
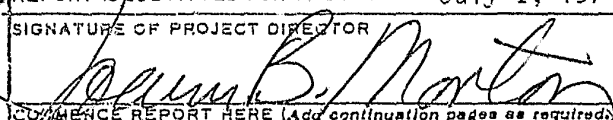


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OMB APPROVAL NO. 43-0001
EXPIRATION DATE 8-30-76

 <p>U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION</p>		<p>DISCRETIONARY GRANT PROGRESS REPORT</p>	
<p>GRANTEE Georgia Crime Commission</p>		<p>LEAA GRANT NO. 74-ED-04-0009</p>	<p>DATE OF REPORT Feb. 10, 1976</p>
<p>IMPLEMENTING SUBGRANTEE Institute of Government University of Georgia</p>		<p>TYPE OF REPORT <input type="checkbox"/> REGULAR QUARTERLY <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT </p>	
<p>SHORT TITLE OF PROJECT S C M C</p>		<p>GRANT AMOUNT \$ 154,246</p>	
<p>REPORT IS SUBMITTED FOR THE PERIOD July 1, 1974 THROUGH December 30, 1975</p>			
<p>SIGNATURE OF PROJECT DIRECTOR </p>		<p>TYPED NAME & TITLE OF PROJECT DIRECTOR Joann B. Morton</p>	

COMMENCE REPORT HERE (Add continuation pages as required)

FINAL REPORT - December 30, 1975

SOUTHEASTERN CORRECTIONAL MANAGEMENT
TRAINING COUNCIL

DISCRETIONARY GRANT #74-ED-04-0009

32672
READING ROOM

ANTEE STATE PLANNING AGENCY (Official)

DATE

REV. 1-73

REPLACES LEAA-G-CP-153, WHICH IS OBSOLETE.

NOJ-107

Introduction

All activities with one exception of the Southeastern Correctional Management Training Council which had been specified in the grant proposal and subsequent adjustments were completed by December 30, 1975. The exception was the distribution of the final three publications which will be handled under the continuation of SCMTC. All objectives of the project were met or exceeded during the project period. The evaluation of the five phases of the project (1) the Council, (2) sequential training, (3) scholarship program, (4) technical assistance, and (5) the development of resource documents and newsletter is as follows:

Phase I - Council

The most significant development in the evolution and work of the Council under this grant period was the decision by this body to expand the scope of their concerns to general correctional management issues over and above regional staff development programs. In February 1975 the Council elected acting officers for the first time and established a committee on organization. Following the May Directors Seminar the Council adopted the attached constitution and bylaws and elected permanent officers. Their first act was to vote unanimously to remain in an advisory capacity to the regional staff development project. They will also be pursuing other sources of funding to address other regional management concerns.

The Council has been expanded to eighteen members (see attachment B for list). Bruce Cook, LEAA Region IV Corrections Specialist, serves as an ex officio member and the project director serves as Executive Secretary of the Council.

Phase II - Sequential Training

One of the most important operational phases of the Southeastern Correctional

Management Training Council (SCMTC) is to provide interregional correctional training opportunities for the various correctional agencies in the southeast. These training opportunities are provided through workshops and seminars given in various locations in the region. The purposes or goals of the workshops include the following:

1. Stress and clarify correctional standards and goals on a regional basis, as well as discuss and suggest means of implementing procedures to achieve these standards and goals.
2. Provide conceptual knowledge of the most effective innovations in correctional administration, especially to those at the managerial level so that they can function as a key agent of change and improvement in an open organization.
3. Provide and enhance skills in leadership, communications, problem - solving, decision-making, public relations, staff development, and other administrative functions.
4. Increase the understanding of human behavior and motivation with the goal of developing a climate of commitment to organizational objectives in the agency.
5. Provide an opportunity for creative exchange of ideas with other workshop participants.
6. Enhance feelings of satisfaction with continuing growth as a person, and for those at the managerial level, as a manager.
7. For those at the managerial level, assist in the attainment of an awareness of the personal management style and how it affects work and functioning.

Last year SCMTC conducted fourteen (14) workshops. This was one more than purposed by SCMTC or required by LEAA. The fourteen workshops were attended by 368 participants who completed 12,352 man hours of workshops training. There were an average of twenty-six participants per workshop, and the average workshop consisted of approximately 883 work-hours. The 368 workshop participants represented a forty-two (42) percent increase over the 260 participants which SCMTC had initially purposed to train or had been required to train by LEAA. One reason that workshops provided by SCMTC were so well attended was that they

were conducted at a variety of locales throughout the southeast. Another reason for the workshops being so well received was the diversity of workshops which SCMTC provided. A listing of the workshops as well as the locales makes this evident.

The Role of Corrections in the Community, Mobile, Alabama
Implementation of Detention Standards, Winston-Salem, N.C.
Parole Decision Making, Atlanta, Georgia
Manpower Development & Utilization in Correctional Programs,
Athens, Georgia
Training Techniques and Methods, Columbia, S. C.
The Role of Corrections in the Community, Athens, Georgia
Rights of Personnel and Offenders in the Correctional System,
Athens, Georgia
Program Needs of Older Delinquent Girls and the Female Offender,
Jackson, Mississippi
Special Issues in Corrections, Asheville, N.C.
Basic Management I, Jacksonville Beach, Florida
Basic Management II, Jacksonville Beach, Florida
Basic Management I, Nashville, Tennessee
Basic Management II, Nashville, Tennessee
Simulation in Correctional Training, Athens, Georgia

In addition to being well attended, the workshops conducted by SCMTC attracted a variety of representatives from every state in the southeast as well as Texas and Ohio. Every state attended at least six of the fourteen workshops while five of the southeastern states had representatives present at ten or more.* Moreover, correctional agencies within each state were well represented. Some indication of the diversity of workshop participants is provided by listing the agencies by state who sent representatives to SCMTC workshops.

Alabama	State Board of Corrections
	Department of Youth Services
	Local Juvenile Probation Departments
	State Board of Pardons and Paroles

*The Precise breakdown of workshop participation by state was: South Carolina, Georgia, and Florida - Twelve (12); Alabama - eleven (11); Mississippi and Kentucky - ten (10); Tennessee - seven (7); and North Carolina - six (6).

Florida	Department of Offender Rehabilitation Division of Youth Services Parole and Probation Commission (includes field service) Jacksonville/Duval County Orange County Other City/County Departments of Corrections Bureau of Criminal Justice Planning & Assistance (SPA)
Georgia	Department of Offender Rehabilitation (includes P and P) Fulton County Juvenile Services Fulton County Jail Fulton County Adult Probation State Board of Pardons and Paroles
Kentucky	Bureau of Corrections (includes Probation and Parole) Parole Board
Mississippi	Mississippi State Penitentiary Department of Youth Services Probation and Parole Board (includes field services)
North Carolina	Division of Prisons Division of Youth Services Division of Adult Probation and Parole Parole Commission Division of Detention Facilities and Services (HRS) Division of Law and Order (SPA)
South Carolina	Department of Corrections Department of Youth Services Department of Juvenile Placement & Aftercare Probation, Parole & Pardon Board
Tennessee	Department of Corrections (includes Probation and Parole of Youth Services) Board of Pardons & Paroles Local Juvenile Courts

Evaluation of Workshops

In addition to the logistics of providing training opportunities, it is incumbent upon the sponsoring agency to insure that the workshops provided achieve the objectives and goals that have been set forth. The establishment and planning of these standards represent a comprehensive process

in itself.* SCMTC accomplished this measurement through an evaluative process that proceeded at three levels. These were: (1) evaluation during the workshop; (2) evaluation immediately after the workshop (Post-conference evaluation); and (3) evaluation approximately six weeks following the workshop (Post-post conference evaluation).

