: Prevention and Control.
- 190. Field Studies in Criminology
- 199. Research and Special Study for Advanced Under-graduates

GRADUATE COURSES

- 200A-B-C. Core Seminar in Criminology
- 261A-B-C. Principles of Counseling and Psychotherapy
- 262. Counseling and Psychotherapy: Field Work
- 264. The Nature of Criminology as a Science
- 265. The theory of Deviant Sexual Behavior
- 266. Seminar in the Social Psychological Approaches to Crime
- 267. Instruments of Discovery in Criminal Research
- 269. Research Methods for Students Preparing Theses
- 275. Seminar in Scientific Evidence
- 278. Advanced Comparative Evidence and Evaluation
- 279. The Role of Scientific Evidence in the Administration of Justice
- 280. Crime and the Political Process
- 281. Latent Functions in Law Enforcement and Correction
- 282. Prediction Methods in Parole and Probation
- 284. Seminar in Community Approaches to Delinquency and Crime
- 285. Seminar in Problems of Criminal Responsibility
- 286. Problems of Action Research in Criminology
- 287. Seminar in Quantitative Methods in Criminology
- 288. Seminar in the History of the Discipline of Criminology
- 289. Selected Problems in Scientific Evidence
- 290A-B. Seminar in Crime Investigation
- 291A-B. Seminar in Police Administration
- 293A-B. Seminar in the Administration of Criminal Justice
- 294A-B. Seminar in Advanced Psychologic Theory of Criminality

ITEM #9
(Cont.)

UC - Berkeley
School of Criminology)

- 296A-B. Seminar in the Correctional Treatment of Offender
- 298. Directed Group Study
- 299. Research and Special Study
- 601. Individual Study for Master's Candidates
- 602. Individual Study for Doctoral Candidates

UC - Davis

- Criminology
- Juvenile Delinquency

UC - Santa Barbara

- Social Control
- Sociology of Law
- Control of Crime
- Crime and Delinquency

University of Redlands

- Sociology 112 Crime and Delinquency
- Sociology 151-52 Field of Social Work
- Background courses required in Sociology and Psychology

University of San Diego
College for Men

- Juvenile Delinquency

University of Southern
California

- Soc. 355 - Criminal and Delinquent Behavior
- Soc. 450 - Deviant Behavior
- Soc. 546 - Seminar in the Demography of Urbanization
- Soc. 562 - Seminar in Criminology
- Soc. 563 - Seminar in Juvenile Delinquency
- Soc. 566 - Seminar in Social Disorganization

ADDENDUM 5/1/68

California State College
Los Angeles

- Soc. 426 - Deviant Behavior
- Soc. 472 - Community Organization
- Soc. 480 - Criminology
- Soc. 482 - Juvenile Delinquency
- Soc. 484 - Corrections
- Soc. 486 - Probation and Parole
- Soc. 496 - Field Work
- Soc. 478 - Social Legislation
- Soc. 570 - Seminar Social Welfare and Corrections
- Soc. 580 - Seminar in Criminology
- Soc. 584 - Seminar in Corrections
- Soc. 590 - Graduate Research

Pepperdine College

- Sociology 31 - Juvenile Delinquency
- Sociology 132 - Criminology
- Sociology 133 - Correctional Institutions
- Sociology 134 - Probation and Parole
- Sociology 137 - A.B. Corrections Experience, Writing and Research
- Sociology 160 - Introduction to Field of Social Work
- Sociology 211 - Co-ordinated Community Approach to Crime and Delinquency
- Sociology 213 - Human Relations in Supervision & Management

ITEM #9
(Cont.)

San Diego State College

Sociology 116 - Contemporary correctional administration
Social Welfare 188 - Probation and Parole
Social Work 273 - Seminar; Corrections
Social Welfare 197

(This listing does not include field instruction
classes for students in the graduate program.)

Whittier College

Sociology, Anthropology, Soc. Work 46-Social Problems
Sociology, Anthropology, Soc. Work 144-Intro. to Social Welfa
Sociology, Anthropology, Soc. Work 166-Juvenile Delinquency
Sociology, Anthropology, Soc. Work 167-Criminology
Sociology, Anthropology, Soc. Work 149-150-Supervised Field E
Sociology, Anthropology, Soc. Work 172-Social Control
Sociology, Anthropology, Soc. Work 151-Community Organization

We do not have a formalized special curriculum in corrections
Do not treat it as a separate degree program.

ITEM #10

Field Work PlacementsNumber (1966-67)Status of PlacementsCalifornia State College
at Hayward

Not indicated

Soc. 4121, Field Investigation I
(3 quarter units)
Soc. 4122, Field Investigation II
(3 quarter units)Agencies: Alameda County Probation
Department, California Youth Authority,
Required course of all selecting con-
centration in the social services.California State College
at Long Beach

53

Agency supervision. Special instructio
al seminar. Field work required: for
2 semesters, 3 credits per semester.

California Western University

35

Required field work experience: agency
supervision, special instructional
seminar. 40 hours of field work, 5
credits given per quarter. 5 placements
in federal agencies, 5 in State, 20 in
county, and 5 in municipal agencies.

Chapman College

12

Agency - school supervision. No
special instructional seminar. Required
course: 1 semester - 1 unit of credit,
3 in State agencies, 2 in county
agencies, 7 in unspecified agencies,
3 paid placements.

Chico State College

50

Agency supervision. Required course:
special instructional seminar, 1 semes-
ter - 6 credits, 20 in county agencies,
2 in State agencies (remainder not
specified).Fresno State College
(School of Social Work)

23

Agency - school supervision. No
special instructional seminar. Field
work required: 12 credits, 3½ months -
block placement - some paid. 19 in
State agencies, 41 in county.Fresno State College
(Dept. of Criminology)22
(Undergrad)School supervision one semester -
1-6 credits, 17 in State agencies,
5 in county.6
(Graduate)5 in county agencies, 1 municipal
placement.

Humboldt State College

Not indicated

Voluntary field placements, for one
quarter. Number of students, agency
designations or credits earned not
indicated.

ITEM #10
(Cont.)

Number (1966-67)

Status of Placements

Upperdine College	14	School - agency supervision. <u>Required</u> . (3-4 units) for 2 semesters. 14 in county agencies.
Sacramento State College (School of Social Work - undergraduate sequence)	37	Agency supervision. Special instructional seminars. <u>Field work required</u> : 16 weeks - 4 credits. 30 placements in county agencies; 6 in State, 1 in Federal agency.
Sacramento State College (M.S.W. Program)	15	Agency - school supervision. Special instructional seminars - 9 in State agencies, 6 in county. <u>Field work required</u> : two semester placements - 4 credits in first year placements, 6 in second.
San Diego State College	65	Agency - school supervision. <u>Required field work</u> . Special instructional seminar; one semester, 3 credits. 5 in State agencies, 45 in county agencies, 15 in other, unspecified.
San Jose State College	21	Agency - school supervision. Special instructional seminar. <u>Field work required</u> : 13 weeks - 6 credits, 1 federal placement, 5 in State, 15 in county, some paid placements.
University of California - Berkeley (School of Criminology)	100 (undergrad)	Some agency - school supervision. No special instructional seminar. <u>Field work may be voluntary or required</u> . Impossible to determine number of credits. 2 months duration. 5 federal placements, 20 State placements, 30 in county, 45 municipal.
	100 (graduate)	Some agency - school supervision. Special instructional seminars. <u>Some voluntary, some required placements</u> . 30 federal placements, 50 State placements, 10 in county, 10 municipal.
University of California Los Angeles	90	Agency - school supervision. Special instructional seminars. <u>Field work course required</u> . 9 federal placements, 8 in county, 30 others not specified. 4 units per quarter. (remainder not specified)

ITEM #10
(Cont.)

Number (1966-67)

Status of Placements

University of Redlands

20

Agency - school supervision. Special instructional seminar. Required course 6 semester credits. Agencies not identified.

Whittier College

30

Voluntary field placements. Agency - school supervision, 3 units per semester. 10 in State agencies, 20 in county agencies. Special instructional seminar.

Plans to change policies
in regard to field placements or internships

California Western
University

Improve program in coordination with San Diego County Probation Department, as an orientation program.

Chapman College

Plan to develop a 3 unit field work course for last semester senior who has had courses in social welfare.

Chico State College

We hope to offer more paid under work-study programs and require 2 days a week of field work instead of 1-1/2. Course credits would be extended from 6 to 8

Fresno State College
(Dept. of Criminology)

Extension of program.

Loma Linda University
(merge w/La Sierra College
contemplated)

Plan to formulate policies in the near future for the creation of field work program.

Sacramento State College
(School of Social Work)
(Undergraduate)

As our program expands we will need to think of ways to assist agencies in supervision as well as making maximum use of existing agencies, i.e., possibility of block placement during summer so we can make greater use of outlying counties.

(M.S.W. Program)

To date we have not received as many students with a plan for a career in corrections as we had anticipated. As a result, correctional placements have been used for many students not intending to enter the field of corrections after receiving their M.S.W. degrees. This year there has been a marked increase in the number of students with a career interest in corrections. We hope it will be possible to use our correctional placements solely for students who will seek employment in the corrections field.

San Diego State College

Undergraduate major in Social Welfare will require two semesters as of 1968-69.

San Jose State College

Yes, we want to expand it and have someone to supervise our whole internship program. This would, however, be part of a general expansion of internships and field experiences not alone for those concentrating in corrections.

U.C. Berkeley
(School of Criminology)

We would hope constantly to expand our internships.

U.C. Berkeley
(School of Social Welfare)

Will perhaps refer students to other schools having a corrections concentration because of loss of staff. Will rebuild curriculum along lines of social problems emphases.

U.C. Santa Barbara

Plan to develop on-going internships in the future.

Kinds of jobs into which graduated students enter after earning degrees with an emphasis on the field of corrections. Estimated percentage going into each general category.

California State College at Long Beach		Parole, probation or trainees in these fields.
California Western University		Police department and probation department.
Fresno State College (Department of Criminology)		Largest percentage probation
Fresno State College (School of Social Work)		Too few so far; some have gone into public welfare (public assistance or child welfare) some into protective services, none so far into a specifically correctional setting (such as probation or parole or institutional work).
Sacramento State College (School of Social Work)	Undergraduate	Beginning positions in probation, juvenile halls, and institutions.
	M.S.W. Program	Social Workers - CYA institutions 100% in 1967. In class entering in 1967 - 20% have indicated an interest in juvenile probation (50% came from this field) but placement in an institution may result in a change of plans.
San Diego State College		We are too new to have many graduates. Perhaps 10% of our graduates to date have gone into what might be termed the general field of corrections.
San Francisco State College (Department of Sociology)		Probation officers, institutional treatment workers.
San Jose State College (Department of Sociology)		Deputy Probation Officer I - 70.0, Correctional Counselor I - 30.0. Soon these become II's and III's. Further, some of them forsake corrections after getting their degrees and go into Junior College teaching part-time or full-time. This seems to be building up into a pronounced, though minor, trend. NOTE: We are underchosen by Parole, very few Parole Agents come into our program. Very few graduate into Parole, I can think of only one in ten years.
University of California Berkeley (School of Criminology)		Teaching, 30%; Academic Research, 25%; State or Federal Admin., 10%; Probation/Parole Services, 30%; and Police Work, 5%.
University of California Santa Barbara		Our program is too new to have any indication.

ITEM #13

Description of the major emphasis
or unique aspects of instructional
and/or research programs in correction

California State College
at Long Beach

Academic courses.

Chico State College

Can integrate class and field instruction at the undergraduate level. Emphasis on rehabilitative treatment rather than law enforcement.

Fresno State College
(Dept. of Criminology)

Helping offenders. A reality assessment of crime and delinquency.

Fresno State College
(School of Social Work)

No specialization within the M.S.W. Program except by field instruction.
Some correctional content for all M.S.W.'s
Block field instruction.
Field units (presently) are located in county probation, CYA field paroles, CDC field paroles.

Humboldt State College

Undergraduate courses provide people to work in local probation department and related agencies.

Sacramento State College
(School of Social Work)
(Undergraduate)

We are located in the hub of corrections in California. Make extensive use of correctional agencies and personnel. Model CPPCA curriculum is used as basis for program. Blend social welfare and corrections majors together in classes. Field work will frequently cross lines in order to broaden student's academic background.

(M.S.W. Program)

1. Students with a career interest in corrections have an opportunity to have all field work assignments in correctional agencies. Young students without prior experience are usually placed in their first year in the County Probation Department and assigned to an institution for their second year placement. Students with probation experience are usually assigned to an institution (CYA or CMF) in their first year. (For these students, however, we are currently handicapped by the lack of field experience in a parole setting.)
2. Second year students are provided field instruction in group work as well as case work in their correctional settings, and enroll in a Group Method Seminar to supplement this experience. In the future, they will also have an opportunity to enroll in a Social Work in Corrections Seminar, where specialized content will be given.
3. We have used our N.I.M.H. grant to establish a field instruction center in corrections and provide stipends for students wishing to enter the field of corrections.

ITEM #13
(Cont.)

