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ABSTRACT The purpose of this program is three-fold: (1) training selected administrative, supervisory, instructional, and support personnel to implement systems of adult basic education in correctional settings; (2) developing and testing a conceptual model of adult basic education in corrections; and (3) designing and implementing management and instructional delivery systems of adult basic education in correctional settings. In Phase I (1969-70), the goals of adult basic education in corrections were defined, a model was designed, and 2 seminars were conducted to train 37 individuals for leadership roles in adult basic education in corrections. In Phase II (1970-71), 30 persons received advanced training for leadership, 145 persons were trained in systems approach to management of adult basic education in corrections, the conceptual model was debugged, and 66 models of delivery systems for management of adult basic education were designed. (Author/RS)
EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONS

Office of Education Grant No. OEG C-9-211006-4248(323)

Adult Education Act of 1966, Section 309

T. A. Ryan, Director

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Education Research and Development Center
David G. Ryans, Director
College of Education
University of Hawaii
Honolulu, Hawaii

July, 1971

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FINAL REPORT II

EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONS

ADVANCED TRAINING SEMINAR . . . . . November 11 to 16, 1971
REGIONAL TRAINING SEMINARS . . . . January 4 to April 23, 1971

Office of Education Grant No. OEG 0-9-211006-4248(323)
Adult Education Act of 1966, Section 309

Education Research and Development Center
University of Hawaii

July, 1971
ADULT BASIC EDUCATION IN CORRECTIONS PROGRAM

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Lewisburg, Pennsylvania

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U. S. Office of Education
Department of Health, Education, and Welfare
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Director, Adult Basic Education
Office of the Superintendent of Public Instruction
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Education Program Specialist
Adult Education Branch
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Washington, D. C.

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Mrs. Sylvia G. McCollum
Education Research Specialist
U. S. Bureau of Prisons
Washington, D. C.

Mr. Jerry O. Nielsen
State Supervisor, Adult Basic Education
State Department of Education
Carson City, Nevada
ABSTRACT

Purpose

The purpose of this program is three-fold: (1) training selected administrative, supervisory, instructional, and support personnel to implement systems of adult basic education in correctional settings; (2) developing and testing a conceptual model of adult basic education in corrections; and (3) designing and implementing management and instructional delivery system of adult basic education in correctional settings.

Method

The first two phases of the program plan have been completed. In Phase I, conducted in 1969-70, a national work conference was held to define goals of adult basic education for corrections, a survey was made to assess needs for adult basic education in corrections, three seminars and a survey were undertaken to design, evaluate, and synthesize a model of adult basic education for corrections; two training seminars, each 24 days in length, were conducted to train thirty-seven individuals in systems approach to adult basic education in corrections.

In Phase II, conducted in 1970-71, a five-day advanced training seminar was held to train thirty selected individuals for leadership in instructional roles in the regional seminars for management personnel and in the institutions and states in which the persons were employed; nine ten-day regional seminars were conducted to train selected administrative, supervisory, and related decision-making personnel in use of systems approach for management of adult basic education in corrections and the design of delivery systems for adult basic education in corrections; the conceptual model was used to simulate sixty-six real-life correctional environments in order to debug the conceptual model.

Results

Phase I resulted in training of thirty-seven individuals for leadership roles in adult basic education in corrections, the definition of goals of adult basic education in corrections, the assessment of needs, and the design of a conceptual model of adult basic education for corrections.

Phase II resulted in advanced training of thirty individuals, training of 145 persons in systems approach to management of adult basic education in corrections, debugging the conceptual model of adult basic education in corrections, and design of 66 models of delivery systems for management of adult basic education in corrections.
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I. Introduction

A. Problem

This experimental demonstration program in adult basic education in corrections was initiated May 1, 1969 with support from the U. S. Office of Education, Division of Adult Education Programs, under provisions of P.L. 89-750, Section 309, as a three-phase undertaking. The program was designed to implement a three-fold purpose: (1) training of selected administrative, supervisory, instructional and support personnel to implement systems of adult basic education in jails, reformatories, prisons, and post-release settings; (2) development and testing of a conceptual model of adult basic education for corrections, and (3) design and implementation of management and instructional delivery systems of adult basic education for corrections. Phase I was concerned with development and testing of the conceptual model and training of selected persons in implementation of the model concepts. This is a report of Phase II of the program, which was concerned with training administrative, supervisory, and related support personnel and the design of management delivery systems for adult basic education in local, state, and federal correctional institutions. The third phase will be concerned with design of instructional systems for adult basic education in correctional institutions and training of personnel involved in the instructional process in corrections.

B. Need

With passage of the Adult Education Act of 1966, Congress recognized the need for providing specialized education designed especially to meet the needs of the great number of adults precluded from enjoying full participation in the occupational world, family life, and community and government affairs because of deficits in learning. The first annual report of the National Advisory Committee on Adult Basic Education (1968) noted some 24 million adults were denied opportunity to fulfill themselves, achieve personal goals, build into their lives values and aspirations of a free society. These individuals are not afforded equal opportunity for a meaningful work role because they lack the basic skills for getting and holding a job. The Committee recommended that adult basic education focus on education to prepare individuals for civic participation, jobs, home and family life; that a continuing training program for teachers, administrators, counselors, and leaders be strengthened; and that support be given for special projects and experimentation to bring about rapid improvement of adult basic education.

There is a special need for adult basic education in the nation's prisons (Freeman, 1966, McKee, 1968). A large proportion of the inmate population is denied the right to full personal development, occupational training, and social and civic participation because of the lack of basic education.

The offender population in state and federal institutions consists in large part of a socially, academically, and vocationally impoverished group. The offenders lack education, are mainly from the unskilled or
semiskilled occupations, and have a sparse history of social participation, family or community involvement. A study of California correctional institutions in 1968 (Lohman) revealed seventy-three percent of the offenders lacked high school diplomas. Lohman (1968) estimated that between ten and thirty percent of the inmates in the United States scored below fourth grade level on standardized achievement tests. In the eleven western states, it was estimated that between eighty and ninety percent of the inmates were functional illiterates, denied access to socially effective, personally satisfying lives because of inability to read, write, and speak the English language.