During the workshop an SCMTC representative was always present. The representative thus, was able to obtain an immediate impression of the workshop both through personal observation and through comments conveyed by workshop participants. Any difficulties which arose consequently were dealt with quickly. Also, areas of strength were noted and these provided a value input into the planning of future workshops. Therefore, while the evaluations obtained during the workshops were of a highly subjective nature, they were extremely valuable as both an immediate and future source of feedback.

*A partial listing of the logistics of planning a workshop include:

- (1) Deciding upon what material will be provided in the workshop and insuring that this material will be applicable and relevant for workshop participants.
- (2) Select workshop staff and insuring that the staff not only have a broad working knowledge of the subject area, but as well, can convey this in a succinct manner.
- (3) Fashion material into a working package which while comprehensive enough to be of value will still not be so broad as to preclude its ready assimilation by participants.
- (4) Decide on location which will maximize participation.
- (5) Insure that backup staff is available should some staff be unable to attend.
- (6) Insure that all eligible and interested agencies and personnel are aware of training event.

Post-Conference Evaluations

Post-conference evaluations were obtained at the conclusion of each workshop. The purpose of the evaluation was essentially two-fold. One was to determine to what extent the workshops had successfully accomplished their objectives or goals. That is, to what extent information in the workshop program had been successfully conveyed to workshop participants. The second was to ascertain areas of strength and weakness so that future workshop formats could be modified or changed thus insuring continued improvement in the workshops. When an area of strength was discerned it was, if practical, incorporated into subsequent workshops. When deficit areas were noted they were either discontinued or modified so that the deficiency would be eliminated from future workshops.

In order to determine the impact of the workshops, evaluation forms (note attachment C) were provided at the conclusion of each workshop during a time specifically set aside for completing the evaluations. Participants were requested not to be reticent in completing the evaluations and were instructed that only by their being completely candid would the evaluations be useful in planning future workshops. It should be noted also that while SCMTC representatives were present during the evaluation they were there only to clarify questions which might arise. The anonymity of all participants was respected.

Substantive areas* of the evaluation included the following: Attainment of workshop objectives, Pre-workshop Expectations, Teaching Techniques, Subject content; Workshop Elements; Applicability of Workshop to Job Experience; and Tested Experiences.

*Note that while evaluations were similar as far as substantive areas were concerned, they differed as to specifics according to the workshop topic and program. In addition to these seven substantive areas, space was provided for any comments the participant might want to make.

The evaluation area "Attainment of Workshop Objectives" was, as implied, related to how successful participants thought the workshop had been in achieving the objectives of the workshop. Specific objectives of the workshop were enumerated and participants were asked to rate attainment of workshop objectives as "Highly Successful," "Successful," Somewhat Successful; or "Unsuccessful."

I. Attainment of Workshop Objectives

Highly Successful	Successful	Somewhat Successful	Unsuccessful
48%	41%	10%	1%

The second substantive evaluation area was "Achievement of Pre-workshop Expectations." Here, workshop participants were asked whether they felt the workshop had met their expectations or whether the workshop had achieved what they had hoped it would achieve. Responses regarding whether participants felt their workshop expectation had been realized included: "Exceeded," "Realized," "Somewhat Realized," or "Unrealized".

II. Achievement of Pre-workshop Expectations

Exceeded	Realized	Somewhat Realized	Unrealized
34%	48%	17%	1%

The third evaluation area concerned "Teaching Techniques." "Teaching Techniques" were specifically related to what techniques (e.g. lecture, panel discussions, simulation, etc.) a participant thought was most effective or least effective in conveying workshop substance and ideas. Participants were asked to respond as to whether they felt an enumerated teaching technique was either "Very Effective," "Effective", "Somewhat Effective", or "Ineffective".

III. Teaching Techniques

Very Effective	Effective	Somewhat Effective	Ineffective
45%	43%	11%	1%

Another evaluation area was "Subject Content". Here the task was to determine if the workshop participants believed that the subject content considered in their workshops had been presented in an effective manner. Participants were asked whether they felt that the workshop subject content presentation had been "Very Effective," "Effective:", "Somewhat Effective", or "Ineffective".

IV. Subject Content

Very Effective	Effective	Somewhat Effective	Ineffective
41%	45%	12%	2%

The fifth substantive evaluation area was "Workshop Elements". Here an attempt was made to discern what specific elements the workshop participants were most or least satisfied with. That is, participants were asked how satisfied or dissatisfied that they had been with workshops elements such as speakers, subject content, techniques of presentation, opportunity to interact with fellow participants, and the overall program. Participant response included: "Very Satisfied," "Satisfied", "Somewhat Satisfied" and "Dissatisfied."

V. Workshop Elements

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied
61%	31%	8%	1%

Evaluation area six considered the relevance and applicability of the workshop presentation to the participant's job experience. A workshop participant had four response choices with regard to the relevance of the workshop presentation to his/her job. The response choices were that "all," "most," "some," or "none" of the presentation was directly job related.

VI. Relevance of Workshop to Job

All	Most	Some	None
34%	44%	23%	0%

A workshop participant also had four response choices with regard to the

applicability of the workshop presentation to his/her job. The responses, again, included "all," "most," "some," or "none".

VII. Applicability of Material to Job

All	Most	Some	None
19%	51%	31%	1%

The final post-conference evaluation area concerned the total workshop experience. Here an attempt was made to discern the overall impressions of the participants of the workshops. It was felt that this could best be determined by asking the participant: (1) if he/she felt the workshop had been worth his/her time: (2) if he/she recommended that the workshop be continued; and (3) if he/she would recommend that a peer attend the workshop. Responses to these were "yes," "no," and "undecided".

VIII. Total Workshop Experience

a.	Yes	No	Undecided
Worth your time?	94%	2%	4%
b.			
Should it be continued?	97%	1%	2%
c.			
Would you recommend your peers attend?	96%	1%	3%

Results of the post-conference evaluation indicates that SCMTC was extremely successful in achieving the workshop goals. It might be objected though, that the results were skewed in a positive direction because of the response choices provided on the evaluation forms. That is, the response choices usually offered only four choices, primarily arranged in the order of "Very effective (Satisfied)", "Effective (Satisfied)", "Somewhat effective (Satisfied", and "Ineffective (dissatisfied)". To conform to a true summated-rated scale, the choices should have also included "Somewhat ineffective (dissatisfied)" and "Very ineffective (dissatisfied)" (arranged, of course, with those included on the evaluation forms in the proper sequence). This argument is unacceptable, however, because in every

instance in each of the evaluation areas the top three categories (which indicated positive responses, always included at least ninety-seven (97) percent of the replies. That is, ninety-seven percent of the response were always in the "Very Effective (Satisfied)," "Effective (Satisfied)," or "Somewhat effective (Satisfied)," categories. Thus, at least ninety-seven percent of the responses were positive in every evaluation category. The results, without question, indicate that SCMTC was highly successful in achieving the objectives and goals of each workshop.

POST POST CONFERENCE EVALUATIONS

Approximately six weeks following a workshop participants were asked to complete a post-post conference evaluation. The purpose of the post-post conference evaluations was to determine if workshop participants had been able to implement the subject content of the workshop (or any part of it) to their job situation. It was felt that six weeks subsequent to the workshops would be a reasonable interval for the participant to have had the opportunity to implement the subject content. Also an attempt was made to discern what attitudes and impressions the respondent held of the workshop six weeks later. The participant by then, it was thought, should have had no doubt as to whether the workshop had or had not been worth his/her time and effort. As with the post-conference evaluations, the anonymity of all respondents was respected.

The post-post conference evaluations considered, thus, two substantive areas - implementation, and workshop attitudes and impressions. Under workshop attitudes, an effort was made to discern positive and/or negative attitudes the participant might have had about the workshop. Under impressions an attempt was made to determine whether respondents felt that the workshop was sufficiently valuable that they would attend again or suggest that a peer attend.