San Francisco State College
Dept. of Sociology)

It seems probable that our program has the most developed emphasis of any undergraduate program on the matter of diagnostic-treatment typologies in corrections. Gibbons is the author of Changing the Law Breaker, a major text on this topic. We endeavor to integrate the causation materials from our courses, The Adult Offender and The Juvenile Offender, with the analysis of treatment strategies in Treatment of Delinquents and Criminals. Our causation courses are structured around notions of typology as is our treatment course.

All criminology students are required to take the same core courses as other sociology majors. We are of the view that correctional persons need a solid grounding in behavioral science, particularly general sociology. After they get that, then we lay on some specialized touches on criminology.

San Jose State College

Our emphasis is to impart knowledge. We see to expand the student's fund of learning. We do not attempt to provide him with skills or to improve upon the skills he has. Perhaps we should, but we do not at this time perceive this as our mission.

U. C. Berkeley
(School of Criminology)

We emphasize a social system approach to the study and analysis of correctional agencies. Students are introduced, through a combination of formal instruction and agency internship, to operational aspects of the correctional systems as sub-systems with overt formal functions and informal functional systems.

U. C. Santa Barbara

High level training in the application of Social Science theory and research to social policy and public policy.

University of Redlands

Undergraduate field work.

University of San Diego,
College for Men

Almost all students in the two classes offered are encouraged (and do) to participate in local agencies. Generally placements are at the County Probation Office. Occasionally the County Honor Camp System, or a private agency.

ADDENDUM 5/1/68

California State College
Los Angeles

1. The assumed sequential development of the course and field work offerings.
2. Still the emphasis upon the so called theoretical aspects rather than technical manual approach.

San Diego State College

Our program is still in its early developmental phase, but our emphasis at the graduate level is to give all students beginning competence in the practice of social work with individuals, groups and communities.

ITEM #13
(Cont.)

. Irvine

The Irvine Ph.D. program in social sciences is an extremely flexible one, in which the student (advised by a three-man faculty committee) selects his own emphasis. It would be possible in principle for a student to specialize in a field of corrections, except that at present we have no faculty members with such areas as their primary interests. Some of us are interested in peripheral areas, and it is certainly possible that in the future we may have professors specifically interested in corrections. But we have no policy or official intention either to get involved in the field or specifically to avoid such involvement.

Whittier College

Substantial classroom courses with increasing emphasis on supervised field experience.

ITEM #14

Brief description of any curricula or instructional innovations in corrections program which may be useful to colleagues in the field.

California State College
at Los Angeles

Some experimentation is going on - but too early to be concrete about.

Chico State College
(Dept. of Social Welfare)

Field placements in "unusual" settings, such as Plum Creek and Megalia Honor Camps. Summer field placements for limited number students with Sacramento State - Youth Authority paid placements. Bringing actual offenders to classroom to discuss Corrections from their point of view.

Chico State College
(Dept. of Sociology)

As you can see this is not an area in which we have specialized. I do bring to our one and only course in treatment and corrections the experience of several years in Europe in which I have become acquainted with the corrections and treatment programs offered in Germany, Great Britain and Spain (as well as others). This serves to provide a somewhat broader perspective. Teaching is by lecture and small group discussions with the addition of many field trips to institutions, and some guest speakers.

Sacramento State College Ungrad
School of Social Work)

Active undergraduate club - brings in speakers, sets up field trips - helps orient students to field - helps recruit new students. Also plans to carry out community service projects, i.e., NRCC, Boy's Ranch, etc.

San Diego State College

Too early. We are still experimenting and testing our own ideas.

San Jose State College
(Dept. of Sociology and
Anthropology)

1. Model building - we had our advanced under - graduates build models of institutions and tie this in with the total correctional field. This was a highly rewarding innovation.
2. A variation on this is to apply game theory to delinquency - invent a game with cards, dice, or wheels that shows the delinquent sequence as a game.
3. I had students pick an incident of crime or delinquency and write a paper showing how it tested three theories of crime or delinquency.

Whittier College

None

ITEM #15

Plans, Projections or Significant Changes Foreseen in the
Institutions Corrections Program During the Next Five Years.

California State College Dominquez Hills		Initial development of courses under the Department of Sociology. In fall of 1968 we will begin offering an M.A. in Behavioral Sciences with provisions for a student to concentrate in the corrections area.
California State College at Long Beach		M.S.W. Program in 19 0.
California Western University		A great decline
Chapman College		We are presently changing our undergraduate program in Sociology and Social Welfare. Approximately 80% of our students go to graduate school, primarily in Social Work and Education. Therefore we have a general program to develop a good background in the social sciences. We are moving away from specialization and now have only two courses in corrections. This is partially due to the difficulty in placing students in Orange County with a B.A. but without experience.
Chico State College (Dept. of Social Welfare)		We hope to develop a graduate social work program and more law and criminology.
Fresno State College School of Social Work (Graduate)		Some return to use of institutional correctional field placements. Previously used Paso Robles School for Boys, CYA.
Humboldt State College		We are interested in providing a first rate B.A. in Sociology. Some criminology courses are included. We do not care to expand that area of courses.
Sacramento State College (School of Social Work)	Ungrad	Academy for training of personnel in corrections. Campus based training center. Multi-service neighborhood centers. Shifting some graduate M.S.W. content into undergraduate senior year. Increased emphasis upon undergraduate program. Possible integrated methods at undergraduate level.
	M.S.W. Program	Plans are now being made to develop a specialized program for students planning to enter the field of corrections. As currently envisaged, this will also include courses for persons not enrolled in either the graduate or undergraduate programs of the school, e.g., persons currently employed in a correctional agency and those who plan to seek such employment without enrolling in a degree program.

ITEM #15
(Cont.)

San Jose State College

Expand internships.
An honors course on crime in great works of art and literature. Special short-term placements during Christmas, Easter and Intersessions. Compulsory one-week extended field trip. Placements to up-date the faculty. Summer workshops & institutes for correctional workers. Expanded research activity and research utilization guides.

University of California -
Santa Barbara

We hope to expand our program and develop it to be one of the best in the country.

University of California -
Berkeley
(School of Criminology)

A special emphasis and attention is given to the development of professionally competent persons in the application and administration of developing new techniques and procedures in the treatment and rehabilitation of offenders; as for example, group therapies, educational and counseling functions, administration of agencies such as half-way houses, selection and administration of probation and parole models and decision-making at critical junctures in the correctional system.

University of California -
Davis
(Law School)

May develop some courses or seminars in the law school relating to corrections.

University of Redlands

Hope to strengthen corrections program through institutional internships.

ADDENDUM 5/1/68

California State College -
Los Angeles

May try to develop a "terminal" degree in corrections.

San Diego State College

We are in the process of working this out. It will certainly emphasize preventive programs in the context of local community programs.

Whittier College

Steady effort to upgrade quality of classroom instruction and field experience.

ITEM #16

Major problems or issues to which educators in the field of corrections should be addressing instruction and research in the next decade.

California State College
at Long Beach

1. The rights of citizens as defined by the Constitution and the Supreme Court.
2. An understanding of minority group cultures and awareness of ethnocentricity.

California Western
University

"Practical Theory"; incorporate ingenuous social theory into our over-professionalized bureaucratized system of corrections; half-way houses, experiments, e.g., Synanon and Highfields.

Chapman College

It is my personal feeling that they should upgrade their professional services by getting an M.S.W. degree. This can be done by supporting the M.S.W. Programs.

Chico State College
(Dept. of Social Welfare)

The job with offenders is essentially one of vocational rehabilitation.

Chico State College
(Dept. of Sociology)

1. Combating the "dead hand of the past"
 - a. on the part of the public
 - b. on the part of those working in institutions
2. Getting "beyond Good and Evil"
 - a. on the part of the public
 - b. in the courts
3. Setting up programs in such a way that the theories or hypotheses upon which they are based are testable (i.e., falsifiable).
4. My particular interests in this area have to do with the problem of automobile accidents and violations -- a problem that consumes the overwhelming majority of court time. Much needs to be done in this area related to social control and "treatment and corrections".

Fresno State College
(Dept. of Criminology)

Alternatives to incarceration
Improvement and extension of group counseling
Improvement of institutional programs

Fresno State College
(School of Social Work)

Use of social work trained people in corrections.
General area of differential training and job classification:

1. Use of the person with two years of college.
2. Use of the person with A.B. degree.
3. Use of the person with A.B. in corrections, criminology, or social work.

ITEM #16
(Cont.)

Fresno State College
(School of Social Work)

4. Use of the person with master's degree.

Admissions and student selection - who shall be chosen?
Multi-method training: use of casework, group work,
and community organization.
Field instruction: How much? In what agencies? Content?

Humboldt State College

The biggest problem for corrections in California today is the Reagan administration. I do not think research can do very much about it. Instruction can stress the progress made in the past and perhaps suggest lines for future development.

Sacramento State College
(School of Social Work)
(M.S.W. Program)

1. Causes of recidivism and the sources (institutional and community) effective in reducing this problem.
2. Alleviation of attitudes and conditions which contribute to crime, delinquency and recidivism (e.g. laws and attitudes which exclude felons from employment; attitudes which cause professionals to believe that work with inmates and parolees would not be a rewarding experience.)

San Francisco State College
(Department of Sociology)

I have come increasingly toward the view expressed by persons such as Don Cressey that the business of turning out high powered correctional treatment workers in Social Welfare programs and in other fields is generally a failure. It strikes me that the notion that correctional treatment can only be done well by a person with an M.S.W. is simply wrong. I think persons with a simple B.A. can do the job just as well. However, I am not now sure that we ought to be turning out B.A. holders of the kind we have turned out in the past. As I look at this group in California, it looks to me as though many of these college trained treatment workers are not particularly effective, although they are probably as effective as the M.S.W. holders who operate as quasi-psychiatrists. The products of our colleges who go into corrections are a hodge podge of individuals, variously trained, and in no real sense professionals. Many of them are poorly trained, but some have pretty good training. However, even the well-trained persons are ineffective, for they work in situations where they find it nearly impossible to do treatment.

What we need to turn to is this:

1. let's train college graduates to be program administrators and innovators of new programs. If we want to turn out this kind of guy, who will not do treatment himself, we could put him in a program similar to the one at SFSC, as far as courses are concerned.

ITEM #16
(Cont.)

San Francisco State College
(Department of Sociology)

2. let's quit encouraging M.S.W. kinds of people to go into correction. They are not able to do treatment in these settings, and they don't make very good program administrators.
3. let's give the program administrator types some training in the business of people-changing and people-changers. That is, let's see if we can train our college products to find ways to use guards, cottage workers, and persons of this sort effectively in treatment.

I believe that the thrust of our program in coming years will be in this direction. We will be more heavily involved in training our students to be administrators and innovators. Surely we will not encourage them to believe that they are going to become quasi-psychiatrists.

San Jose State College

1. Population mass.
2. The social process of conflict.
3. The social process of withdrawal.
4. Values: their identification and meaning, their clash, their change, their distribution.
5. Significant industrial and technological changes a forecast of the impact of engineering upon social groups and social life.
6. The process and techniques of social organization and cohesion.
7. The range of normal conduct, growth and development.
8. The role of the police.
9. Alcohol and The Problem Drinker.
10. "Alternatives to Incarceration".

U. C. Berkeley
(School of Criminology)

Adequacy of existing institutional structures, their function and dysfunction in achieving correctional objectives, and the organization and utilization of information relevant to the decision-making process.

U. C. Berkeley
(School of Social Welfare)

We realize that we are not giving our students with this interest as much specific preparation as they ought to have. I am sure the small numbers operate in a vicious circle -- because there are so few we don't give them much specialized training -- therefore a corrections emphasis is not chosen by many students.

ITEM #16
(Cont.)

C. Santa Barbara

Alternatives to institutionalization and the character of the agencies which will carry the programs.

University of Redlands

1. Prevention.
2. Treatment within the community.

University of San Diego
College for Men

1. Locally, closer integration of needs and enhanced communication between those in corrections and those in education.
2. Educators translating the need and opportunity in the field of corrections to students and to their colleagues.
3. Awareness of the accelerating use of community treatment, or said another way, less reliance on what was not too long ago.
4. Seeking accomodation or understanding from those in the field of professionalizing social work so that they may be more flexible and more aware of the changes and growth occurring in the field of corrections. In short, schools of social work are not with it.

ADDENDUM 5/1/68

California State College
Los Angeles

1. Teaching away from deviance to the emphasis of non-deviance. For instance, don't constantly talk about drug abuse, emphasize non-drug abuse.
2. Greater use of probation.
3. Earlier use on parole in some offenses.
4. Radical change of custodial care in "Heel and Concrete".
5. Classes are too large.
6. The assumed "low professional status" of "corrections".
7. The little actual contributions to the field by the practitioners in the field.

San Diego State College

We are not prepared to say. Certainly we suggest that one of these is to examine the basic institutions of the society to determine their relation to the causes of crime and delinquency.

Whittier College

1. Alternatives to conventional correctional institutions.
2. Correction of the shallow, "liberal" social thought that offenders, for example, are simple ill people who would be better served in general hospitals.
3. Getting dependent and neglected kids out of correctional schools.
4. Delimitation of the delinquency concept.