The history of corrections reveals an emphasis on work to support prison industry; punishment to satisfy the protestant ethic, and services to perpetuate the system. The U. S. Commission on Law Enforcement and Administration of Justice concluded that the most striking fact about modern correctional apparatus is that, although rehabilitation of criminals is presumably its major purpose, the custody of criminals is actually its major task. The commission, with authority over 1,300,000 offenders, concluded that too many present day prisons stress punishment instead of rehabilitation, implement training programs which, in fact, are nothing more than operation of prison industries, potato digging, and auto license plate manufacturing. A Department of Labor study (1965) revealed that the pre-prison work experience of inmates was in the least skilled and most unstable jobs, reflecting inadequate occupational training and lack in basic skills. In a study of the Federal Penitentiary, Atlanta, Brewer (1964) found sixty-one percent of the inmates needing help in achieving vocational rehabilitation, with a need for basic education to get inmates up to a level for occupational training. A survey of prison population in North Dakota (Nagel, 1967) revealed ninety-six percent of respondents had no plan for pursuing education, and pursuit of education would not be feasible until basic educational deficiencies had been overcome.

Indigenous to the philosophy of corrections in America is the belief that the individual will be returned to society, reformed and rehabilitated, capable of taking his place in the family, the community, and the world of work. As long as the offenders remain lacking in academic, vocational, and social skills, this philosophy of reform and rehabilitation will remain an American dream with little chance of coming true. Chief Justice Warren Burger observed that education is essential to social and vocational rehabilitation. The need for reform and innovation in the educational systems of the prisons is critical, and this need is most apparent in the area of adult basic education. It is essential that administrative, supervisory, instructional, and support personnel in corrections be prepared to identify, select, and use strategies, techniques, and materials of instruction appropriate to the needs and characteristics of the inmate population, and adapted to the unique environment characterizing the prison setting (Pontesso, 1968; Waller, 1968; Hardy, 1968; Westerberg, 1968; Jones, 1968).

To afford an equal chance for civic, economic and social participation to the large segment of the adult illiterate population in correctional institutions or on parole and probation status, adult basic education programs must be implemented on an all-out basis in the nation's
jails, reformatories, penitentiaries, and post-release settings. To realize this goal, it is essential to provide training for administrative, supervisory, instructional, and support personnel in corrections, and to create models for management and instructional systems of adult basic education in correctional settings.

The Program in Adult Basic Education in Corrections, conducted by the Education Research and Development Center of the University of Hawaii, is an effort to meet the needs of the educationally, vocationally, and socially deprived adult offenders through the development and testing of a conceptual model, the design and evaluation of delivery systems of adult basic education for corrections, and the training of administrative, supervisory, instructional, and support personnel.

C. Rationale

The Adult Basic Education in Corrections Program is conceptualized as a massive effort in teacher training and model-building, encompassing experimentation, demonstration, dissemination, evaluation, and diffusion elements. The program is designed as a national strategy operating in a regional and state framework to provide training to administrative, supervisory, instructional, and support personnel in correctional settings and concomitantly to design and evaluate a conceptual process model and delivery system management and instructional models for adult basic education in corrections.

The program plan rests on a foundation of assumptions:

1. It is assumed that a primary function of the penal system is to change behaviors of offenders to make them fully functioning persons who are capable of (a) achieving self-realization, (b) maintaining healthy family and social relationships, (c) implementing responsibilities of civic and community participation, and (d) contributing to the national economy through full, productive employment at a level commensurate with their potential.

2. It is assumed that reform, rehabilitation, and correction of offenders can be realized only if the individuals overcome academic, social, and vocational deficits which mitigate against full participation in the free society.

3. It is assumed that academic, social, and vocational deficits of adult offenders can be overcome through effective programs of adult basic education geared to the needs and characteristics of the offender population and implementing systems principles for program planning, operation, and evaluation.

4. It is assumed that effective, efficient adult basic education in corrections requires a system for program planning operating, and evaluating, and personnel capable of implementing the system.
5. It is assumed that purposes of adult basic education and corrections require total interdepartment commitment and participation within the correctional institution and interagency cooperation across and within local, state, and federal jurisdictions.

The most important single assumption undergirding the Adult Basic Education in Corrections Program is that effective systems for management and instruction of adult basic education in correctional settings, and personnel training in implementation of these systems are essential to realization of the goals of adult basic education and corrections. One of the major fallacies seen in the scattered efforts to improve the education function of corrections is that the attempts focused on either system design or personnel training. It is held that both elements are essential to the accomplishment of the desired ends; that either by itself is not sufficient.

D. Purposes and Objectives

The ultimate accomplishment expected to derive from the Adult Basic Education in Corrections Program is the overcoming of academic, vocational, and social deficits of adult offenders in the nation's correctional institutions, making them capable of entry into gainful employment and healthy participation in family, civic, and social affairs.

The program purpose was implemented in Phase I in the design of a conceptual model of adult basic education in corrections and training of a select group of corrections decision makers. In Phase II, the program purpose was implemented in two goals: (1) design and evaluation of a conceptual model and delivery system models for management of adult basic education in corrections; and (2) training of selected personnel in use of the models to achieve goals of adult basic education for correctional settings.

The two major program goals were implemented in aims and objectives:

Program Goal 1. Design and evaluation of conceptual model and delivery system models for management of adult basic education in corrections.

Aim 1. Evaluate conceptual model created during Phase 1.

Objective 1. Given the conceptual model, synthesized from the San Dimas and Morgantown Models designed by participants in the 1971 seminars, and sixty-eight problems from the real-life situations of the sixty-eight participating teams in the 1972 regional seminars, the results of the 68 simulations will yield data to evaluate the conceptual model.