With regard to implementation, eighty (80) percent of the respondents said

that they had been able to implement at least part of the subject of the workshop to their job experience, while twenty (20) percent said they had not. It should be noted that some of the participants among this twenty percent had attempted to implement some phase or phases of the workshop experience, but had been frustrated. Some also reported that they anticipated being able to implement at least part of the workshop experience in the near future.

Concerning attitudes of the workshop, eighty-four (84) percent of the respondents comments were judged to be positive, twelve (12) percent were felt to be negative, and four (4) percent were judged to be neither positive or negative. Looking at whether a respondent would consider attending a similar workshop or recommend that a peer do so, ninety-five (95) percent said yes, two (2) percent said no, and three (3) percent were undecided. It is also interesting that three respondents were so enthused about the workshop they attended that they were going to conduct their own.

The post-post conference evaluations, like the post-conference evaluations, indicated that SCMTC was extremely successful in developing workshop experiences which were well received throughout the southeast. The two questions which were essentially alike on both the post-conference and the post-post conference evaluations concerning attendance at another workshop obtained essentially the same response -- ninety-seven and ninety-five percent respectively. Given the results of the evaluations, it is difficult to see how SCMTC could have generated much more enthusiasm than it did with regard to the workshops.

Phase III Scholarship Program

The Southeastern Correctional Management Training Council (SCMTC) provided twenty-nine scholarships during the last grant period. The scholarship program, which has been an on-going phase of each of the four prior grants periods was designed to make available financial assistance to persons of these agencies who

had limited or no resources which could be used for external staff developments and training experiences. It should be noted that it would probably not have been possible for those persons awarded scholarships to have attended a development experience outside their agency had the scholarships program not been available.

Criteria

The criteria employed in making scholarship awards consisted of five points:

(1) The type or nature of the staff development experience and the assessment of its merit; (2) the relationship of the applicants job position or work responsibilities to that of the development experience; (3) the assessment of why and how the applicant felt, the development experience would be of value in the conduct of his/her job; (4) the recommendation and determination by the applicant's senior supervisor that the development experience would be of job related value and benefit to the applicant in his or her job execution; and (5) whether attendance at the development experience was contingent upon the applicant's receiving a scholarship award.

Scholarships awards were not made for completing college courses when other LEAA funds are available, and only in selected circumstances were awards made for applicants to attend professional associational meetings.

Scholarship Review and Award Procedure

Announcements of the availability of scholarships were made twice yearly to all of the southeastern correctional agencies. The primary contact in each agency was the director of training and staff development who served as a central clearing source for most applications. Persons employed by those agencies interested in applying for scholarships were in most instances requested to obtain application forms from their training offices. By requiring all applicants to use the same form (note appendix E for Scholarship application Form), a uniform review

process was possible thereby assuring all applicants of an objective and fair review of their scholarship request. After the application was completed, applicants returned their scholarship request to SCMTC for consideration.

The procedure for reviewing scholarships consisted of either review by the Southeastern Correctional Management Council (SCMC), which is the advisory body of SCMTC, or review by the Director of SCMTC. The Council, at its regular meetings, reviewed all those applications received subsequent to scholarship announcements. Any applications received between Council meetings which had to be acted upon before the next Council meeting were reviewed by the Director of SCMTC. Awards were announced to both the authorizing supervisor who signed the application and the individual to whom the award was made. Scholarships were not transferable since they were made to individuals to attend specific staff development events. If for some reason an individual could not attend, the award was forfeited. Awards were made, of course, on the basis of merit using the five criteria previously indicated.

Scholarship Award Breakdown by State and Amount

It has been noted that twenty-nine scholarship awards were made during the grant period. This was almost twice the minimum number (15) of scholarships SCMTC had indicated in the original application would be awarded. There were sixty-six applications for scholarship assistance. The scholarship awarded by state were: South Carolina - 11; Alabama - 9; Mississippi - 5; North Carolina - 2; and Georgia - 2. Seven scholarships were awarded persons employed by local correctional agencies while twenty-two were awarded those who worked with state agencies. Eighteen scholarship recipients were with juvenile community based programs, eleven were with juvenile institutions, and one was associated with an adult institution. A further breakdown of those working with juvenile programs reveals that eleven scholarship recipients were with juvenile probation and

parole, six were with youth service boards, six were with juvenile institutions, and five were involved in some phase of administration of juvenile programs.

The total value of the awards was \$2,845.00. Again, this was almost twice the minimum amount SCMTC had initially anticipated expending for scholarships (\$1,500.00). The dollar breakdown by award was:

\$ 10.00 - 1

\$ 25.00 - 4

\$ 50.00 - 5

\$ 80.00 - 2

\$100.00 - 4

\$130.00 - 3

\$135.00 - 1

\$150.00 - 8

\$200.00 - 1

The average for the twenty-nine scholarships was \$98.10.

Development Experiences

Twelve different development or training events were attended by the scholarship recipients. The listing of these is indicative of the variety and breadth of experiences which were made possible through the scholarship program. The twelve were:

"Youth Development As Delinquency Prevention"
sponsored by The National Federation of State Youth Service Bureau Associations

"Second Annual Conference on Juvenile Justice"
sponsored by The National Council of Juvenile Court Judges and National District Attorneys Association

"Reality Therapy"
sponsored by Augusta College

"Introduction To Transactional Analysis"
sponsored by Asklepion Foundation

"North American Congress on Alcohol and Drug Problems"
sponsored by North American Congress on Alcohol and Drug Problems

"Goal-Oriented Approach to Supervising Staff and Practicum Students"
sponsored by The Center for Advanced Study and Continuing Education in Mental Health

"Transactional Analysis-Course 201-Basic Course in TA and Experiential Learning Unit"
sponsored by International Transactional Analysis Association

"Annual Study Conference"
sponsored by Alabama Council on Crime and Delinquency

"The Fifth National Symposium and Workshop on Protecting the Abused, The Neglected, and The Sexually Exploited Child"
sponsored by The American Humane Association

"Effective Communications: The Vital Link to Public Support"
sponsored by National Public Relations Councils of Health and Welfare Services, Inc.

"Reality Therapy"
sponsored by Kamauha Family Court

"Georgia's Eleventh Psychiatric Institute on Group Behavior and Group Leadership"
sponsored by the Department of Psychiatry, Emory University School of Medicine.

Evaluation of Development Experience

In order to gain some understanding of the impact and importance of the development experiences, scholarship recipients were required to evaluate the training event they had attended.* Evaluation forms were provided by SCMTC (note appendix E for Evaluation Forms). Salient points of the evaluations included:

- "Where learning experiences met?"
- "Was it (development experience) related to your job?"
- "Did it help you perform your job better?"
- "Do you plan to implement or incorporate any part of the learning experience into your job?"
- "Would you recommend the learning experience to others?"

*Scholarship awards actually consisted of reimbursement up to an agreed amount for travel, tuition and other expenses incurred by the participant. In order to receive the reimbursement, scholarship recipients were required to complete and return an evaluation of the development experience.

A study of the evaluations indicated that of all the scholarship recipients only one complained that his learning experiences had not been met. One other said that she felt her learning experience had only barely been met. The vast majority, however, claimed that they were well satisfied and that their learning expectations were fulfilled.

"My learning expectations were definitely met. This was the most worthwhile training event I have attended."

"Yes! I found the conference to be interesting, informative and relevant to all phases of my work."

"Most definitely! The lectures were all experts in their chosen fields. They gave much insight and knowledge into the 'how to's. . ."

With regard to whether the development experience was relevant to the recipient's job responsibilities, everyone reported that it bore at least some relevance to their jobs. Two-thirds of the recipients indicated that the development experience was totally or almost totally related to their work responsibilities. Some comments were:

"...related directly to my job as I was able to learn what new resources will be available..."

"all of the material was directly related to my job."

"100 percent related"

"The techniques demonstrated can be used directly in my job."