APPENDIX O

SURVEY OF CORRECTIONAL COURSES OFFERED

BY

JUNIOR COLLEGES IN CALIFORNIA

Survey of Correctional Courses

offered by

Junior Colleges

in California

ALPHABETICAL LIST OF JUNIOR COLLEGES
IN CALIFORNIA
RESPONDING TO QUESTIONNAIRE

<u>Name and Address</u>	<u>Dept. or Division</u>	<u>Respondent</u>
American River College 4700 College Oak Drive Sacramento, California	Social Science	Owen S. Stewart
Antelope Valley College 3041 West Avenue K Lancaster, Calif. 93534	Extended Day Classes	Robert W. Lundak
Bakersfield College Bakersfield, Calif. 93305	Dept. of Public Service Division of Law Enforcement	Donald Haslett
Cabrillo College 6500 Sequel Drive Aptos, Calif. 95003	Social Science	Gene Wright
Cerritos College 11110 E. Alondra Blvd. Norwalk, California	Social Science Division	Elwyn C. Saferite
Chabot College 2555 Hesperian Boulevard Hayward, Calif. 94545	None indicated	Not indicated
Chaffey College 5885 Haven Avenue Alta Loma, Calif. 91701	Dept. of Correctional Science	Carroll S. Price
Citrus College 18824 E. Foothill Blvd. Azusa, Calif. 91702	None indicated	Leo M. Thomas
City College of San Francisco Ocean & Phelan Avenues San Francisco, Calif. 94112	Criminology Department	Lawrence R. Lawson
Coalinga College 300 Cherry Lane Coalinga, Calif. 93210	None indicated	Kenneth M. Savage, Jr.
College of Marin Kentfield, Calif. 94904	Police Science	Frank Warner
College of the Redwoods Eureka, California	Dept. of Correction Science	Eugene J. Portugal
Diablo Valley College Pleasant Hill, Calif.	Police Science	Charles E. Grant

<u>Name and Address</u>	<u>Dept. or Division</u>	<u>Respondent</u>
El Camino College Torrance, Calif. 90506	Not indicated	Wallace F. Cohen
Fresno City College 1101 East University Avenue Fresno, Calif. 93704	General Education - Sociology	C. J. Flammang
Imperial Valley College P. O. Box 158 Imperial, California 92251	Law Enforcement: Division of Tech-Vocational Education	Richard E. Gillies
Lassen College Susanville, Calif. 96130	Correctional Science	John T. Spencer
La Verne College 1950 Third Street La Verne, Calif. 91750	Not indicated	Glen Crago
Los Angeles City College 855 N. Vermont Avenue Los Angeles, Calif. 90029	Not indicated	Louis Hilleary
Los Angeles Pierce College 6201 Winnetka Avenue Woodland Hills, Calif. 91364	None indicated	Ray Johnson
Los Angeles Southwest College 514 S. Western Avenue Los Angeles, Calif. 90047	None indicated	Robert J. Cook
Los Angeles Trade-Technical College 400 W. Washington Boulevard Los Angeles, Calif. 90015	None indicated	F. Parker Wilber
Los Angeles Valley College 5800 Fulton Avenue Van Nuys, Calif. 91401	None indicated	D. W. Click
Merced College 3600 M Street Merced, Calif. 95340	None indicated	John L. Mehrens
Modesto Junior College Yosemite Junior College District Modesto, Calif. 95350	Not indicated	Paul Christian
Monterey Peninsula College 980 Fremont Street Monterey, Calif. 93940	None indicated	Leon Fletcher
Moorpark College 7075 Campus Road Moorpark, Calif. 93021	Social Sciences	Ronald McMasters
Mt. San Antonio College Walnut, Calif. 91789	Dept. of Public Safety and Service	Gilbert B. Stuckey

<u>Name and Address</u>	<u>Dept. or Division</u>	<u>Respondent</u>
Napa College 277 Vallejo Highway Napa, Calif. 94558	Law Enforcement	Ronald L. Havner
Ohlone Community College P. O. Box 909 Fremont, Calif. 94537	None indicated	Not indicated
Pasadena College 1570 E. Colorado Blvd. Pasadena, Calif. 91106	Sociology	Kenneth O. Frey
Porterville College P. O. Box 952 Porterville, Calif. 93257	Dept. of Public Safety and Service	Lee H. Clearman
Reedley College Reed & Manning Avenues Reedley, Calif. 93654	None indicated	Norman Zech
Rio Hondo Junior College 3600 Workman Mill Road Whittier, Calif. 90601	None indicated	Walter M. Garcia
Sacramento City College 3835 Freeport Boulevard Sacramento, Calif.		Stacy Smith
San Joaquin Delta College 3301 Kensington Way Stockton, Calif. 95204	Social Science Division	Charles M. Guss
San Bernardino Valley College San Bernardino, Calif. 92403	Sociology Dept.	Dorothy L. Gates
Santa Monica City College 1815 Pearl Street Santa Monica, Calif. 90406	Police Science	Fred J. Brierley
Shasta College Redding, Calif.	Police Science Dept.	Milton Black
Taft College 29 Emmons Park Drive P. O. Box ZZ Taft, Calif. 93268	Social Science	Kenneth V. Marr
Ventura College 4667 Telegraph Road Ventura, Calif. 93003	None indicated	Ray E. Loehr
Yuba College Beale Road at Linda Avenue Marysville, Calif. 95901	None indicated	Algeo H. Brill

THE JUNIOR COLLEGE AS AN EDUCATIONAL RESOURCE
IN THE FIELD OF CORRECTIONS

Eighty junior colleges were asked to respond to a questionnaire similar to, but less detailed than that one sent to the four-year colleges and universities. Forty-three schools responded; eight indicated that they had no correctional program or courses at the present time and had no interest in developing such. Twenty schools indicated that they had no correctional courses, but were interested in giving these courses or in developing a corrections sequence. The remainder had programs ranging from 6 units to 18 units of corrections work. Several of the junior colleges offer far more courses than do some four-year schools.

A summary of the number of courses given and the number of student enrollments is as follows:

1. The approximate number of course enrollments (fall 1967-68) identified as within the field of corrections: 913
2. The approximate number of course enrollments identified as within the field of corrections for entire academic year 1966-67: 1,050
3. The approximate number of students enrolled in the fall semester 1966-67 in corrections courses: 765
4. The approximate number of students enrolled in courses identified as being in corrections for the entire academic year 1966-67: 1,145

Twenty-four Associate of Arts degrees were granted and four certificates were issued. Courses designated most frequently as having relation to a correctional sequence were criminology, juvenile delinquency, and correctional administration. A variety of relationships exist between various junior colleges and the communities they serve. One college brochure demonstrates this very clearly in that the president of the college and the superintendent of a nearby correctional facility are pictured together on the front of a brochure describing the school's correctional program. Another college has printed an attractive pamphlet describing the corrections program and giving the student guidance in choosing courses that can be transferred to a four-year school without loss of earned credit. One of the larger metropolitan city colleges has developed a four-page informational guide that describes so well the criminology-corrections terminology dilemma emphasized in the evaluation of four-year school course offerings. The material is issued by the Criminology Department and it describes the program for the A.A. degree in Criminology this way:

The Criminology Curriculum has for its objectives: (1) to prepare students for immediate service and for eventual responsible professional positions in agencies (local, state, federal, and private), engaged in the administration of criminal justice or concerned with public safety, security and prevention of criminality, and the apprehension and treatment of the criminal,

and (2) to offer precriminology curricula to those students who wish to pursue more than two years of study at the college or university undergraduate level.

The Criminology Program provides training for those who wish to prepare themselves for law enforcement and correctional work; for those who desire a background of training in criminology in preparation for a study of law or social welfare; for those who are presently employed with a law enforcement or correctional agency and who wish to prepare for advancement in his particular assignment; and for those who desire an understanding of the crime problem as a tool in effective citizenship.

The courses provide a common basis of fundamental training on which the student may build to meet his specific interests and needs. The program covers two years preparation leading to the Associate of Arts degree. Students who meet the requirements of the suggested curriculum in Law Enforcement and correctional work may also receive a Certificate of Completion in Criminology. The Curriculum is certified by the Commission on Peace Officer Standards and Training of the Department of Justice of the State of California.

....The program for candidates for the degree of Associate of Arts is an integrated program of courses and field work. This program offers a substantial core of basic content which serves as a foundation, in each student's program for classroom and field work. This affords opportunity for a clear understanding of the growth and development of the individual, human needs, anti-social behavior, and technical aspects of law enforcement. The program emphasizes common principles and methods as the basis upon which the student can build whatever special knowledge is necessary for work in a specific field. Faculty advising helps the student to ascertain his aptitudes and capacities for specific fields in criminology.

In spite of the widely prescribed goals of the correctional curriculum, field work appeared limited to law enforcement duties:

FIELD WORK

Opportunities for field experience are available to a limited number of properly qualified students. The field work program consists of a Campus Police Organization which is charged with the responsibility and authority to control the police problems of the College. The Campus Police Officers are appointed by the Chief of the City Police Department as Special Police Officers assigned to duty at City College and adjacent public streets. The Campus Police function in three ways: (1) Traffic Control; (2) Social and Athletic activities patrol; and (3) Internal Security Problems.

SUMMARY STATEMENT

Responses to this questionnaire reflected the same identification of theoretical courses, such as criminology, juvenile delinquency, and social problems with those of "correctional courses". There was also the same ambiguity of the terms "sub-professional" and "pre-professional" with somewhat more confusion of purpose since many courses taught in the junior colleges appear to be in content and focus the same as those given on the junior and senior levels of the four-year colleges and universities. While the need for two-year terminal education is readily apparent, the appropriateness of educational objectives must receive some attention. Courses, such as criminology, delinquency, abnormal psychology and others given as lower division courses, do not allow the student, it would appear, to have the substantial liberal arts base that such courses demand. There is also the problem of unit transfer for these courses to the four-year college or university at a later time. The immediate need is for a blending of course content with that of an analysis of tasks, consummate with educational preparation at this level.

ITEM #1

CORRECTIONS COURSES

College	Courses	Units
Lassen College	Correctional Science	
	CA 50 Introduction to Correctional Science	2
	CA 51 Organization & Administration of Correctional Systems	2
	CA 52 Correctional Report Writing	2
	CA 53 Criminal Law & Administration of Justice	2
	CA 54 Interviewing: Principles & Techniques	2
	CA 55 Personnel Management	2
	CA 56 Probation and Parole	2
	CA 57 Racial Problems in Correctional Administration	2
	CA 58 Group Dynamics	2
	Psychology	
	Psy 1 General Psychology	3
	Sociology	
Soc. 1 Introduction to Sociology	3	
Moorpark College	Psychology 1a & 9	
	Sociology 1, 2, & 4	
	Law Enforcement 4 - Criminal Law	
	Law Enforcement 15 - Admin. of Justice	
	Law Enforcement 14 - Juvenile Procedure	
American River College	Sociology 15 - Introduction to Corrections	
City College of San Francisco	Probation, Parole	
	Law Enforcement	
San Joaquin Delta College	Required Courses:	
Introduction to Correctional Science		
Institutions for Youth		
Youth Work with the Individual		
Youth Work with Groups		
Case Recording and Reporting		
Recreational Leadership		
Elective Courses:		
Cultural Anthropology		
Supervisory Training and Human Relations		
Criminal Law		
Juvenile Procedures		
General Psychology		
Personal Development		
Vocations and Psychology		
Personal and Social Adjustment		
Man and Society		
Problems of a Changing Society		
The American Society		
Fundamentals of Speech		

ITEM #1
(Cont.)

College

Courses

College of the Redwoods

(All courses recommended by the consultant for Correctional Sciences for the Department of Education.)

Bakersfield College

Correctional Administration I: Institutional Treatment of Offenders

Correctional Administration II: Principles and practices of Probation and Parole

Correctional Administration X: Correctional Standards

Chaffey College

Correctional Science 10 - Intro. to Correctional Science
C.S. 12 - Fundamentals of Correctional Supervision
C.S. 14 - Basic Interviewing and Counseling
C.S. 16 - Contemporary Treatment Concepts
C.S. 18 - Legal Aspects of Corrections
C.S. 22 - Fundamentals of Probation and Parole
C.S. 24 - Community and Agency Relationships
C.S. 26 - Criminology

All are 3 unit courses

21 units are required for graduation

San Bernardino Valley College

*Introduction to Corrections - Sociology 40
*Principles of Corrections - Sociology 41A
*Advanced Principles of Correction - 41B
*Interviewing and Counseling - Sociology 32 (New Course)
*Community Resources - Sociology 33 (New Course)
*Directed Field Practices - Sociology 31 (New Course)
*Intro. to Community Services - Sociology 30 (New Course)
*Intro. to Law Enforcement - Pol. Sci. 1
*Community Service Lab, Soc. 1L, 2L, 3L
*Administration of Justice, Pol. Sci. 2
*Criminal Law - Pol. Sci. 6
*Ethnic Relations - Soc. 8 (New Course)

*New courses to be included in revised Curriculum in corrections

Cerritos College

Soc. 50 Elements of Correctional Supervision
Soc. 51 Correctional Administration

Porterville College

Limited to preparation for State College Corrections, probation and parole programs

Mt. San Antonio College

Introduction to Correctional Science - 50
Foundations of Crime and Delinquency - 51
Correctional Problems of the Offender - 55
Administration of Justice - 5
Criminal Evidence - 2
Criminal Law - 21

ITEM #1
(Cont.)