Objective 2. Given evaluative data collected from consultants and instructional staff from the 1972 seminars, elements in the conceptual model which are vague, incomplete, ambiguous, or irrelevant will be identified.
Aim 2. Design delivery system models for management of adult basic education in correctional settings.

Objective 1. Given 68 participating teams from correctional institutions, analyses of each setting, information relevant to system design, each team will create a flowchart model description of the system design in a ten-day regional seminar.

Objective 2. Given 68 participating teams from correctional institutions, analyses of each setting, information relevant to system design, each team will create a narrative description of a system design for its correctional institution in a ten-day regional seminar.

Program Goal 2. Training of selected personnel in use of models to achieve goals of adult basic education for correctional setting.

Aim 1. Training of decision-makers in corrections at advanced level in systems approach to adult basic education in corrections.

Objective 1. Given a five-day advanced level seminar on adult basic education in corrections, participants will increase their knowledge of educational management in correctional settings; improve their understanding of the model of adult basic education in corrections; acquire an understanding of the design of delivery systems; and enhance their understanding of materials, methods, and techniques for instruction of adults in short-term sessions.

Objective 2. Given a five day advanced level seminar on adult basic education in corrections, participants will improve skills for instructing adult learners in short-term training sessions; improve skills of reading models; develop skills for designing delivery systems; and develop skills for evaluating delivery systems.

Objective 3. Given a five-day advanced level seminar on adult basic education in corrections, participants will develop positive feelings toward management of adult basic education in corrections, and the use of systems techniques in educational management.

The three objectives of the Advanced Training Seminar on Adult Basic Education in Corrections were implemented in behavioral objectives, against which evaluation of the seminar was made. The behavioral objectives are given in the Seminar Syllabus (Appendix A).

Aim 2. Training of management personnel in corrections in systems approach to adult basic education in corrections.

Objective 1. Given a ten-day seminar on adult basic education in corrections, participants will increase their knowledge of philosophy and theory of adult basic education and corrections; improve their understanding of concepts and principles relating to the learning process, the inmate learners, the learning environment; improve their understanding of educational management systems.
Objective 2. Given a ten-day seminar on adult basic education in corrections, participants will improve their skills in defining objectives; using information; developing delivery systems; planning the learning experiences and environments; testing and evaluating program effectiveness.

Objective 3. Given a ten-day seminar on adult basic education in corrections, participants will show positive feeling toward adult basic education and adult basic education in correctional institutions.

The Regional Seminar Objectives are implemented in behavioral objectives, shown in the Seminar Syllabus (Appendix J).

II. Method and Results

A. Design

The system designed to accomplish the program goals included two major functions: personnel training, and system design. This report presents a description of the two training elements of Phase II of the Adult Basic Education in Corrections Program and a discussion of the two model design program elements.

1. Personnel Training. There were two levels of training involved in Phase II of the Adult Basic Education in Corrections Program: (a) advanced training in systems approach for designing management systems of adult basic education in corrections, for persons selected from Phase I training to serve in instructional roles in the Phase II regional seminars; and (b) training in systems approach to design management systems of adult basic education in corrections, for persons selected as members of participating teams in the Phase II regional seminars.
"... for youth institutions ...
education is the primary treatment tool. Programs need to be selected carefully, ... making certain each one leads to a tangible and relatively immediate goal." Mr. Dale W. Clark, Supervisor of Education, Federal Youth Center, Englewood, Colorado.

"The person in a position to exert influence on correctional policy must himself have an articulate vision of the long range goals he seeks ... and the ability to present viable short-term programs leading to his larger vision." Dr. Sol Chaneles, President, Urban Resources, Inc., New York.
ADULT BASIC EDUCATION IN CORRECTIONS

TRAINING
ADVANCED TRAINING SEMINAR

Franklin Park, Illinois
November 11 to 16, 1970

Advanced Training Seminar Theme

This advanced seminar program implemented the theme, "New horizons in corrections through challenging and guiding decision-makers to more effective management of adult basic education in correctional settings." The seminar was based on the assumption that those responsible for management decisions in corrections can make the dream of new horizons for corrections a reality by being challenged to seek new and better approaches and strategies to implement the purposes of corrections and being guided in their efforts to develop skills and acquire knowledge requisite for more effective decision-making.

Advanced Training Seminar Purposes

The seminar program attempted to provide an opportunity for those who would be instructors in the 1971 Regional Seminars in Adult Basic Education for decision-makers in corrections to synthesize plans and develop instructional materials and to acquire skills and increase knowledge about the design of management delivery systems of adult basic education for correctional settings.

Advanced Training Seminar Participants

Participants in the seminar were innovators in corrections, whose experience in developing a generalized model of adult basic education in corrections, together with their professional commitment, background and expertise, qualified them for the leadership roles they played in conducting the 1972 regional seminars for decision-makers and in implementing their skills and knowledge in planning and maintaining innovative and improved adult basic education for adult offenders.

There were thirty participants in the Advanced Training Seminar. The Participant Roster is given in Appendix B-1. Description of participants by sex, age, education, employment, is given in Appendix B-2 and place of residence is given in Appendix B-3.

Advanced Training Seminar Staff

The staff conducting the seminar included visiting lecturers and consultants in addition to the program personnel. Staff Roster is given in Appendix C.

Advanced Training Program

A five-day program was designed to train participants in techniques of adult basic education and to prepare them for instructional and leadership roles in the regional seminars for decision-makers and subsequent activities in planning, operating and evaluating improved and
innovative adult basic education programs in correctional settings. The program, conducted from November 11 to 16 in Franklin Park, Illinois, consisted of forty hours formal instruction and twenty hours devoted to independent study and group assignments. Formal instruction was held daily from 8:00 A.M. to 12:00 Noon and 1:00 P.M. to 5:00 P.M. Independent study and group activities took place during evening hours.