When asked if the development experience had assisted them in their job performance, all of the recipients said that it had. One, however, said that it had only marginally assisted him in his work performance. Over half of the scholarship recipients said the development experience had significantly assisted them in their work responsibilities. A few of the comments included:

"The training gave me insight as to how I can better perform my job in the future."

"Yes, I can relate to people better..."

"Yes, I think I am better able to work with many of the other

agencies that I came in contact with..."

"Yes, many legal aspects were discussed and this gave me new insight into awareness for tactful dealing with parents in awkward situations."

In the very important area of implementation, every scholarship recipient said that they were able to implement at least some portion of the development experiences, although one claimed that he had had only partial success in implementing what he had been exposed to. It should be noted that where implementation was contingent upon the cooperation or assistance of others within an agency or contingent upon other agencies, the degree of implementation success was less than where the implementation was essentially a commitment on the part of the scholarship recipient.

That is, inter or intra agency implementation may not have always been possible, but those phases of the development experience which could be implemented at the personal level were usually implemented by the scholarship participants. It is indicative of the value and worth of the development experiences that an overwhelming majority of the scholarship participants implemented some phases of their development experience.

Perhaps the most important measure of the value and success of a development experience is whether participants would consider participation again in the development experience or recommend that others have this opportunity. Every scholarship recipient said that they would either like to attend the development experience again or either hoped that it would be possible for others in their agency to attend. One participant, however, conditioned this with the requirement that the development experience be broader. It might be argued, though, that this overwhelming positive response is exactly what would be expected. After all, the participant is given the opportunity to travel and to get out of the office for a few days. Besides, even if the workshop specifics

are deficient, it is interesting and informative to meet colleagues and have the opportunity to exchange ideas and thoughts concerning events in the field of corrections. While this argument has merit, the overwhelming number of scholarship participants reported that it was both the training event specifics and the peripheral aspects (i.e. meeting other people, exchanging ideas, etc.) of the development experience which encouraged them to either want to attend again or recommend that others within their agency have this opportunity.

Some typical remarks were:

"Yes - very strongly!!! I feel that others would find TA principles relevant and valuable."

"I would highly recommend this training event to anyone in the field of social work, education, mental health and juvenile justice."

"Yes! The staff did an exceptionally professional job in presenting the program..."

The scholarship program, thus, was considered to have achieved and surpassed its goal. First it was possible for more scholarships to be awarded than originally projected because less amounts were expended per scholarship, and additional funds (approximately \$1,500.00) became available through judicious use of funds in other program areas. Secondly, correctional agencies which were least able to send participants to the various development experiences were offered this opportunity. In addition, the agenda of the various development experiences was quite broad resulting in a substantial variety of development experiences which were not normally available to state and corrections agencies with limited training resources. Finally, the overwhelming number of scholarship participants indicated that their expectations of the development experiences were met, and that they had been exposed to an event which was both valuable and practical. It might be concluded that dollar for dollar the scholarship program was one of the most successful phases of SCMTC.

Phase IV - Technical Assistance

SCMTC provided technical assistance during the grant period to various correctional and other agencies in the southeast as well as other parts of the nation and two foreign countries. Every southeastern state requested and was provided technical assistance during the grant period. The primary objective of SCMTC in providing technical assistance was to assist in resolving staff development problems. In addition, however, SCMTC was also available within staff limitations to provide technical assistance for general management problems which correctional agencies or LEAA might identify. In providing technical assistance, all the agencies regardless of size and need were provided a readily accessible source which they were not reluctant to call upon as various problems arose.

In most instances initial contact for assistance was made by telephone and technical assistance was provided directly over the telephone during the first contact. In a number of cases assistance provided over the telephone was followed up with correspondence which re-emphasized those suggestions made at the first contact, and usually included additional suggestions and comments as well. Only when absolutely necessary was on site consultation provided. Types of technical assistance sought were generally requests relating to solving specific problems, requests to conduct training seminars, requests for SCMTC published materials and other related materials, and requests for reference assistance in researching a problem or subject. It should be noted that in seeking technical assistance, agencies' requests would frequently involve one or more of the four types of assistance indicated. That is, an agency would frequently request help with locating specific references relating to a specific problem, as well as a request for SCMTC published materials.

During the last grant year there were thirty-three (33) recorded requests

for technical assistance. Many requests handled only by phone were not recorded. An analysis of the types of technical assistance requested indicates that fourteen (14) percent were requests for direct problem-solving assistance; three (3) percent were requests for assistance in conducting training seminars; thirty (30) percent were for requests for SCMTC published and/or other related materials; and fifty-three (53) percent were requests for reference assistance. Technical assistance was provided ninety-four (94) percent of the time through correspondence. This included thirty-one (31) percent of the time where assistance was provided by telephone at the first contact as well as through correspondence. Finally, six (6) percent of the technical assistance provided during the last grant year by SCMTC was provided through on-site visits.

Seventy-nine (79) percent of the recorded requests for technical assistance were made by correctional agencies; twenty-one (21) percent of the requests for technical assistance came from other sources including other governmental agencies, universities and colleges, and private consultant groups. Sixty-one (61) percent of the requests for technical assistance originated in the southeast, while thirty-nine (39) percent of the requests came from other states and two foreign countries.

It is obvious from the number of requests for technical assistance that SCMTC achieved the objective of being a readily-accessible source to aid in problem solving for correctional and other agencies. As noted, a variety of requests were made and technical assistance was provided to agencies other than correctional agencies.

While it is fairly easy to document that SCMTC achieved significance as a source which was available to provide technical assistance, it is not as easy to establish how effective the technical assistance provided to the agencies was. The problem is that once an agency was provided technical assistance, they were usually not heard from again. Thus, one would conclude that the technical assistance

provided was sufficient and that this was the reason the agency did not contact SCMTC again, or one could also conclude that the technical assistance was not sufficient and that other sources were considered. Since either interpretation could be correct, it should be understood that most of the requests were of a one time nature. That is, agencies requested answers to specific questions and once this was received they had no need for additional requests around that issue. There were, however, requests for additional assistance. This occurred in thirty (30) percent of the cases where technical assistance was rendered. Also, while feedback was not solicited regarding the benefits of the assistance provided, eighteen (18) percent who received assistance wrote that the assistance provided had been of value.

It seems then a fair assessment that technical assistance provided by SCMTC achieved its objectives. Thus, it was recognized as a source which was accessible to deal with various correctional problems, and the assistance SCMTC provided to requesting agencies was of value to them.

Phase V - Development of Resource Documents and Newsletter

The purpose of the preparation and dissemination of educational materials included several important objectives. First was to assist in the understanding and implementation of standards and goals established by the Southeastern Correctional Management Council (SCMC). Secondly, through the preparation and dissemination of educational materials, SCMTC hoped to address the specific management development needs common to all correctional agencies. SCMTC hoped also through its publications to promote an understanding of the generic substance of management as well as an understanding of life within large and complex organizations. In addition, SCMTC attempted, with its publication, to develop in managers a sensitivity to the extend environment wherein it was hoped that a more cosmopolitan approach would be considered to problems and solutions in corrections.

Finally, and perhaps, most importantly, SCMTC hoped with the preparation and dissemination of its publication to provide methodologies, materials and resources which were directly related to the field of corrections, and could be readily assimilated and adopted by administrators and program managers.

The impact and results which SCMTC hoped to achieve through preparation and dissemination of educational materials were essentially two. First, and perhaps most obviously, was to expand resource materials available for correctional use. It is important to recognize that all educational materials prepared and disseminated by SCMTC were developed specifically with correctional needs or requirements in mind. It had been the experience of SCMTC that while there were many narrative and useful techniques available for possible correctional use, these for the most part were rarely developed specifically for correctional implementation. Thus, SCMTC in expanding the available resource materials had had the important task of adopting various ideas to correctional requirements and needs and as well presenting these in such a way that administration and program managers would readily avail themselves of this resource.