College

Courses

Pasadena College

Criminology

Antelope Valley College

P.S.A. 1	Introduction to Law Enforcement
P.S.A. 2A,B	Police Administration
P.S.A. 6	General Administration of Justice
P.S.A. 9	Criminal Investigation
P.S.A. 13A	Criminal Law
P.S.A. 24	Criminal Evidence

ITEM #2

Approximate number of current course enrollments
in all courses identified as being within the
field of corrections

Cerritos College	20	
Lassen College	7	
Mt. San Antonio College	40	2 A.A. degrees and 2 certificates given since inception of the program during the 1966-67 year.
Fresno City College	90	
Chaffey College	150	
San Bernardino Valley College	9	15 A.A. degrees awarded with correctional content. 1 certificate granted.
Antelope Valley College	47	7 A.A. degrees awarded in 1966-67
Bakersfield College	120	
American River College	30	1 certificate awarded in 1966-67
San Joaquin Delta College	240	
College of the Redlands	160	
	<hr/>	
TOTAL	913	

ITEM #3

Approximate number of course enrollments for 1966-67
in all courses identified as being within the field
of corrections.

Cerritos College	40
Lassen College	8
Mt. San Antonio College	56
Fresno City College	90
Chaffey College	200
San Bernardino Valley College	4
Antelope Valley College	60
Bakersfield College	100
American River College	25
San Joaquin Delta College	347
College of the Redwoods	120
	<hr/>
TOTAL	1,050

ITEM #4

Approximate number of students enrolled in current semester in all courses identified as being within the field of corrections.

Cerritos College	20
Lassen College	30
Mt. San Antonio College	35
Fresno City College	90
Chaffey College	100
San Bernardino Valley College	100
Antelope Valley College	Not indicated
Bakersfield College	100
American River College	30
San Joaquin Delta College	200
College of the Redwoods	60
<hr/>	
TOTAL (Approximate)	765

ITEM #5

Approximate number of students enrolled in 1966-67
in all courses identified as being within the field
of corrections.

Cerritos College	20
Lassen College	40
Mt. San Antonio College	35
Fresno City College	150
Chaffey College	125
San Bernardino Valley College	250
Antelope Valley College	60
Bakersfield College	100
American River College	25
San Joaquin Delta College	300
College of the Redwoods	40
	<hr/>
TOTAL	1,145

ITEM #6

Current Field Work Status

Cerritos College

No field work now, but would develop such courses if a sufficient need were indicated and adequate number of students enrolled.

Lassen College

25 students placed at Susanville Conservation Center for one month. Course carries two credits and is a voluntary assignment.

Bakersfield College

Contact has been made with State and County officials. A new course, Correctional Administration XX, is now being considered for approval for Fall 1968. Voluntary assignment, carrying 1-3 semester units.

Fresno City College

We currently run a 2 unit (1 hour per week plus 4 hours intern) for Police Science major in cooperation with the Fresno County Sheriff's Department. One-third of student time is spent with the juvenile bureau.

Chaffey College

Ten students in voluntary, one semester field placement; nine in State agencies - one in county. Special instructional seminar, for three semester credits.

San Bernardino Valley College

15 students in 2 state, 11 county, 1 municipal, and 1 in a special district. Special instructional seminar. Course required 2-4 hours per week. In Field Practices course student must put in at least 8 hours a week. Course carries 4 semester credits.

Antelope Valley College

No field work offered now.

Pasadena College

Students are sent out to social agencies to observe and participate. However, respondent does not recall any specific corrections placement, although correctional sequence is indicated by respondent.

San Joaquin Delta College

No field work. Most of students are already in the field.

ITEM #7

Characterize the major emphasis or unique aspects
of your instructional programs in corrections

- Lassen College Students have laboratory-text book supplementary library for field study and on-the-job application.
- Cerritos College Our current emphasis for the courses offered in correctional science is to meet the needs of the California Youth Authority by providing upgrading training for employees in their facility.
- Imperial Valley College Straight Law Enforcement Approach - Persons are assigned to county detention facility or Juvenile Hall when employed.
- Porterville College Giving pre-correctional students proper backgrounds in psychology and sociology.
- Chaffey College The objective of the program is to prepare individuals for the first level of employment as a Corrections Officer or women's correctional supervisor.
- San Bernardino Valley College In September 1967 introduced a new curriculum in community services (see attached information sheet). Eventually the correctional science curriculum will be revised to come under this - community services - generic field. We require field work at the junior college level and have students in the field their first year. We work closely with the local correctional facilities.
- Bakersfield College 1. To prepare student for transfer to a four (4) year college to earn B.S. degree in Corrections.
2. To prepare student to assume positions in the field for which he would qualify upon completion of a two (2) year course in corrections.
a) Group Supervisor; Juvenile Hall
b) Correctional Officer; Department of Corrections
c) Group Supervisor; C.Y.A.
- San Joaquin Delta College It is an occupational program aiming at the improvement of those who are already in the field or young people who intend to enter this field. It is therefore quite practical in its orientation.
- College of the Redwoods Both transfer and terminal courses attempt to give broad academic and empirical perspectives.

ITEM #8

Major problems or issues to which junior college educators
in the field of corrections should be addressing their
instruction in the next decade.

Cerritos College

In my opinion, the major problems are issues to which junior college educators and leaders in correctional institutions should be addressing themselves in the area of educational preparation for the recognition that an important area in the correctional field can be supported by personnel receiving their training in a two-year associate degree program, with specialized emphasis in the correction field.

Imperial Valley College

Rehabilitation (correction) rather than the detention after arrest concept that is now emphasized -- more psychology-sociology instead of criminal procedures and defensive tactics.

Lassen College

1. Probably more problem people, who in the past would have been sent to prison, will remain in community on probationary status.
2. Cognizance of problems of non-conformists and deviates in the light of diagnosis and treatment as members of society rather than isolating.

Mt. San Antonio College

More acceptance by the four educational institutions of the correctional science courses. At present time only terminal credit can be given and instructional material is geared for this type program. Also the more capable student does not enroll in the correctional science classes as he cannot utilize the credits as transfer units.

Fresno City College

Juvenile corrections:
Group Counselors, Pre-Probation and Parole, Street workers, Juvenile and Adult Rehabilitation Technicians, to assist in the team approach to Rehabilitation.

Chaffey College

Need more work experience educational opportunities for students (paid variety)
Need to coordinate correctional science programs on a regional and national basis (A.A.J.C.)
Need to relate correctional problems to law enforcement, community needs and problems, and to latest developments in the social sciences.
Need strong state leadership in developing correctional science programs at the J.C. and State College levels.

ITEM #8
(Cont.)

San Bernardino Valley
College

The needs of the correctional facilities themselves -- what training do they want, etc. The dilemma of offering terminal courses versus transfer courses.

Bakersfield

1. Interagency cooperation
2. Citizen awareness and participation in the correctional process
3. Community treatment when possible
4. More minimum security type institutions and less maximum security institutions
5. Reduced caseloads.
6. Meaningful in-service training programs
7. Inmate classification
8. Professional qualifications and need for academic graduate training

San Joaquin Delta College

1. Can correction and treatment be done more successfully at the local level? What are implications for agencies in this kind of program?
2. Long term incarceration is not doing the correction-rehabilitation job.
3. Family and community awareness of the plight of the client is essential and must have more emphasis.

College of the Redwoods

Diagnosis, Rehabilitation, and Empathy.

ITEM #9

Plans, projections, or significant changes in
corrections program during the next five years.

Cerritos College

Currently, we have no specific plans for the future. To a great extent, our future course will be dependent upon the ability of the correctional institutions to develop a recognized occupational level of sufficient importance to attract a number of young men and women based on education and training received in the junior college.

The current emphasis on the baccalaureate or master's degree in social science, to a great extent, negates the possibility of a two-year curricula to meet these needs.

Imperial Valley College

Emphasis on juvenile work as well as women's correctional programs.

Lassen College

We see inmate participation on campus, both for laboratory work and classes. This is a possible development in rehabilitation.

Mt. San Antonio College

More emphasis on pre-service and less on in-service.

Porterville College

Since excellent police science programs are being offered by Bakersfield College and College of the Sequoias on "either side" of us, we plan no major expansion in this area. We will continue however, to emphasize psychological and sociological preparation for transfer students in the correctional field and will continue to study the possible development of a terminal curricula in this area.

Fresno City College

We would be willing to consider getting up such a program in this campus.

Chaffey College

Program will expand to serve more full-time students and correctional practitioners.

San Bernardino Valley
College

Instead of a proliferation of curricula, will bring in more aide programs under the Community Services Aide.

San Joaquin Delta College

Nothing substantial for the near future.

College of the Redwoods

Attempting to review work-study program in correctional fields by 1969-70.

ITEM #9
(Cont.)

Bakersfield College

In March, 1968, a course of Instruction leading to an A.A. degree in Corrections will be presented to the Curriculum Committee for approval. Courses as follows:

Required:

1. Corr. Admin. 1: Intro. to Correctional Service
2. Corr. Admin. 2: Fundamentals of Probation and Parole
3. Corr. Admin. 4: Institutional Treatment of Offenders
4. Corr. Admin. 6: Legal Aspects of Corrections
5. Corr. Admin. 8: Fundamentals of Interviewing and Counseling
6. Corr. Admin. 20: Supervised Work Experience
7. Pol. Sci. : Criminal Law
8. Pol. Sci. : Criminal Evidence
9. Pol. Sci. : Criminal Investigation

Suggested Electives:

1. Intro. to Psychology
2. Intro. to Sociology
3. Juvenile Delinquency
4. General Admin. of Justice

ITEM #10

Briefly describe any curricula or instructional innovations in your corrections program which you feel may be useful to your colleagues in the field of corrections.

Lassen College

Reliance on field study on Inmate Participation Laboratory analysis with Psychology and Sociology Departments.

In alcoholics anonymous

Inmate self Improvement forum

Narcotics symposium involving both employees and inmates

Cerritos College

None

Chaffey College

An arrangement with Department of Criminology, California State College, Long Beach, allows students to transfer 27 units of correctional science and up to a total of 70 units, overall.

Each semester approximately 6 courses are offered in the five correctional institutions in our area and 2 at the college.

Our correctional science advisory committee meets each semester and actually decides on the curriculum for the next semester, the place classes will be held, and the instructors. They determine any changes in the curriculum and really feel that this is their program. They represent all the institutions, the parole division and probation department.

Bakersfield College

1. Role playing
2. Group participation in discussions
3. Field trips
4. Practical instructions that may be applied when working in the field.

San Joaquin Delta College

Field trips to agencies and facilities.
Placement of students on field work assignments.
Use of instructors drawn from correctional field and who possess suitable qualifications; e.g., skilled in teaching methods.
Use of actual cases with identity of clients concealed.

College of the Redwoods

Institutes and field trips.

ITEM #11

No Corrections Program Now
But Interested in the Development of One

1. Cabrillo College
2. Chabot College
3. Coalinga College
4. College of Marin
5. Diablo Valley College
6. El Camino College
7. Fresno City College
8. Imperial Valley College
9. Laverne College
10. Los Angeles Pierce College
11. Los Angeles Trade-Technical College
12. Los Angeles Valley College
13. Merced College
14. Modesto Junior College
15. Monterey Peninsula College
16. Moorpark College
17. Napa College
18. Reedley College
19. Santa Monica City College
20. Yuba College

ITEM #12

No Corrections Program:
NOT Interested in the Development of One

1. Los Angeles Southwest College
2. Los Angeles City College
3. Citrus College
4. Ventura College
5. Rio Hondo Junior College
6. Ohlone Community College
7. Sacramento City College
8. Shasta College

ITEM #13

At the present time, our college does not offer a corrections sequence of courses. Enclosed you will find a copy of our Criminology Department course outline. Due to the fact most of our courses are directed to those students who desire to pursue a career in law enforcement, probation, or parole, we don't offer specific courses dealing only with corrections.

After viewing our course outline, I am sure you will find that many of the courses do touch on subject matter necessary to a person entering the field of corrections.

I might add that more students are indicating a desire to pursue a career in the field of corrections. We currently have 420 students taking courses in criminology and 260 majoring in this field. It is my opinion it would be extremely worthwhile to pursue the possibilities of developing a program in conjunction with our present program.