The advanced training seminar syllabus is shown in Appendix A. The advanced training seminar opened with an orientation to the seminar purposes. Information relevant to the seminar goals was provided through assigned readings (Appendix D). Participants were assigned to six task groups (Appendix E) with each group responsible for developing one of the six instructional packets which implemented the instructional system for the regional training seminars. Instructional packets were developed by the task groups on the following areas: philosophy of adult basic education in corrections; goals and objectives of adult basic education in corrections; information dimension in adult basic education in corrections; planning delivery systems for management of adult basic education in corrections; management responsibilities for creating learning experiences and environments for adult basic education in corrections; management responsibilities for measurement of outcomes and evaluation of programs of adult basic education in corrections.

Each instructional packet contained the following elements: purpose, goals and objectives; instructional methods and techniques for achieving goals; hardware and software to implement instructional plan; procedures and instruments for measurement and evaluation.

Evaluation of the advanced training seminar was made through comparison of pre- posttest scores for participants. The scores are given in Appendix F. The pre- posttest score comparison (Appendix F-1) provides an index of changes in participants' knowledge and skills relevant to the program objectives between the opening and closing dates of the seminar. The pre- post inventory scores (Appendix F-2) provide an index to attitude change.

Advanced Training Seminar Results

The comparison of pre- and posttest scores reported in Appendix F-1 reveals a mean gain of 7.04, indicating a significant improvement in participant skills and increase in knowledge relevant to the seminar training program objectives. This gain should be interpreted in light of the short time interval from pre- to posttest. A more meaningful measure of program effectiveness would be obtained from a long-term follow-up to determine (1) effectiveness of the instructional packet and the influence of the instructor on the participants in the regional seminars; and (2) products of improved and innovative adult basic education program plans, operations, and evaluation in correctional settings attributable to advanced training seminar participants and related to the training experiences provided in the seminar program.
One of the goals of the advanced training seminar was to develop more positive feelings on the part of participants toward adult basic education in corrections. An inventory to assess attitudes toward adult basic education, corrections, and systems approach was administered at the beginning of the seminar, and again at the conclusion of the five-day program. Each concept included in the inventory was rated on a 4-point scale on two dimensions to reflect the pleasure and worth respondents attributed to the concepts listed.

Mean scores for attributed pleasure and worth dimensions on the concepts listed are reported in Appendix F-2, revealing increase of +.07 on worth and + .11 on pleasure from pre to posttest.

Evaluation of Advanced Training Seminar Program Management

A program evaluation was made to assess effectiveness of program management. Data were gathered from participants to determine the extent to which each of the following program elements contributed toward achievement of program goals: program activities; instructional materials; program content; and program organization.

Participants rated program activities on a 4-point scale, indicating the degree to which the activity contributed to achievement of program goals. Mean ratings are reported in Appendix G-1. Examination of data reported in Appendix G-1 reveals that all activities were rated above the chance mean. Activities rated most worthwhile in the Advanced Training Seminar were task group and discussion group assignments.

Evaluation of instructional materials was made by participant rating on a 4-point scale of eleven references which were assigned as required readings. Mean ratings for these materials are reported in Appendix G-2. Examination of the ratings for instructional materials reveals that all references were rated above the chance mean. Participants rated the following two references as most valuable in accomplishing the training program objectives: Ryan, T. A. (Ed.) Model of adult basic education in corrections (Experimental Edition), and Ryan, T. A. A model of adult basic education in corrections. The first reference, rated 3.79 on a 4-point scale, was the conceptual model of adult basic education in corrections developed in Phase I of the Adult Basic Education in Corrections Program. The second reference, rated 3.83 on a four-point scale was a mimeographed paper describing the model.

The participant evaluation of the advanced training program organization revealed overall satisfaction with the program, with the exception of the time element. The general feeling was that the time was too short. The ratings of program information, meals and lodging, staff qualifications, time utilization, grouping, instructional approach, site selection, and physical facilities are reported in Appendix G-3.

Ratings by participants, reported in Appendix G-4 reveal satisfaction with the amount of information generated through the advanced training.
program activities, and the extent to which the program contributed to increase in knowledge of techniques, methods, and content for short-term training in adult basic education for correctional settings. The participant ratings suggest some feelings of frustration with regard to the instructional packets developed during the seminar. The comment of one participant expresses this reaction, "I wish we had three more days to iron out the rough spots in our instructional packet."
TRAINING...REGIONAL SEMINARS
1971 REGIONAL TRAINING SEMINARS

Lincoln, Nebraska . . . . . . . . . . . . . . . . . January 4 to 14, 1971
Boulder, Colorado . . . . . . . . . . . . . . . . . January 16 to 26, 1971
Athens, Georgia . . . . . . . . . . . . . . . . . February 2 to 12, 1971
Austin, Texas . . . . . . . . . . . . . . . . . February 13 to 23, 1971
Notre Dame, Indiana . . . . . . . . . . . . . . . February 24 to March 6, 1971
Norman, Oklahoma . . . . . . . . . . . . . . . March 8 to 18, 1971
St. Paul, Minnesota . . . . . . . . . . . . . . . March 18 to 28, 1971
New York, New York . . . . . . . . . . . . . . . March 29 to April 8, 1971
Portland, Oregon . . . . . . . . . . . . . . . . . April 13 to 23, 1971

Regional Seminar Theme

This seminar program implemented the theme, "Meeting the Challenge of Corrections through Sound Educational Management." The seminar program was based on the assumptions that (1) a primary function of the penal system is to change behaviors of offenders making them fully functioning individuals, capable of achieving self-realization, social relationships, and economic efficiency; and (2) sound and systematic educational management of adult basic education can eventuate in correctional programs and strategies to realize the purposes of corrections, preparing educationally and socially deprived adult offenders for useful, productive roles in society.