The second result or impact which SCMTC hoped to achieve followed directly from the first. That is, it was hoped that administrators and program managers upon availing themselves of the expended resource materials would increase their own qualification and that of their staff. Thus build the member and qualifications of management personnel within correctional agencies in the southeast would be significantly expended.

Resource Documents

In order to achieve the objectives and results set forth SCMTC indicated in the grant that three publications would be developed and distributed. Actually SCMTC produced four. These included:

Management by Objectives - A Correctional Perspective

The Role of Interpersonal Trust In Correctional Administration

Correctional Application of Change Theory

Time Management in the Correctional Sector

Management by Objectives examines from a Management by Objective (MBO) perspective goal setting in the corrections field and suggest means by which managers can readily assess whether they have achieved the goals or objectives which they have established. As a result of providing a means for clearly defining purpose and direction for both management and staff, increased motivation and satisfaction results and staff independence is encouraged. The Role of Interpersonal Trust In Correctional Administrators is designed to meet the need of those in corrections who wish to improve and enhance interpersonal trust at the various levels of organization and operation. Trust provides "...specific and concrete guidelines which managers can follow in order to build trust and strengthen interpersonal working relations between themselves and workers, as well as between correctional personnel and clients." Correctional Application of Change Theory looks at several behavioral theories on motivation and change. Change, then, examines these theories as to how they can be applied to correctional situation, and guidelines are established under what conditions or circumstance motivation and change theories can be applied to correction. Change also describes the means to bring about motivation and change of both correctional administrative personnel as well as correctional clients. Finally, Time Management of Change in the Correctional Sector shows how to use time effectively through a step by step process of time utilization.

It is indicative of the quality of SCMTC publications that Management by Objectives was selected by the National Institute of Law Enforcement and Criminal Justice as a prescriptive package. This meant that the National Institute of Law and Enforcement thought that this publication was of such value and merit that it

printed and distributed several hundred copies of Management by Objective in addition to the 750 copies already printed and distributed by SCMTC. Furthermore, Management by Objectives, Labor Management Relations (74), Crime and Corrections (73) and Selected Readings from SCMTC Seminars (74) were accepted by the Criminal Justice Reference Service as exceptional quality publications. Because of this, the Criminal Justice Reference Service provided notification of the availability of those publications through its nationwide clearinghouse.

It is also indicative of the quality of SCMTC publications that during the last grant year request for publications were received from all fifty states and one foreign country. Moreover, agencies requesting copies were not restricted to correctional agencies. Request were received also from other local, state and national non-correctional governmental agencies, from universities and colleges, and from private consultant groups. The request for publications by group were as follows: sixty-two (62) percent of the request were received from correctional agencies; twenty-two (22) percent of the request were received from universities; twelve (12) percent were from non-correctional agencies; and finally four (4) percent of the request were received from private consultant groups. It was indicated from the various request that SCMTC publications would be used for training fifty-one (51) percent of the time, for reference thirty-four (34) percent of the time, and for research fifteen (15) percent of the time.

The reasons for the national recognition and widespread demand for SCMTC publication was thought to be attributable to two factors. First, close attention was always given to the selection of the publication topic, and secondly, the publications were extensively researched.

The decision of what subjects to consider for publication was a joint effort by SCMTC staff and the Southeastern Correctional Management Council (SCMC). The general procedure followed was that various topics under consideration for

publication were presented to the Council with specific recommendations by SCMTC as to which of those would likely be of greatest benefit and value to the target group of the publication, i.e., correctional administrators and program managers. Paramount in those considerations were: (1) was the subject important to the field of corrections; and (2) was there a paucity of information on the subject specifically with regard to application in the corrective field. These subjects which were considered of major importance to the field of correction and on which little information was available became the prime candidates in the selection process. From such a list four subjects were selected for publication by SCMTC during the last grant year.

Each publication effort always began with an extensive review of the literature. This was done in order to provide as definitive a statement about the subject as possible. In addition to the review of literature, where possible, consultants with both extensive knowledge in and practical experience with the subject as it applied to correctional situations were called upon. Therefore, it was often possible to take advantage of those with extensive experience and knowledge of the subject and who, as well, had a correctional orientation. Thus the emphasis upon a broad review of literature and the emphasis upon utilization of extant expertise resulted in publications which were relevant to correctional problems and provided definite and practical suggestions for their resolution.

Finally, some indication should be made of the distribution process once educational materials have been completed and printed. SCMTC printed and distributed approximately 500 copies for each publication without charge during the last grant year. It should be noted that some copies were automatically distributed without charge on a demand basis as long as the 500 copies were available. Copies requested after the initial 500 had been distributed were sent out on a cost plus

handling charge basis. Notification of the availability of publications were made through the Southeastern Correctional Review, Criminal Justice Newsletter, American Correctional Association, Correctional Digest, LEAA Newsletter, and other appropriate publications depending on the subject.

Preparation and dissemination of educational materials has, thus, been an integral phase of the overall SCMTC effort. SCMTC publications are recognized nationally, and one, Management by Objectives, has been selected by the National Institute of Law Enforcement and Criminal Justice as a prescriptive package. Also, Management by Objectives and others have been accepted by the Criminal Justice Reference Service as quality publications to be given national recognition through its reference service. Finally, it is indicative of SCMTC success in the preparation of educational materials that SCMTC publications are requested on a nationwide basis.

Southeastern Correctional Review

The second phase of SCMTC publications activities was the publication as a bimonthly basis of the Southeastern Correctional Review, the official newsletter of the Council. The Review was first published in early 1974 and had an initial distribution of less than a thousand copies. By the end of 1975, however, the Review had achieved such success and demand was so great that 2,000 copies were being printed and distributed. In addition to correctional agencies who requested the Review, it was also mailed to individual practitioners, legislators, judges and other professionals, as well as provided to participants at SCMTC workshops and seminars.

The Review itself consisted of a four to eight page newsletter of information and articles of interest to persons in the field of corrections. In addition, the Review was essentially the only means of communicating matters of correctional interest among the southeastern states. In order to accomplish the communications

role set forth for the Review, it was necessary to establish and maintain communications with correctional agencies public information offices as well as with other local and national sources. The public information offices in the southeast and nationwide who had official publications were requested to provide these and any other news releases to the Review staff. By the end of 1975 an extensive file of newsletter from the southeast and throughout the other states was being maintained. Thus information regarding activities in the southeast as well as on a national basis were provided readers of the Review.

Specifically in fulfilling its communications role, the Review provided information regarding what upcoming training activities and conferences were to take place and a summary of those which had taken place. In addition, it always contained a lead article which concerned some topic of interest to persons in the corrections field. Typical of these articles or reports were those which dealt with on going, successful corrections programs. When possible administrators or managers of these programs were asked to write the article. Other articles included editorials from practitioners experienced in the field of corrections, profiles of new agency directors and commissioners, and reprints of articles from publications and periodicals not widely distributed. Furthermore, there were articles which reviewed current corrections related literature and articles on new legislation in the field of corrections.

The Review is thought to have accomplished its communication objectives for several reasons. First, it was widely distributed in the southeast with each correctional agency provided a bulk delivery of a given number of copies which they in turn delivered to their personnel. In the first two years demand for the Review increased one hundred (100) percent giving every indication that, as more correctional people become aware of the Review, the demand for it increased. Secondly, over the same two year period the Review staff established contact with every

public information office in the southeast as well as contact with many public information ~~offices~~ in other parts of the country. Thus news and items of current interest to persons in corrections were increasing provided through the Review. Finally, responses to articles and reports presented in the Review increased significantly over the two years providing every indication that these articles and reports were being read and in some cases being reacted to by those receiving the Review. Of all the SCMTC publications, the Review would likely be the one most readily recognized by correctional personnel in the southeast than any other SCMTC publication. To have achieved this distinction in less than two years was indeed remarkable, and certainly, demonstrative of the extent to which the Review succeeded in its communication function.