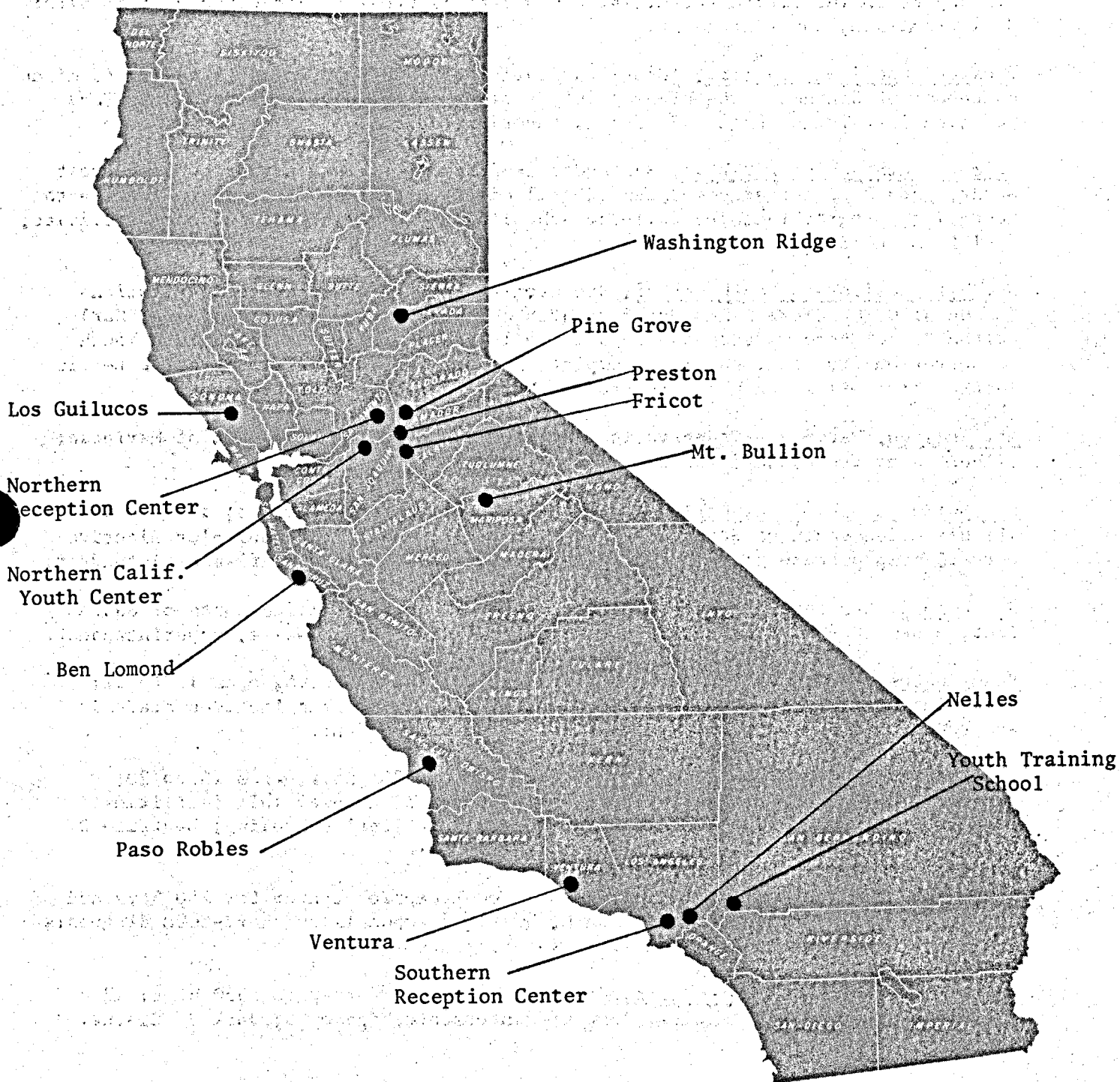
With the development of the two year college, we could put forth a program that would be most beneficial to our students and to the corrections program in California.

Criminology Department

APPENDIX P

CAMPS AND INSTITUTIONS,
CALIFORNIA YOUTH AUTHORITY

CALIFORNIA YOUTH AUTHORITY FACILITIES



CALIFORNIA YOUTH AUTHORITY FACILITIES

Washington Ridge, Nevada City--Conservation camp for boys; 7 miles northeast of Nevada City on Highway 20; eighty boys, ages 17 to 21; like the other conservation camps, it has no security fences and keeps wards busy on fire prevention, fire-fighting, reforestation, and developing state parks; Carl Hutton, superintendent.

Pine Grove, Jackson--Conservation camp for 70 boys; 9 miles east of Jackson on Highway 88 in the Sierra foothills; a new camp is under construction at this site; Carl Casperson, superintendent.

Preston School of Industry, Ione--Institution for 900 boys, ages 15 to 21; 40 miles southeast of Sacramento on Highway 104; program includes remedial education and vocational training; Eugene S. Jones, superintendent.

Fricot Ranch School for Boys, San Andreas--School for Youth Authority's youngest wards, ages 8 to 14; accommodates 220; 11 miles east of San Andreas in the Sierra foothills; program includes full-day schooling and a variety of outdoor activities; Noel G. Bonelli, superintendent.

Northern California Youth Center, Stockton--A complex of separate institutions for boys; O. H. Close School accommodates 400 boys 13 to 14 years of age; Karl Holton School accommodates 400 boys 15 to 16 years of age; DeWitt Nelson Youth Conservation Training Center is complete but not yet in operation; the center is located five miles south of Stockton; Albert Anderson, superintendent.

Mt. Bullion, Mariposa--Conservation camp for 80 boys; 10 miles east of Mariposa; Gilbert Negrette, superintendent.

Los Guilucos School for Girls, Kenwood--Institution for 450 girls; ages 10 to 18; six miles south of Santa Rosa, on Highway 12; academic school plus elective work to help prepare girls for a variety of careers; Sylvia Wolf, superintendent.

Ben Lomond, Ben Lomond--Conservation camp for 70 boys; 16 miles north of Santa Cruz; a new camp is under construction at this site; Frank White, superintendent.

Paso Robles School for Boys, Paso Robles--School for 450 boys, ages 15 to 17; six miles east of Paso Robles, just off Highway 466; program includes academic and vocational instruction; Victor A. Kirk, superintendent.

Ventura School for Girls, Camarillo--Accommodates 500 girls, ages 16 to 20; located 4 miles west of Camarillo, 1½ miles north of Highway 101; facilities include girls' reception center; academic and vocational schooling; Beatrice D. Dolan, superintendent.

Northern Reception Center-Clinic, Sacramento--Reception center for 250 boys and 63 girls; just east of Sacramento on Highway 50; emphasis on short-term diagnosis and classification; Paul J. McKusick, superintendent.

Southern Reception Center-Clinic, Norwalk--Reception center for 350 boys; 12 miles southeast of Los Angeles, just off Interstate Highway 5; Jack B. Clarke, superintendent.

Fred C. Nelles School for Boys, Whittier--Oldest Youth Authority school, established in 1891; accommodates 650 boys, 12 to 16; located 11 miles east of Los Angeles on Whittier Boulevard; remedial academic instruction is stressed; F. H. Butterfield, superintendent.

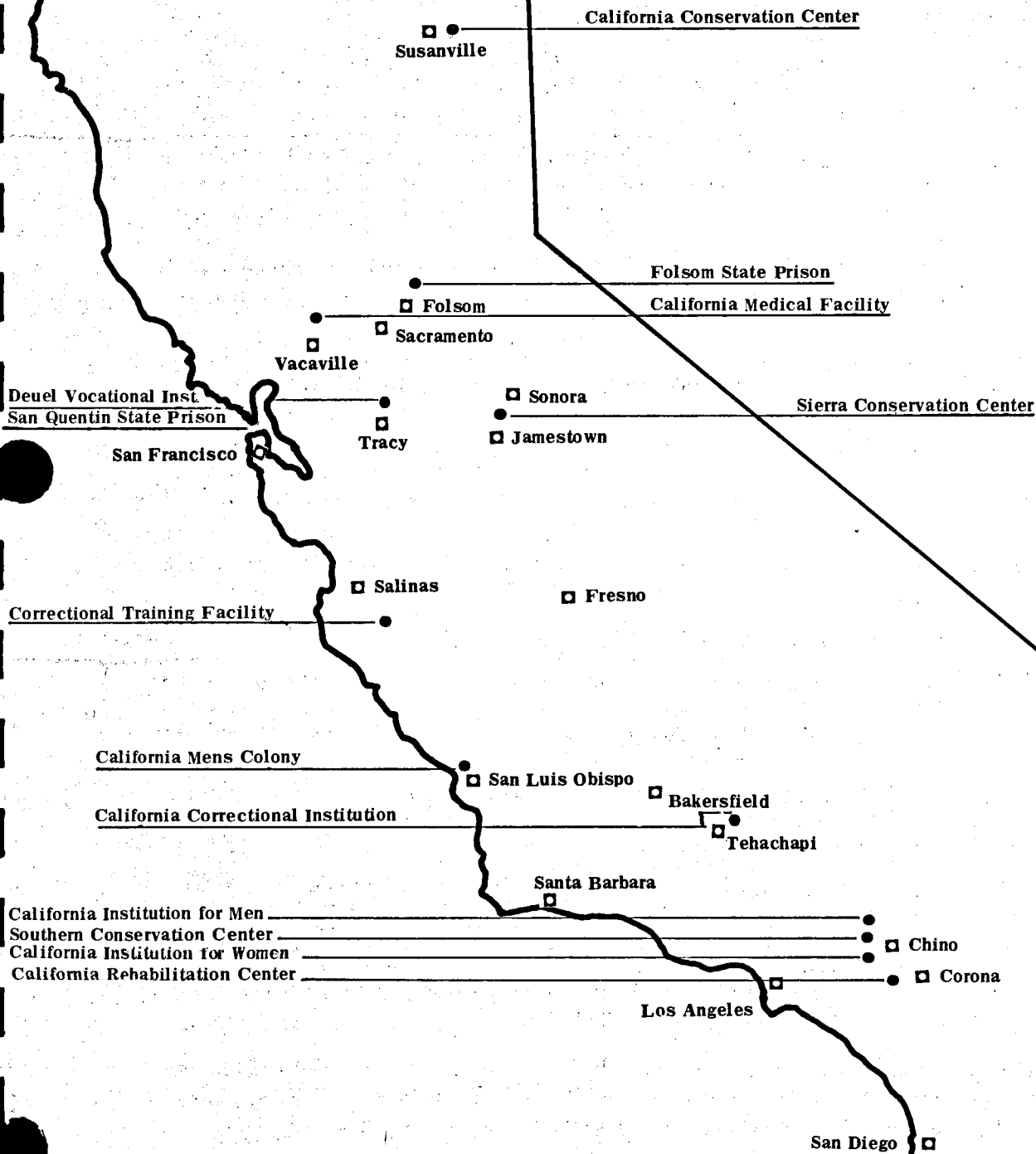
Youth Training School, Ontario--Youth Authority's largest institution with 1,200 youths, ages 17 to 22; half-day vocational classes plus intensive vocational training program; located just south of Ontario, 25 miles east of Los Angeles; Lyle Egan, superintendent.

APPENDIX Q

**CAMPS AND INSTITUTIONS,
CALIFORNIA DEPARTMENTMENT OF CORRECTIONS**

Institutions

Department of Corrections



California Correctional Institutions for Adults

California Conservation Center, Susanville -- About 310 miles northwest of San Francisco via Reno; medium-minimum security; 1,200 inmates; special training for inmates slated for later assignment to an outlying 80-man conservation camp; dormitory housing; Merle R. Schneckloth, superintendent.

Folsom State Prison, Folsom -- About 15 miles east of Sacramento on Highway 50; state's second oldest prison; cell housing; maximum security; 2,400 inmates; Walter E. Craven, warden.

California Medical Facility, Vacaville -- On Highway 80 between San Francisco and Sacramento; psychiatric programming for 1,400 inmates; state's northern reception center; cells and dormitories; L. J. Pope, M. D., superintendent.

Deuel Vocational Institution, Tracy -- On Highway 50 about 60 miles east of Oakland; medium security; for younger offenders and hard-to-manage juveniles; 1,650 inmates; cell housing; emphasis on academic and vocational training; L. N. Patterson, superintendent.

San Quentin State Prison, near San Rafael -- A half hour drive from San Francisco via Highway 101, state's oldest and largest prison; medium-close security; 3,900 inmates; cell housing; L. S. Nelson, warden.

Sierra Conservation Center -- Near Sonora and west of Yosemite Park; medium-minimum security; 1,200 inmates; pre-camp training; dormitory housing; Howard Comstock, superintendent.

Correctional Training Facility, Soledad -- Just off Highway 101 about 25 miles south of Salinas; a three-unit medium-minimum security institution; 3,400 inmates, each unit a separate program but joint use of central services; cells and dormitories; C. J. Fitzharris, superintendent.

California Mens Colony -- On Highway 1 near San Luis Obispo; a two-part institution; minimum security unit for old men; medium security facility divided into four 600-man sections under separate program administrators; total of 3,700 inmates; cells and dormitories; H. V. Field, superintendent.

California Correctional Institution, Tehachapi -- About 50 miles southeast of Bakersfield via Highway 466; a two unit medium-minimum security institution for 1,400 inmates, heavy emphasis on group living; dormitory housing; G. P. Lloyd, superintendent.

California Institution for Men, Chino -- About 60 miles east of Los Angeles; minimum security; 1,300 inmates; unarmed perimeter; location of state's southern reception center; E. J. Oberhauser, superintendent.

Southern Conservation Center, Chino -- Medium-minimum security; 550 inmates; pre-camp training; dormitory housing; W. T. Stone, superintendent.

California Institution for Women, near Chino -- State's only facility for women felons; reception center, psychiatric unit; housing in individual rooms, cottage style design; 900 inmates; Mrs. Iverne Carter, superintendent.

California Rehabilitation Center, Corona -- Inpatient treatment for narcotic addicts in the state's civil commitment program; 2,400 residents includes 325 women; heavy emphasis on group counseling; dormitory housing; Roland Wood, superintendent.