Regional Seminar Purposes

The seminar program was intended to result in the training of selected corrections decision-makers to use generalized models and delivery systems of adult basic education in corrections; and to develop delivery systems for management of adult basic education geared to the needs and characteristics of specific correctional institutions or agencies.

Regional Seminar Participants

The participants in the 1971 Regional Seminars were in decision-making roles in local, state, and federal correctional institutions and agencies, with responsibilities for administration and management of adult basic education or supervision of teachers in corrections. There were 145 participants, constituting sixty-eight teams, in the nine seminars held in 1971. The Roster of Participants is given in Appendix H-1. The participation by team and individuals is given in Appendix H-2.

Selection of Participants. There were 306 applicants for the 1971 Regional Seminars, including 246 nominees and 60 direct applicants.
TABLE 1. APPLICATIONS RECEIVED FROM NOMINEES AND NON-NOMINEES

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</table>

State Directors of Adult Basic Education, State Directors of Corrections, and representatives from the U. S. Office of Education and U. S. Bureau of Prisons were invited to nominate candidates to be considered for participation in the seminars. An announcement about the regional seminars was made by the U. S. Office of Education, Division of Adult Education Programs, and the U. S. Bureau of Prisons. Nominees and direct applicants were sent an application packet containing information brochure, instructions for applying, application form, confidential evaluation form, and certification of employment. The employment certification documented the employment of the applicant in a position involving responsibility for planning and/or evaluating adult basic education in a correctional setting in 1970-71 and 1971-72. In selecting individuals for participation in the seminars there was no discrimination on account of sex, race, color or national origin of applicant.

Each applicant was rated against the following selection criteria:

1. Responsibility for administration and organization of education, or supervision of teachers in correctional institutions;
2. Motivation to improve adult basic education for offenders;
3. Education and experience to benefit from training;
4. Leadership qualities.

Ratings of applicants ranged from 1.68 to 9.78 on a 10-point scale, with median rating of 7.65. The final selection of participants for the regional seminar took into account three factors: (1) recommendation of state director or U. S. Bureau of Prisons director; (2) geographic location of employment; and (3) applicant rating.

Characteristics of Participants. The total of 145 participants in the nine regional seminars included 137 male and 8 female participants, with a median age of 40.5 years. The group included 124 out of 145 with
an educational attainment of the Bachelor's Degree or higher. There were 130 of the participants in decision-making positions, with administrative, supervisory, coordinating or specialist responsibilities. The participant group included 84 from education, 25 from treatment, with approximately nine each from industry, personnel and business, custody, and the executive office. A comparison of the participant group for the nine seminars by sex, age, and education, is given in Appendix H-3. The employment backgrounds of the participants is given in Appendix H-4. All of the U. S. Office of Education regions were represented by participants (Appendix H-5) and 41 states had participating teams (Appendix H-6).

Regional Seminar Staff

The staff for the regional seminars was made up of the Program Director, Assistant to the Director, an instructional team, secretary, and visiting lecturers at each seminar site, in addition to regular support and secretarial staff employed in the Program administrative offices. The personnel employed in administrative, instructional, secretarial and support capacities are listed in Appendix I-1. Resource persons serving as visiting lecturers are listed in Appendix I-2. There were fourteen to sixteen visiting lecturers at each seminar, representing state departments, inmates, professional organizations, public schools, federal agencies, universities, and private organizations. The representation of the resource personnel at the regional seminars is reported in Appendix I-3.

Regional Training Seminar Program

The regional training seminar program was designed to achieve the goals of increased knowledge, improved skills, and enhanced positive attitudes of participants, and the production of delivery system designs for management of adult basic education in correctional institutions of participating teams. The program was intensive and demanding, covering a ten-day period which included eighty hours of instruction in addition to an average of forty hours of supervised team work and independent study for each seminar. Sessions were held daily, for ten consecutive days, from 8:00 A.M. to 12:00 Noon, and from 1:00 P.M. to 5:00 P.M. Teamwork on the design of models for the management delivery systems of adult basic education in corrections took place during evening hours. Supervision and guidance were provided to teams by Program Director and instructional team members.

As part of the orientation phase of the program, training packets were mailed to participants in advance of the seminars. The packet contained syllabus, required reading list, supplementary reading list, and site information bulletin. Before coming to the seminar, each participating team was required to complete a detailed Institutional Information Form, providing baseline data to describe the institution for which a delivery system was to be designed during the seminar.

An instructional system designed for the regional seminars was implemented in each of the programs. The system design provided for information input, processing, and output. Information input was through
lecture, readings, audio-visual presentations, participant reports, and discussion. Information processing was accomplished through reaction panels, discussion groups, task groups, dialogue, and team activity. The intended outputs were the increased knowledge and improved skills of participants and the delivery system models for management of adult basic education in correctional settings. The regional training seminar syllabus is presented as Appendix J.

Instructional materials to input information to participants were selected on the basis of evaluation. Seventy-five items were evaluated, from which eight items were selected for required reading (Appendix K-1) and forty-six included as supplementary references (Appendix K-2). The materials were evaluated against five criteria: relevance, adequacy, format, usability, reliability. Each item was rated from 1 to 5 on each of the criteria, and a mean rating was computed, with 5.0 the maximum possible. Those items rated above 4.0 were considered worthy of possible inclusion either as required or supplementary reading materials. Of those with 4.0 rating or over, some were rejected because of being inaccessible or because of presenting material duplicated in another publication. Appendix L reports the ratings assigned to the materials evaluated for possible use in the regional training seminars.

The regional training seminars were characterized by diligent work and involvement of staff and participants, and product orientation and goal commitment of staff, participants, and sending institutions or agencies. Every participant served in a number of capacities during the seminar, implementing responsibilities of chairman, recorder, task group chairman, discussion group chairman, and reaction panel member. Sixty-eight of the participants served as team leaders and seventy-seven participants were team members.