Conclusion

This project has enabled correctional agencies in the Southeast to have a greatly expanded degree of contact and interchange of strategies and techniques to improve services to the public offender. The workshop programs in addition to providing review and updating of current management skills and concepts have served as a catalyst for participants to share ideas and grow as professionals across agency lines. This type of small group experience was not available prior to the Council program.

The model of university-operating agency cooperation as demonstrated by the Council has proved most successful. The Council's support and degree of commitment was invaluable to a project of this nature.

The success of this project and the need for continuing programs of this type have resulted in a request for funding by LEAA of a regional correctional staff development program for the coming year. It is felt that the past four years's experience has proven the feasibility of a regional multi-agency approach to staff development for correctional personnel. The skill and understanding of

working together both on the part of the agencies and the University continues to grow with flexibility and refinements enabling improvement of internal in-service training programs as well as the regional efforts.

The project staff and Council are grateful for the on-going support and assistance which have been provided by the Georgia State Planning Agency and the LEAA Region IV office throughout the project period.

ATTACHMENT A

Council By-Laws

BY-LAWS
OF
SOUTHEASTERN CORRECTIONAL MANAGEMENT COUNCIL

(First Seven Articles Approved By Council
July 20, 1975)*

* Article VIII to be voted on at next Council meeting

SOUTHEASTERN CORRECTIONAL MANAGEMENT COUNCIL

BY-LAWS

ARTICLE I.

THE COUNCIL

SECTION 1. Purposes of the Council. The Southeastern Correctional Management Council has the following purposes and objectives:

A. To provide a unified voice for the articulation of correctional goals, objectives, policies, and practices for corrections in the Southeast Region of the United States.

B. To promote the delivery of services to the criminal offender which will facilitate his capacity to cope with societal expectations for his behavior.

C. To establish an information network within the eight-state region which will provide objective data necessary to the formulation of public policy regarding corrections.

D. To identify and facilitate the implementation of common standards of practice among the several components of correctional services within the eight-state region.

E. To facilitate mutual problem-solving efforts and activities within the field of corrections in the region.

F. To initiate action which will facilitate the development of sound public policy with respect to corrections within the region and within the United States as a whole.

SECTION 2. Membership of the Council. The Council will consist of 18 persons, at least two of whom shall be residents of each of the following eight states: Alabama, North Carolina, Georgia, Florida, Kentucky, Mississippi, South Carolina and Tennessee. Members will be elected from the following categories in the numbers indicated below:

<u>Category</u>	<u>Number</u>
State Correction Agencies	5
State Juvenile and Youth Service Agencies	4
State Parole and Probation Agencies	4
Educational Institutions	2
Local Correctional Agencies	1
At Large	2

SECTION 3. Criteria for Election. In the election of members of the Council, these criteria shall be met without exception:

A. The Council will be proportioned according to the categories named above.

B. The Council will include at least two persons from each of the eight states.

C. Members of the Council will at the time of the election meet the following qualifications:

1. Be currently active in the administration, management or supervision of correctional services in the category from which they are nominated.

2. Have a minimum of four years of full-time experience in corrections and/or a closely related field.

SECTION 4. Election of Council. Vacancies on the Council will be filled by election by members of the Council provided that no member of the Council's term of office scheduled to expire shall participate in elections.

SECTION 5. The members of the Council will be elected for staggered terms so that the terms of four members shall expire each year. Any Council member of the original group elected to a term of two years or less may be renominated for a full term. In no case will a Council member serve more than seven consecutive years. Successors to the original Council will be elected for terms of five years and will be ineligible to succeed themselves until one year has elapsed the prior term of office.

A vacancy on the Council will be declared by the Council and a successor nominated and elected at the next regularly scheduled meeting in the event of any of the following:

A. Death or resignation

B. Three consecutive absences from an annual, regular, or special meeting of the Council.

A person elected to fill a vacancy created by need, resignation or absence will be instated for the period of the unexpired term.

SECTION 6. Number of Councilmen. The Council shall have 18 Councilmen. This number may be increased or decreased by the Council by a two-thirds vote of the Council membership. Membership

of the Council shall in no event be fewer than 16 or greater than 20.

SECTION 7. The business affairs of the Council shall be conducted and managed by the Council membership and specifically the Council will:

- A. Supply the specific areas of interest and concern regarding corrections within the region.
- B. Establish priorities for Council action.
- C. Define the methods by which the purposes of the Council shall be accomplished.
- D. Appoint a staff director of the Council and establish such other staff positions as may be appropriate for the effective conduct of the Council's operation.
- E. Obtain necessary and physical resources for the effective functioning of the Council.
- F. Take final action on all position statements relating to correctional issues within the Southeast Region.
- G. Implement or stimulate such studies or research as may be needed to bring about improvement in the delivery of correctional services within the Southeast Region and within the United States.
- H. Provide for an annual audit of the fiscal affairs of the Council and supply copies of the report to grantor agencies and others concerned with the Commission's work and activities.
- I. Take whatever internal organizational steps are deemed necessary to carry out the purposes and responsibilities of the Council.

J. No member of the Council shall be involved in any situation presenting a conflict of interest as the Council shall determine from time to time.

ARTICLE II.

OFFICERS

SECTION 1. General. The general officers of the Council shall be Chairman, Vice Chairman, Secretary and Treasurer. The Chairman, Vice Chairman and Treasurer shall be elected from the Council for terms of one year or until their successors are duly elected and qualify. They shall be eligible to succeed themselves in specific offices for ^{or} more than one additional year. The Secretary of the Council shall be the Staff Director.

SECTION 2. Chairman. The principal duties of the Chairman shall be to preside at all meetings of the Council and to provide general supervision of the affairs of the Council. The Chairman shall approve dates, times, places and agendas for all meetings in consultation with the Staff Director. The Chairman may sign and execute contracts, agreements, leases and other written instruments in the name of the Council.

SECTION 3. Vice-Chairman. The principal duties of the Vice-Chairman shall be to discharge the duties of Chairman in the event of the latter's absence or disability. The Vice-Chairman will serve out the unexpired term of the Chairman should a vacancy

occur in that position and will then be eligible for an election to a full term as Chairman. He or she will perform such other duties as the Chairman or Council may from time to time direct.

SECTION 4. Secretary. The principal duties of the Secretary shall be to countersign all deeds, leases and conveyances executed by the Council and to affix the seal of the Council thereto and to such other papers as shall be required or directed to be sealed; to keep a record of the proceedings of the Council, give all notices therefore; and to safely keep all books, papers, records and documents belonging to the Council, except the books and records incidental to the duties of the Treasurer. The office of Secretary to the Council will be permanently filled by the Staff Director of the Council..

SECTION 5. Treasurer. The Treasurer shall have custody of the funds of the Council. When necessary or proper, he or she may endorse, on behalf of the Council, checks, notes and other obligations and shall deposit the same to the credit of the Council in such banks or depositories as shall be designated by the Council. The Treasurer may sign all receipts and vouchers for payments to be made to the Council, either alone or jointly with such other officer as is designated by the Council. When required by the Council, he or she shall render a statement of the cash account and shall sign or approve all fiscal reports or fund requests required to be submitted to grantor agencies of governmental

bodies. He or she shall enter or cause to be entered regularly in the books of the Commission full and accurate accounts of monies received and paid out on account of the Commission; he or she shall at all reasonable times exhibit the books and accounts to any Councilman during business hours; and he or she shall perform all other acts incident to the position of Treasurer subject to the control of the Council.

SECTION 6. Additional Duties. The officers shall perform such additional or different duties as shall from time to time be imposed or required by the Council or as prescribed from time to time by the By-Laws.

SECTION 7. Removal of Officers. Any officer of the Council may be removed at any time with or without cause by a two-thirds vote of the Council and such action shall be conclusive on the officers so removed. Vacancies in any of the above offices may be filled for the unexpired term by action of the Council.