APPENDIX R

CALIFORNIA CORRECTIONAL MANPOWER

BY

PERSONNEL CATEGORIES

CALIFORNIA CORRECTIONAL SYSTEMS

CORRECTIONAL PERSONNEL BY REGIONS AND CATEGORIES

	<u>County Prob.</u>	<u>CYA</u>	<u>CDC</u>	<u>Total</u>
<u>Northern</u>				
Correctional Managers	40	2	3	45
Case Managers	83	57	124	264
Specialists	0	1	33	34
Technical and Service	4	4	95	103
Custodial	<u>53</u>	<u>0</u>	<u>132</u>	<u>185</u>
Totals	180	64	387	
Total: Northern Region				<u>631</u>
<u>Central</u>				
Correctional Managers	197	30	59	286
Case Managers	1276	304	409	1989
Specialists	30	326	486	842
Technical and Service	165	495	929	1589
Custodial	<u>854</u>	<u>542</u>	<u>1992</u>	<u>3388</u>
Totals	2522	1697	3875	
Total: Central Region				<u>8094</u>
<u>Southern</u>				
Correctional Managers	155	13	82	250
Case Managers	2585	138	463	3186
Specialists	38	257	264	559
Technical and Service	55	334	581	970
Custodial	<u>736</u>	<u>513</u>	<u>852</u>	<u>2101</u>
Totals	3569	1255	2242	
Total: Southern Region				<u>7066</u>

CALIFORNIA CORRECTIONAL SYSTEMS

CORRECTIONAL MANAGERS:

Definition:

Correctional managers are the administrative personnel who manage the correctional system from the central office, parole field or institutional position. They are charged with the responsibility of formulating the system's policies and plans and making major administrative decisions.

TYPICAL EMPLOYEE CLASSIFICATIONS:

PROBATION			YOUTH AUTHORITY		DEPT. OF CORRECTIONS	
Chief Probation Officer			Superintendent I		<u>Central Office:</u> Division heads, specialist -- up (30)	
Assistant Chief Probation Officer			Superintendent II		<u>Parole:</u> Regional Administrators (7)	
Division Chiefs			Asst. Superintendent		<u>Institutions:</u> Correctional Administrators & up (45)	
Probation Administrator I, II, and III			Division Chiefs			
Director, Juvenile Hall			Deputy Directors			
Director, Ranches, Schools						
Asst. Director, Ranches, Schools						
Total: <u>392</u>			Total: <u>45</u>		Total: <u>82</u>	
	<u>Field</u>	<u>Inst.</u>				
North	28	12	North	2	North	3
Central	129	68	Central	30	Central	59
South	90	65	South	13	South	82

Total

North	45
Central	286
South	250
	<u>581</u>

CALIFORNIA CORRECTIONAL SYSTEMS

CASE MANAGERS:

Definition:

Case managers are responsible for assembling information about individual offenders, developing specific treatment programs while in the institution and supervising probationers and parolees in the community:

TYPICAL EMPLOYEE CLASSIFICATIONS:

PROBATION			YOUTH AUTHORITY		DEPT. OF CORRECTIONS		
Deputy Probation Officer D.P.O. II D.P.O. Trainee Sr. D.P.O.			Parole Agent I Parole Agent II Parole Agent III Program Administrator Treatment Team Supervisor Parole Agent IV Social Workers		Institutional Correctional Counselor I through Program Administrator (303)		
Job titles vary from County to County					Parole Agent I through Assistant Regional Administrator (401)		
Field: 3749			Field 345		Correctional Program Supervisor I through III (292)		
Institutions: 195			Institutions: 154				
	<u>Field</u>	<u>Inst.</u>			996		
North	83	--	North	57			
Central	1221	55	Central	304	North:	P.A.	6
South	<u>2445</u>	<u>140</u>	South	<u>138</u>		C.P.S.	103
	3749	195		499		C.C.	<u>15</u>
							124
Total:	3944				Central:	P.A.	135
						C.P.S.	112
						C.C.	<u>162</u>
							409
					South:	P.A.	260
						C.P.S.	77
						C.C.	<u>126</u>
							463

Total: 5439

North: 264

Central: 1989

South: 2849

CALIFORNIA CORRECTIONAL SYSTEMS

SPECIALISTS:

Definition:

Specialists are academic and vocational teachers and theorists who work in correctional programs. The last category includes a diverse group of technical and service personnel.

TYPICAL EMPLOYEE CLASSIFICATIONS:

PROBATION			YOUTH AUTHORITY		DEPT. OF CORRECTIONS	
Research Psychologist Dentists Nurse Psychologist Craft Instructor Teachers are generally provided by local school district.			Supervisor of Education Supervisor of Instruction Teachers Instructors Psychologists Psychiatrists Medical Personnel Chaplains			
Field:	38		Field:	5	Field:	3
Institutions:	30		Institutions:	579	Institutions:	780
	<u>Field</u>	<u>Inst.</u>				
North:	0	0	North:	1	North:	33
Central:	13	17	Central:	326	Central:	486
South:	25	13	South:	257	South:	264
Total:	68		Total:	584	Total:	783

CALIFORNIA CORRECTIONAL SYSTEMS

TECHNICIANS AND SERVICE PERSONNEL:

Definition:

Technicians and service personnel consists of those who are responsible for the maintenance and operation of the correctional institution as well as providing various specialized services to offenders. This diverse group includes electricians, farm managers, foreman of industrial shops, researchers, and secretaries.

TYPICAL EMPLOYEE CLASSIFICATIONS:

PROBATION	YOUTH AUTHORITY	DEPT. OF CORRECTIONS
	Stenographers Secretaries Typists Maintenance Personnel Farm Personnel Business Manager Culinary Personnel Research Analyst Statistician Construction Analyst Accounting Personnel Budget Analyst Management Analyst Fiscal Officer Personnel Officer Data Processing Personnel Transportation Personnel Stock Clerk Information Officer II Storekeeper	Secretaries, Records officers, Accountants, shop foreman, dairy managers, etc.
Juv. Halls 108 Institutions 85 Camps 31	Reception Centers 117 Institutions 691 Camps 25	
North 4 Central 165 South <u>55</u>	North 4 Central 495 South <u>334</u>	North 95 Central 929 South <u>581</u>
Total: 224	Total: 833	Total: 1605

CALIFORNIA CORRECTIONAL SYSTEMS

CUSTODIAL PERSONNEL:

Definition:

Custodial Personnel are group supervisors and correctional officers who are the institutional personnel generally concerned with the custody and care of offenders within the institutional setting.

TYPICAL EMPLOYEE CLASSIFICATIONS:

PROBATION			YOUTH AUTHORITY		DEPT. OF CORRECTIONS	
Supervising Group Counselor Senior Group Counselor Group Counselor I, II Night Group Supervisor Supervisor Housemother Ranch, Juv. Hall Counselor			Group Supervisors Senior Group Supervisors Assist. Head Group Supervisors Head Group Supervisors		Correctional Officer through Captain, including Women's Correctional Supervisors (Does not include CPS series which are reflected as Case Managers)	
Juvenile Halls: 1372 Camps: 271			Reception Centers: 149 Institutions 837 Camps 69			
	<u>J.H.</u>	<u>Camps</u>				
North	53		North	0	North	132
Central	712	142	Central	542	Central	1992
South	607	129	South	513	South	852
Total: 1643			Total: 1055		Total: 2976	