Regional Training Seminar Results

Two measures were taken to evaluate effectiveness of training in achieving the program objectives relating to changes in participant behaviors. A pretest designed to sample behaviors defined by training objectives was administered at the onset of each training program. A posttest, sampling the same behaviors, was administered at the conclusion of training. Evaluation was accomplished by comparing pre- and posttest scores for each regional seminar group. Comparison of the pre- and posttest scores for the nine regional seminars revealed mean gains ranging from 1.85 to 5.46 on the subtest measuring participant knowledge about management of adult basic education in corrections, with mean gains of 17.80 to 31.07 on the subtest measuring participant skill in applying systems techniques to management of adult basic education in corrections. The means, standard deviations, and gain scores for pre- and posttests for the nine seminar groups are given in Appendix M.

One of the objectives of the training seminars was to bring about more positive feelings of participants toward the application of systems techniques in management of adult basic education in correctional settings.
An inventory was administered at the beginning and again at the end of the training program, in an effort to obtain an indication of feelings of participants about adult basic education, corrections, and systems approach. A list of concepts was given and participants were asked to rate each one on a 4-point scale on two dimensions, pleasure attributed to the concept, and worth attributed to the concept. Comparison of the pre- and post-inventory scores on ratings of pleasure and worth attributed to the concepts by seminar revealed gains ranging from .07 to .35 for pleasure and .09 to .21 for worth. Means and gain scores for the pre- and posttraining ratings of pleasure and worth attributed to the adult basic education in corrections concepts are given in Appendix N.

A self evaluation by participants was made to assess extent to which participants felt the seminar had accomplished training goals. Participants were asked to indicate (1) the extent to which they felt the seminar had succeeded in generating information relevant to planning, operating, and evaluating adult basic education program in corrections; (2) the extent to which they felt they had increased their knowledge of management of adult basic education in corrections as a result of the seminar; (3) the extent to which the seminar had accomplished its purposes; and (4) the extent to which they felt satisfied with the seminar product, that is, the models for management delivery systems for adult basic education in corrections. The ratings of participants on a 4-point scale on the self evaluation items revealed mean ratings of 3.50 for the amount of information generated; 3.53 for the amount of knowledge increase; 3.57 for accomplishment of seminar purpose; and 3.27 for satisfaction with seminar products. The self-ratings for each seminar group are given in Appendix O.

**Evaluation of 1971 Regional Training Seminars Program Management**

Evaluation of the 1971 Regional Seminar Program by participants was made to assess effectiveness of program management. Data were gathered from participants to determine the extent to which each of the following program elements contributed toward achievement of program goals: program activities; instructional materials; program content; resource personnel; and program organization.

Participants rated program activities on a 4-point scale, indicating the degree to which each activity contributed to achievement of program goals. Mean ratings are reported in Appendix P-1. The two activities rated as most worthwhile were team work and general discussion. The only activity rated below the chance mean, suggesting the lack of contribution toward achieving training goals, was reading supplementary materials.

Instructional materials included on the required reading list were rated by participants on a 4-point scale. All materials were rated above the chance mean, with the two items rated as most worthwhile in contributing to training goals being the mimeographed paper by Ryan describing the model of adult basic education in corrections (mean rating = 3.77), and the Model of Adult Basic Education in Corrections, developed during Phase I of the Adult Basic Education in Corrections Program (mean rating = 3.71). Ratings for the eight items which were required reading for seminar participants are given by seminar group in Appendix P-2.
The resource persons who prepared papers and made presentations to the seminar groups on assigned topics were rated by participants on two dimensions: content mastery and communication skill. The ratings of resource persons by seminar group are given in Appendix P-3. Examination of the tables in Appendix P-3 reveals that the mean ratings for resource persons on mastery of content ranged from 1.90 to 3.86 with median rating of 3.10; and ratings of their communication skills ranged from 1.90 to 3.86 with median rating of 3.05. Ratings for both content mastery and communication skill followed a normal distribution curve.

Program organization was evaluated by participant rating of program information, staff qualifications, time allocation and utilization, conference facilities, and general organization. With the exception of Athens and Norman seminars, program information was considered adequate. With the exception of the New York seminar, conference facilities were considered adequate. The ratings on staff qualifications were satisfactory for all seminars. There was a general indication of time pressure reflected in the rating of time allocation and utilization. Satisfaction with overall program organization is reflected in the endorsement of the seminar program and acknowledgement that the program met expectations. A table of participant responses relating to program organization is given in Appendix P-4.
MODEL DESIGN
2. Model Design for Adult Basic Education in Corrections. There were two areas of activity in Phase II involving the design of models for adult basic education in corrections: (1) testing and revision of the conceptual model of adult basic education in corrections; and (2) design of models for delivery systems for management of adult basic education in specific correctional institutions.

a. The conceptual model of adult basic education in corrections. A primary thrust of the Adult Basic Education in Corrections Program in 1969-70 was the design of a conceptual model of adult basic education in corrections. This model design served as a handbook for planning, operating, and evaluating systems of adult basic education in any correctional setting. The model was developed as a process model which could be used to generate delivery systems for management or instruction of adult basic education programs for adult offenders in any kind of correctional setting -- male, female, or coeducational institution; maximum, medium, or minimum security; long-term or short-term sentence; jail, reformitory or penitentiary; local, state or federal installation. The process model was developed initially through synthesis of two separate, independently designed models.

The process model was used by teams participating in the regional seminars in 1971 to simulate the real-life environments of sixty-eight correctional settings. This simulation was done for two purposes: (1) debugging the process model; and (2) guiding the design of delivery systems for management of adult basic education in correctional settings of the participating teams.

An analysis of the process model, based on results of sixty-six simulations, revealed minor malfunctions in NEEDS ASSESSMENT (2.0), INFORMATION DIMENSION (4.0), PROJECT PLANNING (5.0), and CREATING LEARNING EXPERIENCES AND ENVIRONMENTS (6.0), with major malfunctions in GOALS AND OBJECTIVES (3.0), MEASUREMENT (7.0), and EVALUATION (8.0).