ARTICLE III.

COMMITTEES OF THE COUNCIL

SECTION 1. Executive Committee and other Board Committees. The Executive Committee of the Council shall consist of the duly elected officers of the Council, the Staff Director ex officio,

Other regular meetings of the Council shall be held on such dates and at such places within or without the State of Georgia as may be designated by the Council.

SECTION 2. Special Meetings. Special meetings of the Council may be called at any time by the Chairman, Staff Director, or by a majority of the Council members then in office. In the absence of specific designation, such meetings shall be held at the principal office of the Council.

SECTION 3. Notice of Meetings. Written notice of the place, day and hour of every annual, regular or special meeting shall be given to each Council member at least fifteen (15) days prior to said meeting. Notice of all meetings of the Council shall include an agenda. Any meeting of the Council, annual, regular or special, may adjourn from time to time to reconvene at the same or some other place. No notice need be given of such adjourned meeting other than by announcement.

SECTION 4. Quorum and Voting. At all meetings of the Council, a simple majority of the members shall constitute a quorum for the transaction of business. The vote of a majority of such quorum at a duly constituted meeting shall be sufficient to approve and pass any measure. In the absence of a quorum, the Council members present, by a majority vote and without notice other than by announcement, may adjourn the meeting from time to time until a

quorum shall attend. At any such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the original meeting. All members must be present to vote.

SECTION 5. Minutes. Minutes shall be kept of the proceedings of all meetings of the Council.

SECTION 6. Informal Action by Council. Any action required to be taken at a meeting of the Council may be taken without a meeting if a consent in writing, setting forth the actions so taken, shall be signed by a two-thirds majority of the Council.

ARTICLE V.

STAFF OF THE COUNCIL

SECTION 1. Staff Requirements. The staff shall be composed of a Staff Director, one or more Assistant Directors and such other employees as the Council may authorize.

SECTION 2. Staff Director. The Staff Director will be responsible for the execution of the policies and procedures promulgated by the Council and the day-to-day administration of the Council's programs and affairs. He or she will sit with the Council at all of its meetings as a non-voting participant. The Staff Director will be a non-voting, ex officio member of all committees and special bodies appointed to carry out the affairs of the Council.

As Secretary of the Council, he or she will be the keeper of the minutes of the Council. The Staff Director will be responsible for the central office of the Council, including the appointment, supervision, and discharge of other employees; provided, however, that the appointment of Assistant Director or Directors of the Council shall be subject to the concurrence of the Council or the Executive Committee. The Staff Director will be responsible for representing the Council at state, regional, and national meetings of interest and importance to the Council and will take such other duties and activities as are assigned by the Council.

The Staff Director shall be appointed by the Council. The term of office for the initial appointment will be four years. He or she will be eligible for reappointment for terms of additional four years at the option of the Council. A three-fourths majority of the Council members will be required for appointment, reappointment, or termination of the appointment. The terms and conditions of the appointment will be stipulated by a written agreement. The contract will provide that either party may terminate obligations upon three months' written notice.

SECTION 3. Annual Report and Staff Evaluations. The Staff Director shall prepare an annual report to the Council at its annual meeting. The Council shall evaluate the performance of the Staff Director from time to time and submit its evaluation to the Chairman to be discussed with the Staff Director. The Staff Director shall be responsible for an annual evaluation of

other staff members and report his or her findings to the Council at its annual meeting or at any other scheduled meeting where it may be appropriate to do so.

ARTICLE VI.

FINANCE

SECTION 1. Checks, Drafts, Etc. All checks, drafts and orders for the payment of money, notes or other evidence of indebtedness, issued in the name of the Council shall be signed by such officer or officers as the Council may from time to time designate.

SECTION 2. Annual Reports. A full and true statement of the affairs of the Council including a balance sheet and financial statement of operations for the preceding fiscal year shall be prepared annual and filed in the principal office of the Council and mailed or delivered to all members of the Council. Such statement shall be prepared by the Chairman and the Treasurer, assisted by the Staff Director and such other officer of the Council as the Council may direct.

ARTICLE VII.

FISCAL YEAR

The fiscal year of the Southeastern Correctional Management Council shall commence on October 1 and end on September 30 of the following year.

ARTICLE VIII.

SUNDRY PROVISIONS

SECTION 1. Seal. The corporate seal shall have inscribed thereon the name of the Council, the year of its organization, and the words, "Incorporated _____". The Council may authorize one or more duplicate seals. Said seal or seals shall be placed in the custody of the Secretary.

SECTION 2. Bond. A blanket bond covering all officers and employees shall be purchased at the expense of the Council. The amount of the bond shall be determined by vote of the Council members.

SECTION 3. Amendment of By-Laws. The Council shall have the power at any annual, regular or special meeting if notice thereof be included in the notice of the meeting, to alter or repeal any By-Laws of the Council and to make new By-Laws, except that the Council shall not alter or repeal this Section. Any addition, alteration, or repeal of any provision of the By-Laws must be by vote of an absolute majority of the Council.

ATTACHMENT B

Council Members

SOUTHEASTERN CORRECTIONAL MANAGEMENT
COUNCIL MEMBERS

Alabama

Mr. Dave Williams, Assistant Director
Board of Pardons & Paroles
654 State Administration Building
Montgomery, Alabama 36104
(205) 832-6285

Mr. George Phyfer, Director
Department of Youth Services
Suite 110 750 Washington Avenue
Montgomery, Alabama 36104
(205) 832-3911 (Treasurer)

Florida

Mr. David Bachman
Department of Offender Rehabilitation
1311 Winewood Boulevard
Tallahassee, Florida 32304
(904) 488-7860

Mr. James C. Schoultz, Director
Orange County Jail
One N. Court Avenue
Orlando Florida 32801
(305) 843-1300

Georgia

Dr. Allen Ault, Commissioner
Department of Offender Rehabilitation
Rm. 321 800 Peachtree Street
Atlanta, Georgia 30308
(404) 894-5541 (Chairman)

Mr. Donald D. Brewer, Administrator
Corrections Division-Institute of Government
University of Georgia, Rm. 321 Academic Bldg
Athens, Georgia 30602
(404) 542-2887

Kentucky

Mr. Charles J. Holmes, Commissioner
Department of Corrections
State Office Building
Frankfort, Kentucky 40601
(502) 564-4726

Ms. Lucille Robuck, Chairman
Parole Board
5th Floor, State Office Building
Frankfort, Kentucky, 40601
(502) 564-3620 (Ex. Committee)

Mississippi

Mr. John Chamblee, Executive Officer
Probation and Parole Board
Robert E. Lee Building, Rm. 807
Jackson, Mississippi 39205
(601) 354-6200

Mr. James R. Russell, Executive Director
Department of Youth Services
407 Woolfolk State Office Building
Jackson, Mississippi 39201
(601) 354-6512

North Carolina

Mr. William Scism, Chairman
Board of Pardons
831 W. Morgan Street
Raleigh, North Carolina 27603
(919) 829-3414

Mr. Gus Moeller, Coordinator
Correctional Services
East Carolina University
P.O. Box 3248
Greenville, N.C. 27834
(919) 758-6961 (Vice Chairman)

South Carolina

Mr. William D. Leeke, Director
S.C. Department of Corrections
P.O. Box 766
Columbia, South Carolina 29202
(803) 758-6469 (Ex. Committee)

Mr. Grady Decell, Director
Department of Youth Services
1720 Shivers Road
Columbia, South Carolina 29210
(803) 758-6592

Tennessee

Mr. Charles Bass, Assistant Com.
Department of Corrections
11th Floor, 1st American Center
Nashville, Tennessee 37238
(615) 741-2071

Mr. Billy M. McWherter, Asst. Com.
Youth Services
11th Floor, 1st American Center
326 Union Street
Nashville, Tennessee 37238
(615) 741-3525