APPENDIX S

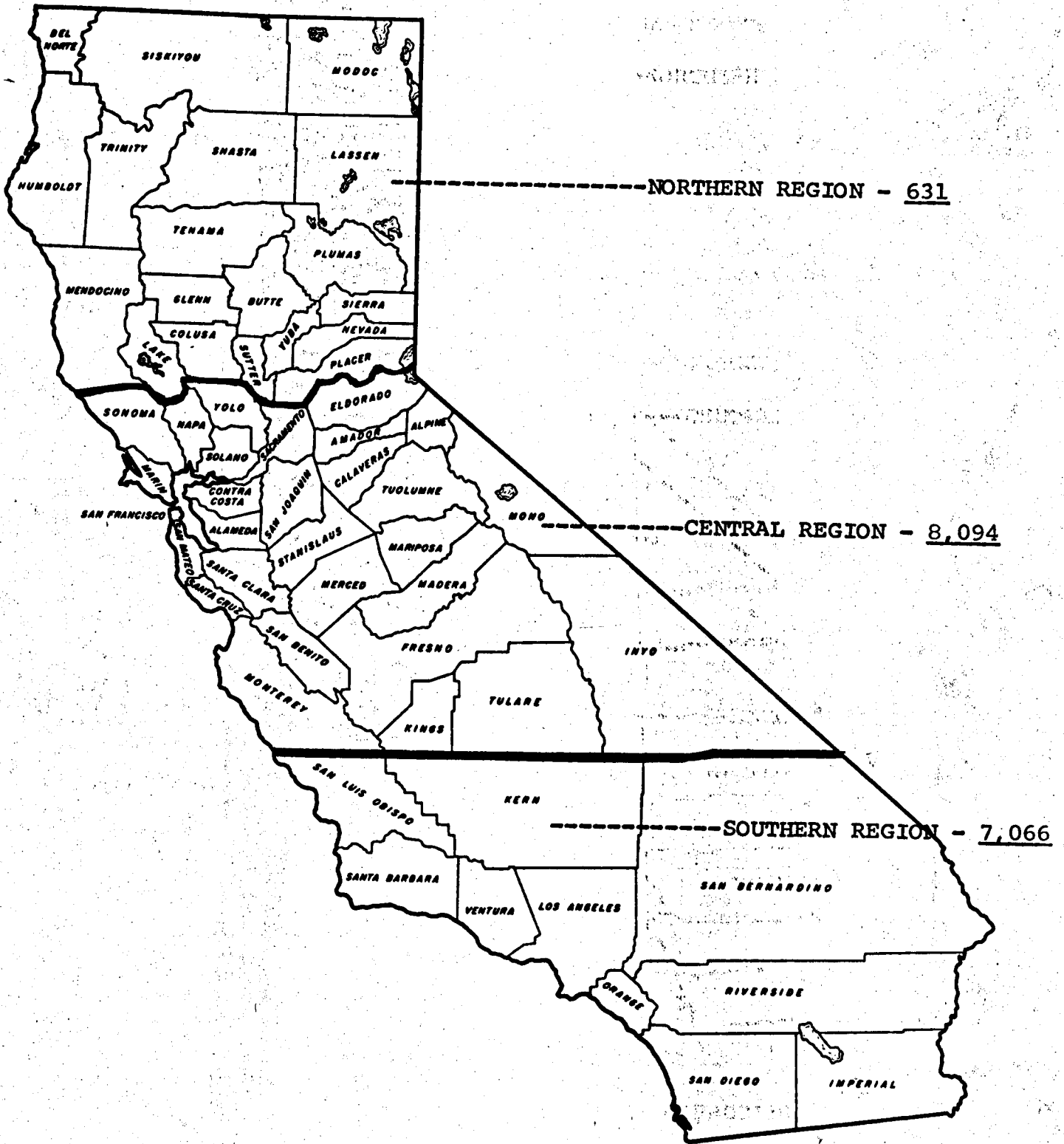
CALIFORNIA CORRECTIONAL MANPOWER BY COUNTIES

APPENDIX T

CALIFORNIA CORRECTIONAL MANPOWER BY REGIONS

TOTAL OF
CORRECTIONAL WORKERS IN CALIFORNIA
BY REGIONS
1968

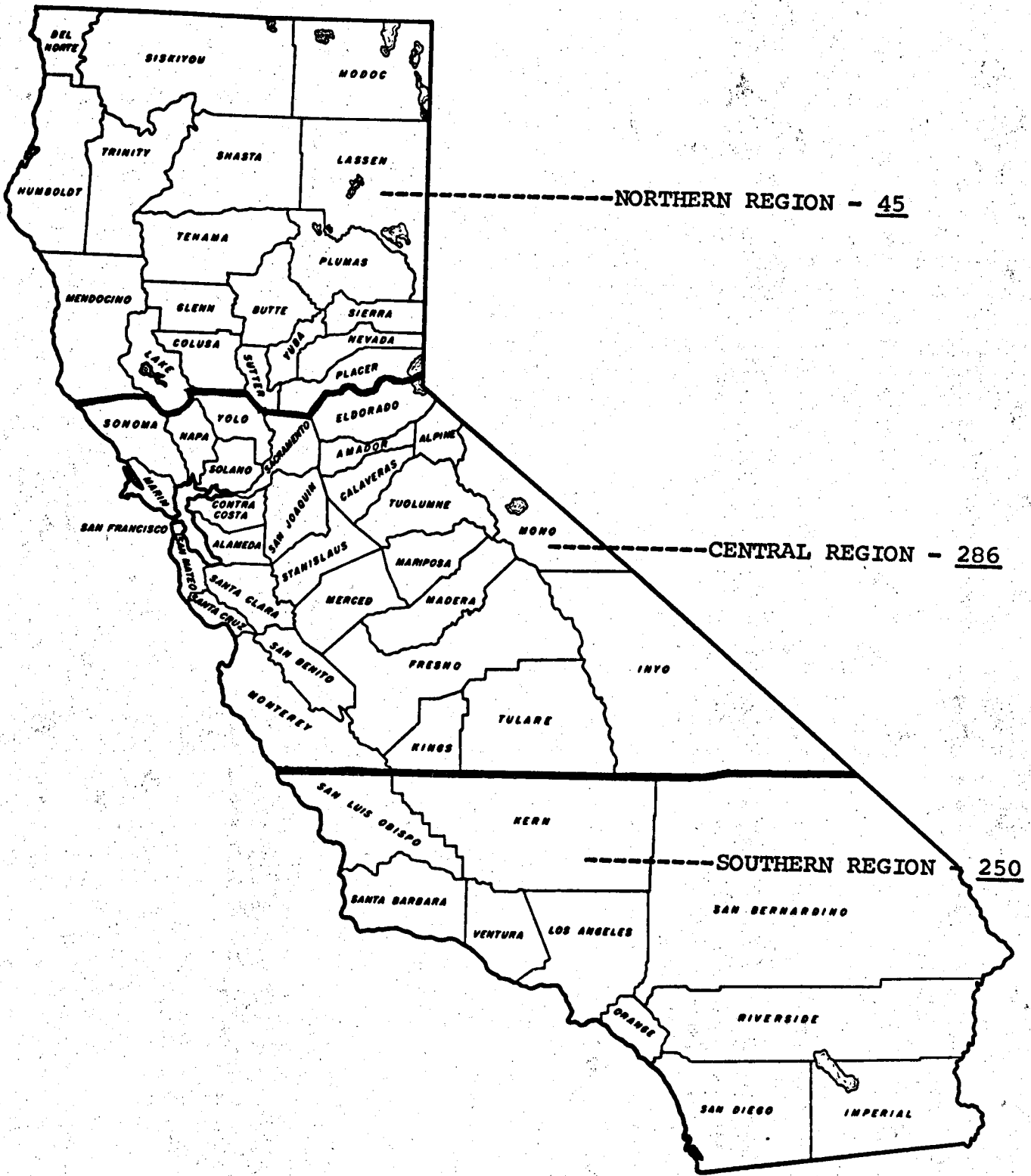
MAP A



TOTAL OF ALL CORRECTIONAL WORKERS - 15,791

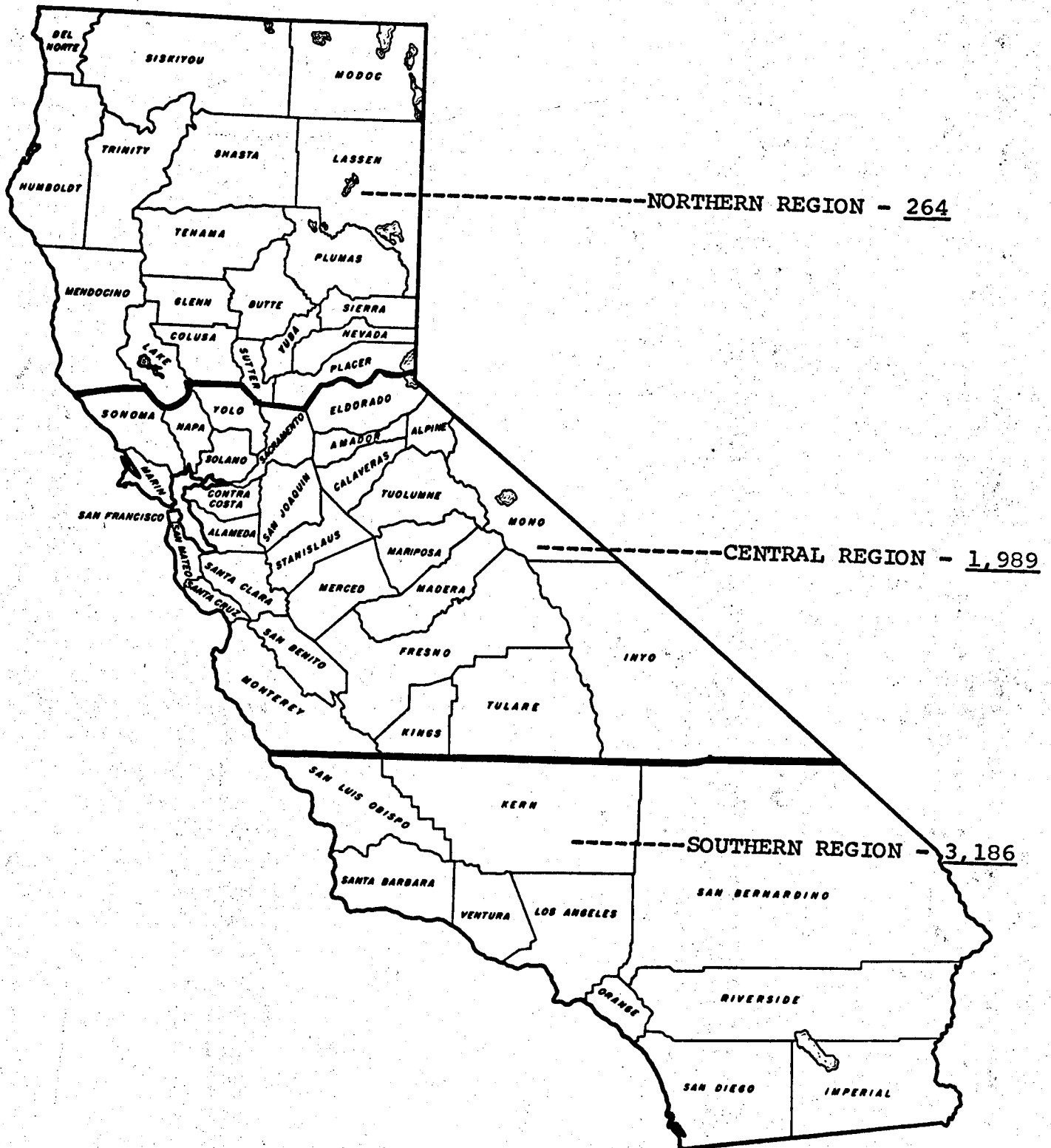
CORRECTIONAL MANAGERS IN CALIFORNIA
BY REGIONS

MAP B

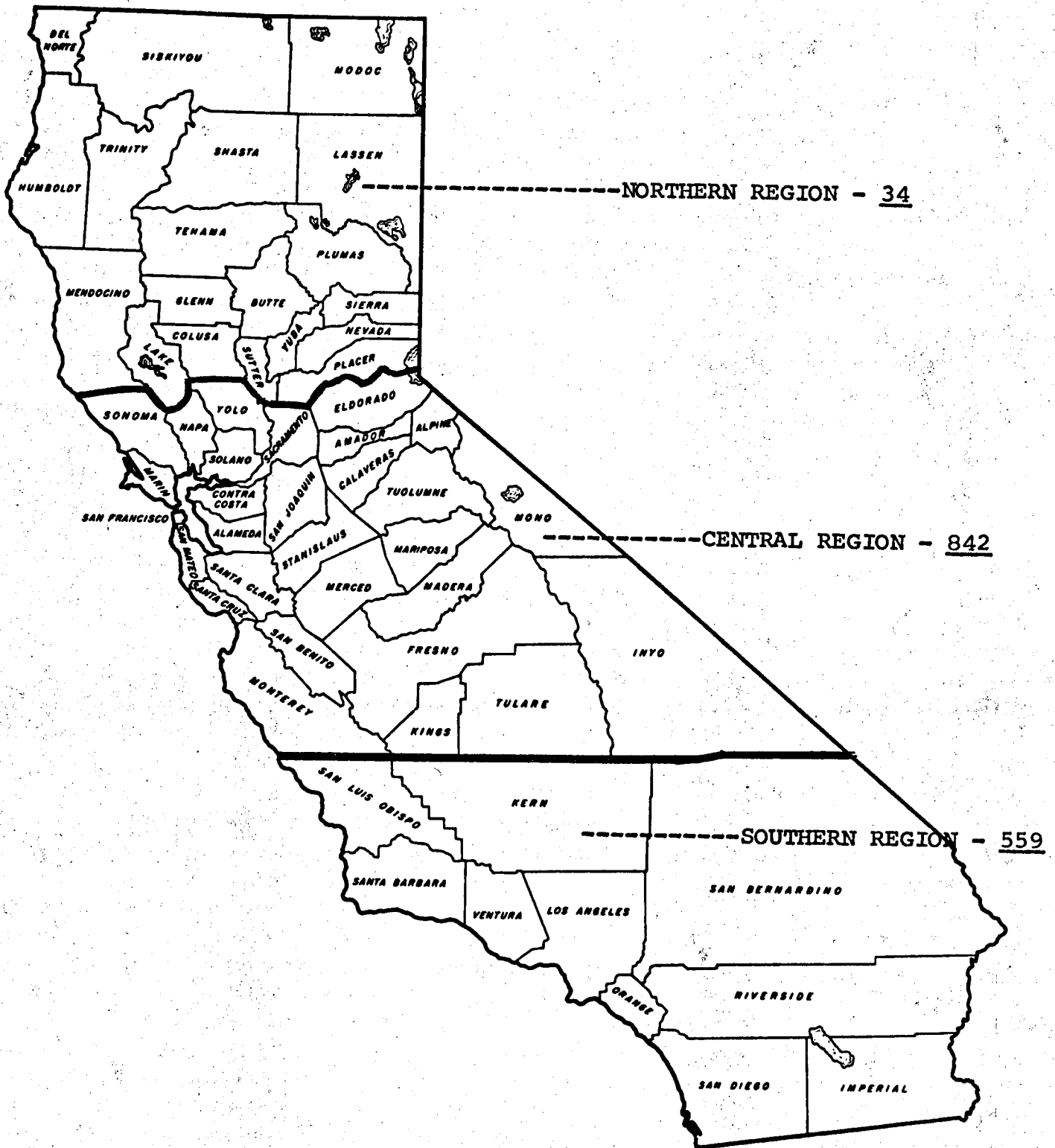


CASE MANAGERS IN CALIFORNIA
BY REGIONS

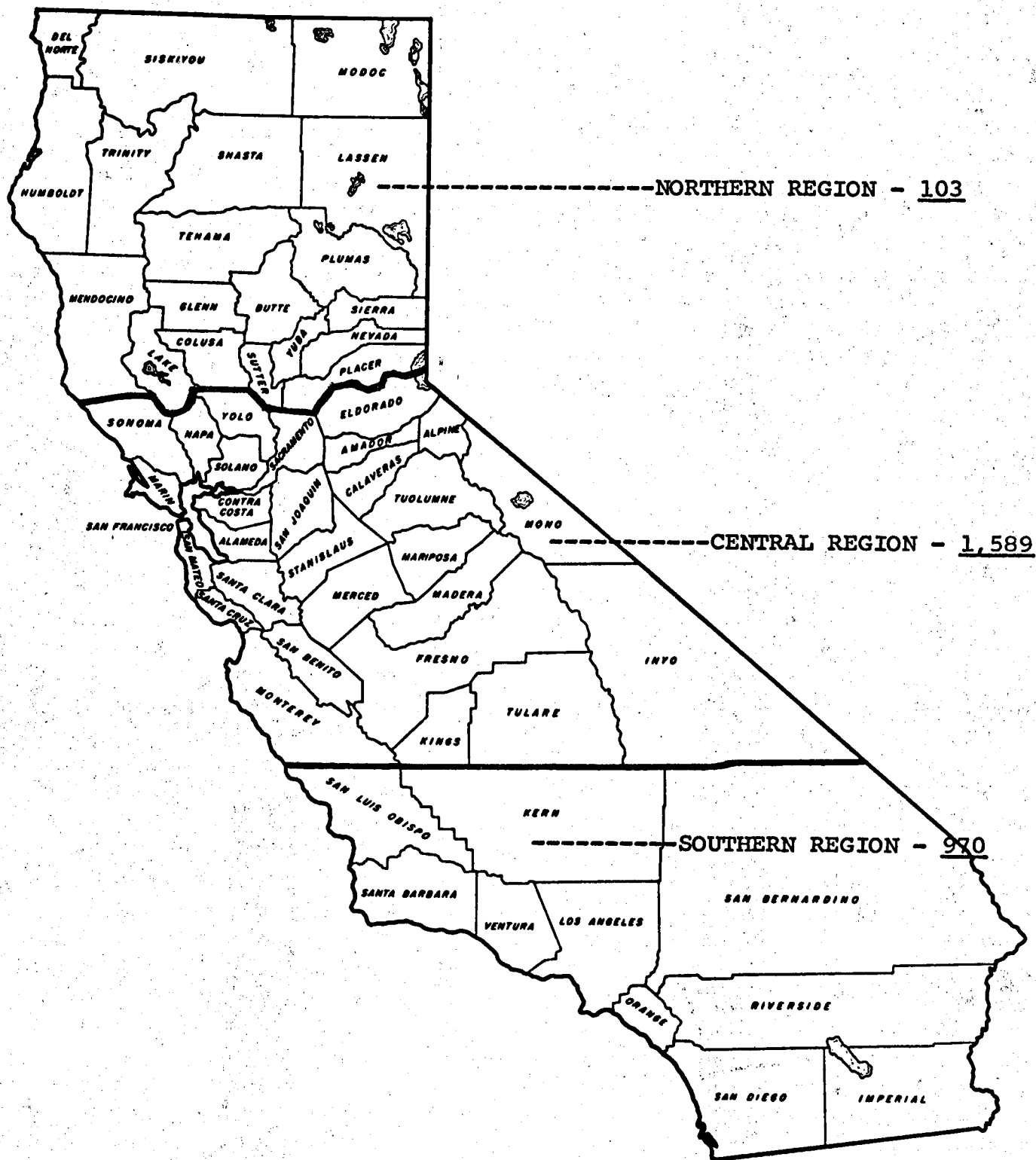
MAP C



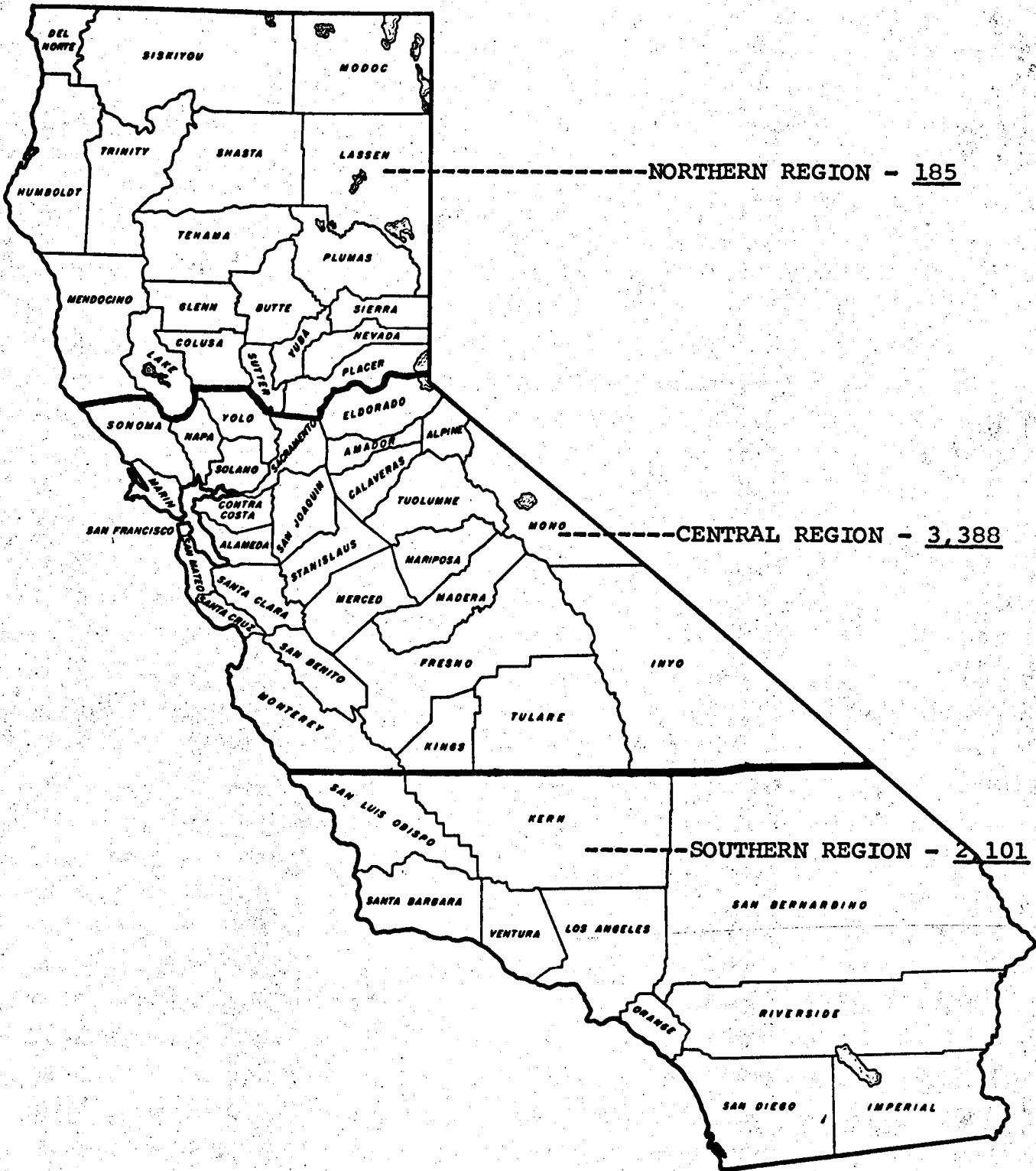
CORRECTIONAL SPECIALISTS IN CALIFORNIA
BY REGIONS



CORRECTIONAL TECHNICIANS AND SERVICE
PERSONNEL IN CALIFORNIA BY REGIONS



CUSTODIAL PERSONNEL IN CALIFORNIA
BY REGIONS



APPENDIX U

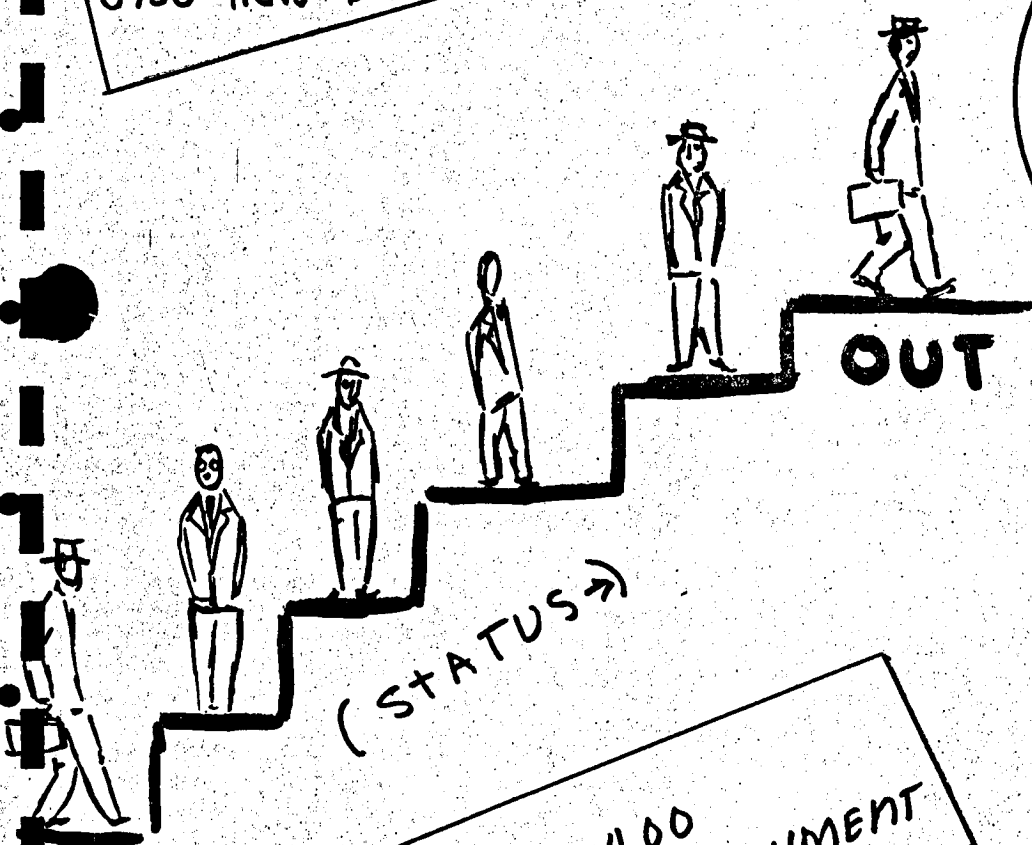
CALIFORNIA CORRECTIONS: TURNOVER RATES

DEPUTY PROBATION OFFICERS

NEXT 5 YEARS

3930 New D.P.O.'s

20%
Leave
Employment
Per Year
?



1967- Approx. 400
LEFT EMPLOYMENT

PROBATION SUBSIDY

68-69 → 330 New
69-70 → 533 D.P.O.'s

APPENDIX V

CALIFORNIA CORRECTIONS: PERSONNEL PROJECTIONS

ESTIMATED CORRECTIONAL
PERSONNEL TO BE RECRUITED
IN THE NEXT 5 YEARS

15,000

(Sampling of 6 Large
County Probation Officers)

TURNOVER
RATES

20% D.P.O.

22% Group Suprv.

CYA & CDC
CASE MGRS.

..... 12%

County
Case Mgrs.

..... 20%

Correctional
Officer

23%

Los Angeles County

TURNOVER

Deputy Probation Officer → 57%

Group Supervisor → 41%

APPENDIX W

STATE OF CALIFORNIA

STAFF DEVELOPMENT AND TRAINING POLICY

APPENDIX W

STATE OF CALIFORNIA

STAFF DEVELOPMENT AND TRAINING POLICY

Only through people can we attain our goals and objectives and contrary to most organizational endeavor, people are also our product. Any organization that is content to be a trustee of the status quo will begin to wither and atrophy. To insure continued progress every manager, every supervisor, every employee must think of himself as a manager of change rather than that trustee of the status quo. In order for Training and Staff Development to contribute significantly to our goals and objectives management at every level must establish a climate - a spirit of venturesomeness - wherein all employees will have the opportunity to grow and develop to the maximum of their potential.

Each manager and supervisor must create a growth-enhancing climate by personal example, by expectations of excellence in performance from both himself and his personnel, and by providing the necessary assistance in the form of training and coaching to insure maximum development of all.

The line managers and supervisors are solely responsible for the training, coaching, and development of their staff. Training staff (where available) will assist the line in accomplishing training. Training staff will stimulate an awareness of the importance of training at all levels of management, and will coordinate those programs which are Department-wide in their scope.

Finally there is the responsibility of the individual for his own development. Attitudes, behavior, judgment, intellectual growth, and character cannot be taught, they must be learned. Learning will occur only through the will and motivation to learn. We are committed to help the individual employee by providing the means and the organizational climate for his progress but within himself rests the ultimate responsibility for successful achievement.

A training and staff development program must contain the following ingredients:

- (a) Participation, involvement, and sanction of top management.
- (b) A minimum of didactic instruction and a maximum of group participation.