The experimental edition of the process model will be revised in 1971-72 to correct the malfunctions revealed in the simulation activity. The proof of the worth of the process model is demonstrated by the quality and quantity of the delivery system models generated during the 1971 regional training seminars. There were sixty-eight participating teams. Sixty-six teams used the process model to complete the models of adult basic education in corrections. One team turned in a description of an existing program in a correctional institution, but failed to use the process model to generate a design of a delivery system for management of adult basic education in corrections. One team did not complete a delivery system model. Based on quantity alone, the process model was an obvious success, since it was the basis for generating 66 out of a possible 68 delivery systems. The sixty-eight models for management of adult basic education in corrections will be evaluated on a quantitative dimension, to further evaluate the process model.

b. Delivery systems for management of adult basic education in corrections. One of the primary goals of the 1971 Regional Seminars
MOUNTAIN STATES - (Cont'd.)

North Dakota
North Dakota Penitentiary, Bismarck

South Dakota
South Dakota State Penitentiary, Sioux Falls

Idaho
Idaho State Penitentiary, Boise

WEST

California
California State Penitentiary, San Quentin
Federal Correctional Institution, Men's Division,
Terminal Island
Federal Correctional Institution, Women's Division,
Terminal Island

Washington
Federal Penitentiary, McNeil Island

Hawaii
Hawaii State Prison, Honolulu

Alaska
Adult Conservation Camp, Palmer

Nevada
Nevada State Prison, Carson City
III. Summary of Findings

The Adult Basic Education in Corrections Program is designed to implement a three-fold purpose: (1) training of selected administrative, supervisory, instructional, and support personnel to implement systems of adult basic education in correctional settings; (2) development and testing of a conceptual model of adult basic education in corrections; and (3) design and implementation of management and instructional delivery systems of adult basic education for corrections.

Phase I conducted in 1969-70 resulted in the synthesis of a conceptual model for adult basic education in corrections and training selected persons in model concepts. There have been significant changes which can be attributed to participants in the 1969-70 seminars, as implementations of the seminar experience, resulting in improvement and innovations in planning, operating, and evaluating adult basic education in correctional institutions. A follow-up of the 1969-70 participants is needed, in order to assess long term benefits of the training experience.

Phase II, conducted in 1970-71, resulted in the training of 145 individuals, the design of sixty-six models of delivery systems for management of adult basic education in correctional institutions, and debugging of the conceptual model developed in 1969-70. A long-term follow-up is needed to assess the impact on institutions represented by seminar participants and the changes in individuals who participated in the training program.

Phase III, to be conducted in 1971-72, will be concerned with training individuals with responsibilities relating to instruction of academically, socially, vocationally deprived adults, and the design of instructional systems of adult basic education for correctional institutions.

The real test of this program will be in the measures of dissemination and diffusion. Only to the extent that horizontal and vertical dissemination is realized, and diffusion of model concepts in institutional changes is accomplished can the adult basic education in corrections program be deemed a success. The dissemination of program results within and across correctional settings, and the translation of model designs into innovations and improvements in adult basic education in correctional institutions must be realized for the program to realize its potential.

IV. Recommendations

1. The library of specialized information about adult basic education in corrections, built up to implement administration of this program should be made available to individuals and agencies involved in adult basic education and corrections.
2. A follow-up should be made of the individuals enrolled in the 1969-70 seminars on adult basic education in corrections, to determine long term effects of the seminar experience.

3. A follow-up should be made of the institutions for which delivery system management models were designed, and the individuals participating in the 1971 regional seminars on adult basic education in corrections.

4. A planned diffusion program should be initiated at once to insure the implementation of management systems design in 1971.

5. Advanced training in adult basic education in corrections should be provided to selected participants from the 1971 Regional Seminars to prepare them for leadership roles in conducting short-term training and in planning, operating, and evaluating systems of adult basic education for correctional institutions.

6. Training should be provided to persons with instructional responsibilities in corrections to prepare them for designing and implementing instructional systems of adult basic education in corrections.

7. Demonstration projects implementing selected model designs of adult basic education in corrections should be conducted in conjunction with planned in-service training of visitors to achieve replication of the systems approach to adult basic education in non-correctional settings and extend the application of the model designs to all correctional institutions, including the local jails.

8. The training model implemented in this Adult Basic Education in Corrections Program should be debugged, refined, and made available for use in other training endeavors.
REFERENCES

Brewer, E. C. C. Vocational rehabilitation study of prisoners, probationers, and parolees. Atlanta, Georgia: Emory University, 1964.


APPENDIX A

ADVANCED TRAINING SEMINAR

Franklin Park, Illinois

November 11-16, 1970

Syllabus

I. Nature of Seminar

A. Description

1. This advanced training seminar is part of a program to improve adult basic education in corrections, which is conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education, Division of Adult Education Programs. The total program effort is directed toward achieving innovation and reform of educational policies and practices in the nation's prisons. The program aims to make a major thrust in the direction of meeting deficiencies of prison and rehabilitation efforts, in order that offenders might be graduated to more useful, productive lives in society. The program purpose will be implemented in 1971 in pilot testing of a conceptual model of adult basic education in corrections, and regional seminars to train decision-makers in application of the model for educational management.

2. This national advanced training seminar has been designed to accomplish a two-fold purpose: (1) synthesize the plan and prepare materials for the 1971 regional training program; and (2) prepare instructors for providing leadership and implementing instructional roles in the 1971 Regional Training Seminars in Adult Basic Education in Corrections.

B. Goals

1. Participants will increase their knowledge of educational management in correctional settings; improve their understanding of the model of adult basic education in corrections; acquire an understanding of the design of delivery systems; and enhance their understanding of materials, methods, and techniques for instruction of adults in short-term sessions.