At Large

Mr. Robert Page
5106 South Pine Drive
Jacksonville, Florida 32203
(904) 733-2854

Mr. Ray Howard, Chairman
Florida Probation & Parole Commission
1117 Thomasville Road
Tallahassee, Florida 32304
(904) 488-1653

Executive Secretary

Joann B. Morton, Director
SCMC Regional Training Project
Rm. 322 Academic Building
University of Georgia
Athens, Georgia 30602
(404) 542-2887

Ex Officio

Mr. Bruce Cook
USDJ LEAA
730 Peachtree St., N.E.
Rm. 985
Atlanta, Georgia 30308
(404) 526-3556

ATTACHMENT C

Post-Conference Evaluation Form

SOUTHEASTERN CORRECTIONAL
MANAGEMENT TRAINING COUNCIL

Basic Management II
December 8-13, 1974
Jacksonville Beach, Florida

PROGRAM EVALUATION

1. Attainment of Workshop Objectives

Listed below are the objectives of this workshop as determined by your suggestions at the first session and by the planners. Please indicate your response to their attainment by circling one of the numbers on the continuum from Highly Successful to Unsuccessful.

	<u>Highly</u> <u>Successful</u>	<u>Somewhat</u> <u>Successful</u>	<u>Unsuccessful</u>	
a. To enhance skills in leadership, problem solving, decision making, and other administrative functions.	4	3	2	1
b. To provide conceptual knowledge of the effective innovations in the management area thru the development of managers as key change agents.	4	3	2	1
c. To assist in the attainment of an awareness of management style as it relates to planned change and conflicts.	4	3	2	1
d. To provide an opportunity for creative exchanges of ideas with other professional administrators.	4	3	2	1

2. Pre-Workshop Expectations

Please place a check in the appropriate block below which best indicates whether your expectations were realized.

Exceeded___ Realized___ Somewhat realized___ Unrealized___

If your response was somewhat realized or unrealized please explain:

3. Teaching Techniques

Please circle each technique on the scale below from Very Effective to Ineffective.

	<u>Very</u> <u>Effective</u>	<u>Somewhat</u> <u>Effective</u>	<u>Ineffective</u>	
a. Lecture	4	3	2	1
b. Large group discussion	4	3	2	1
c. Group exercises	4	3	2	1
d. Simulation games	4	3	2	1
e. Audiovisual presentations	4	3	2	1
f. Readings	4	3	2	1

4. Subject Content

Please indicate your response by circling one number on the continuum from Very Effective to Ineffective.

	<u>Very</u> <u>Effective</u>	<u>Somewhat</u> <u>Effective</u>	<u>Ineffective</u>	
a. Leadership skill development	4	3	2	1
b. Ways of handling change	4	3	2	1
c. Understanding the problem -- Force Field Analysis	4	3	2	1
d. A model for understanding conflicts	4	3	2	1

	<u>Very Effective</u>	<u>Somewhat Effective</u>	<u>Ineffective</u>
e. Planning & Staff Development	4	3	2
f. Techniques for control	4	3	2
g. Delegation of authority	4	3	2

5. Workshop Elements

Please grade your workshop experience according to major elements by circling a number on the continuum below.

	<u>Very Satisfied</u>	<u>Somewhat Satisfied</u>	<u>Dissatisfied</u>
a. Speakers	4	3	2
b. Subject content	4	3	2
c. Techniques of presentation	4	3	2
d. Opportunity to interact with fellow participants	4	3	2
e. Opportunity to participate	4	3	2
f. Overall program	4	3	2

6. Applicability of Workshop to Job Experience

A. Please indicate the relevance of this workshop to your job by checking one of the below.

- a. All of the material is directly related to my job. ____
- b. Most of the material is directly related to my job. ____
- c. Some of the material is directly related to my job. ____
- d. None of the material is directly related to my job. ____

B. (Only check one of the below.)

- a. I will be able to apply all of the workshop material to my job. ____
- b. I will be able to apply most of the workshop material to my job. ____
- c. I will be able to apply some of the workshop material to my job. ____

d. I will not be able to apply any of the workshop material to my job. _____

7. Total Experience

Please check below your attitudes and feelings toward the entire workshop.

- a. What one subject, if any, was of most value? _____
- b. What one subject, if any, was of least value? _____
- c. The workshop was well worth my time. Yes _____ No _____ Undecided _____
- d. I would recommend that this workshop be continued. Yes _____ No _____ Undecided _____
- e. If this workshop was given again I would encourage my peers to attend. Yes _____ No _____ Undecided _____

8. Comments and Suggestions

Please direct your response toward a specific program area.

- A. Future workshops should emphasize and/or include in the program:

- B. Future workshops should de-emphasize or dismiss from the program:

ATTACHMENT D

Post-Post Conference Evaluation Form

Southeastern Correctional Management
Training Council

POST CONFERENCE EVALUATION

Introduction:

It has been approximately 4-6 weeks since you completed the workshop entitled _____ at the University of Georgia. At the workshop's completion an evaluation was distributed which had you assess the program's relevance as related to your job task. Also, you were asked to determine what portion of the material could be applied.

In a continued effort to develop highly relevant workshops we are attempting to determine the long term effects and impact of each program. Your completion of this evaluation will facilitate this effort and your cooperation is appreciated. Upon completion please return to Mrs. Joann B. Morton, Corrections Division, Institute of Government, Academic Building, University of Georgia, Athens, Georgia 30602.

1. What one single element has been most beneficial to you upon return to your job? _____

2. What workshop elements appeared applicable to your job, at the time of the workshop but did not prove feasible? _____

- Why? _____

3. What workshop elements have you implemented successfully? _____

4. What workshop elements have you attempted to implement but have been unsuccessful at this time? _____

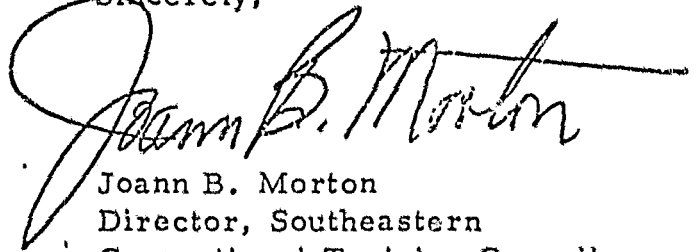
- Why? _____

5. If you have discussed this workshop with your supervisor and/or peers what was their response? _____

As you have now noted there is no place for your name, agency, etc. This is in keeping with our aim of maintaining confidentiality.

Thank you for your help.

Sincerely,

A handwritten signature in cursive script, reading "Joann B. Morton". The signature is written in dark ink and is positioned above the printed name and title.

Joann B. Morton
Director, Southeastern
Correctional Training Council

ATTACHMENT E

Scholarship Evaluation Form

SOUTHEASTERN CORRECTIONAL MANAGEMENT
TRAINING COUNCIL

Evaluation of the Training Event

Identifying Data

Name: _____ S.S. # _____

Agency: _____

Address: _____

Training Event: _____

Sponsoring Agency: _____

Location: _____

Date(s): _____

1. Briefly describe the structure of the training event as to total hours, types of learning (group interaction, films, lecture, etc.), main points, etc.

2. Were your learning expectations met? Explain:

7. Would you recommend this training event to others? Why or why not

8. Did you receive matching contributions from your home agency and/or other agencies to cover the expenses of your workshop experience? Yes _____ No _____

Signature of Trainee

I certify that I have incurred expenses of _____ dollars in this training event for which I should be reimbursed according to the scholarship award agreement.

Signature of Trainee

3. What portion of the material was directly related to your job?

4. What new skills and/or knowledge did you gain from this learning event?

5. Has the training event helped you to perform better in your job?
Explain:

6. Do you plan to implement part or all of the material learned at this training event? Explain:

END

7. 11. 1944