- (c) Involvement of participants from beginning of the design through setting of objectives and expectations.
- (d) All training must be job related and trainees must perceive its utility in functioning on the job.

- (e) A means of evaluation of the training included in the plan.
- (f) An organizational climate conducive to and supportive of training and staff development.
- (g) An expectation on the part of supervisors which is appreciated on the part of trainees, that there will be maximum transference of learning from classroom to job.
- (h) Training should be frequent, in logical sequence, continuous, and on-going.
- (i) The individual must accept responsibility for his share of training and self-development.

APPENDIX X

CALIFORNIA PROBATION SUBSIDY SUMMARY

8/1/68

DEPARTMENT OF THE YOUTH AUTHORITY
Allen F. Breed, Director

PROBATION SUBSIDY PROGRAM

The probation subsidy became operational July 1, 1966. It is voluntary and permits counties to develop individualized programs. It encourages probation departments to reduce their rate of commitments (not numbers, but rates) to state correctional facilities in return for a payment that is commensurate with the degree of reduction they achieve. Funds to pay for programs are derived from savings made by the state by not having to provide correctional care for selected cases that can be kept in the community, but previously, have been committed to the state. For every one case the county retains, it can receive sufficient money to provide greatly enriched supervision to four or more cases normally kept in the community on probation. The state pays only for services rendered, not the promise of some future service.

During 1968-69, 41 counties representing 94.9% of the total state population, will participate in the subsidy program. Program proposals total 10 million dollars. Actual funds budgeted for reimbursement during fiscal 68-69 total only 7.9 million dollars (delays in initiating programs reduces actual costs).

Five hundred thirty-three (533) probation officers have been added by counties to provide special supervision. Over 26,650 probationers will be served. Average caseloads are substantially below 50 per special officer as contrasted with 100 - 200 cases carried by regular probation officers.

COMMENTS

If current projections for 67-68 are maintained, approximately 3,879 people will not have come into state correctional institutions since the program began in July, 1966. (See attached table for details.) Construction of institutional beds to accommodate these people (at \$20,000 per bed) would have cost approximately 78 million dollars. On the basis of a minimum cost of \$4,000 per individual criminal career, these cases could have cost the state 15.5 million dollars; the actual cost to the state through subsidy is only 5 million dollars for the same cases.

GROWTH AND RESULTS OF PROBATION SUBSIDY PROGRAM
1966 - 1969

Fiscal Year	No. Counties Participating	Percent of State Pop. Served	No. Reduced Commitments	Median Rate Decrease	No. Field Officers Add.	County Earnings	State Cost
1966 - 1967	31	75.0%	1,451	36.7%	141	\$5,675,815	----- a
1967 - 1968	36	80.5%	2,428b	51.7%b	306	\$9,450,945b	\$4,750,000
1968 - 1969	41	94.9%	-----	-----	533d	-----	\$7,900,000c

a --- No Payment - Reimbursement during 1967-68 fiscal year

b --- Projections based on first nine months experience

c --- Budgeted funds for 1968-69

d --- Caseload personnel only included in this column; supervisors and other support positions not included Staff; all categories, in 1968-69 totals.981.

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Division of Delinquency Prevention
San Francisco