2. Participants will improve skills for instructing adult learners in short-term training sessions; improve skills of reading models; develop skills for designing delivery systems; and develop skills for evaluating delivery systems.

3. Participants will develop positive feelings toward management of adult basic education in corrections, and the use of systems techniques in educational management.
C. Objectives

1. Given necessary information about a hypothetical correctional setting, the participant will be able to develop a flowchart model for adult basic education in the particular institution with 90% accuracy.

2. Given a multiple-choice test on systematic identification and utilization of information and resources for educational management in corrections, the participant will be able to answer correctly 80% of the items.

3. Given a multiple-choice test on designing delivery systems of educational management, the participant will be able to answer correctly 80% of the items.

4. Given a multiple-choice test on internal and external evaluation of systems, the participant will be able to answer correctly 80% of the items.

5. Given a multiple-choice test on selection utilization of materials, methods and techniques for planning learning experiences for teaching adults in short-term training, the participant will be able to answer correctly 80% of the items.

6. Given a set of multiple-choice items on the generalized model of adult basic education in corrections, the participant will be able to answer correctly 80% of the items.

7. Given a flowchart model, the participant will be able to demonstrate skill in reading the model by selecting from a set of written specifications those items which the model describes, with 90% accuracy.

8. Given a blank budget worksheet and system specifications, the participant will be able to demonstrate skill in preparing budget worksheets by filling in the worksheet form, with 90% accuracy.

9. Given information about the participants selected for the 1971 Regional Seminars in Adult Basic Education in Corrections, an outline of the tentative program, statement of regional training program goals and information about constraints and resources affecting the program, the participant, working as a Task Group Member, will be able to develop a project model for assigned areas of seminar content, including project objectives; methods, materials, techniques of instruction; time schedule of procedures; and plan for evaluation.

10. Given information about the participants selected for the 1971 Regional Seminars in Adult Basic Education in Corrections and a Task Group project model, the participant working as a Task Group Member, will be able to develop materials of instruction and will be able to implement the Project Model in a micro-lesson using Advanced Training Seminar participants as trainees.
D. Program Content

1. Rationale for instructing adult learners in short-term training situations
   a. Materials, methods, techniques and technology for instructing adult learners in short-term training session
   b. Development of project models for instructing adults in short-term training sessions

2. Rationale for designing delivery systems for management of adult basic education in corrections
   a. Concepts and principles of educational management
   b. Relation of generalized models to delivery systems
   c. Design of delivery systems for specific settings

3. Theory and practice in design of delivery systems of adult basic education in corrections

E. Program Procedures and Materials

1. The seminar procedures will include lecture, discussion, task group activities, and micro-lesson presentations.

2. Materials will include books, journals, filmstrips, slide-tapes, and audio-tapes.

F. Program Schedule

Day 1. Seminar Overview
   Pre-assessment
   Rationale for instructing adult learners in short-term situation

Day 2. Rationale for designing delivery systems for management of adult basic education in corrections

Day 3. **Micro-lessons.** Conceptualization of the adult basic education in corrections system and assessment of needs
   Conceptualizing the total system
   Defining the correctional education element
   Establishing a philosophy
   Assessing adult basic education system needs

Day 3. **Micro-lessons.** Developing goals and objectives
   Goals for adult basic education in corrections
   Preparation of behavioral objectives
Day 3. **Micro-lessons.** Systematic selection, organization and utilization of information

Learner variables
Societal and cultural variables
Learning process variables

Day 4. **Micro-lessons.** Implementation of model in corrections

Planning learning experiences: instruction and instructional materials, media, and techniques
Planning environments for adult basic education: scope, sequence, staffing, scheduling, and physical layout

Day 4. **Micro-lessons.** Measurement and evaluation of adult basic education in corrections

Techniques of measurement
Procedures and uses of internal and external evaluation

Day 5. **Self-evaluation of micro-lessons**

Post-assessment
Preview of Regional Seminar Program Model: Plans and strategies

G. **Program Requirements**

1. Attend all sessions, including evening meetings, November 11 to 16, 1970

2. Implement assigned program responsibilities

3. Read all assigned references

4. Contribute to Task Group activities

5. Assist in conducting micro-lessons in assigned instructional areas

6. Interact with staff and consultants

II. **Participants**

A. **Roster**

B. **Instructional assignments for 1971 Seminars**
### Instructional Teams

<table>
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<tr>
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<th>Instructional Assignment**</th>
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<td>Gilbert</td>
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*Instructional Team Leader

**Assignment Areas

1 - Philosophy
2 - Goals and Objectives
3 - Information
4 - Plans
5 - Experiences
6 - Measurement/Evaluation

***Dates - Opening Registration Banquet, 2:00 P.M. to Closing-Luncheon (Noon)
III. Evaluation

A. Immediate evaluation will be made through objective test, instructor report and observer reports. Pre- and post-test data will be gathered to determine extent to which changes in behaviors of participants relating to program objectives have occurred.

B. Long-term evaluation will be made by follow-up after 1971 Regional Seminars to determine effectiveness of participants in implementing their teaching assignments in the Regional Seminar Program.
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<tr>
<td>1</td>
<td>Mr. Joseph P. Angert</td>
<td>Educational Director</td>
<td>State Correctional Institution</td>
<td>Pittsburgh, Pennsylvania 15233</td>
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<tr>
<td>2</td>
<td>Mr. Richard E. Cassell</td>
<td>Assistant Supervisor of Education</td>
<td>Federal Youth Center</td>
<td>Ashland, Kentucky 41101</td>
</tr>
<tr>
<td>3</td>
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<td>Federal Youth Center</td>
<td>Englewood, Colorado 80110</td>
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<td>4</td>
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<td>Reading Specialist</td>
<td>Medical Center for Federal Prisoners</td>
<td>Springfield, Missouri 65802</td>
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<td>Teacher</td>
<td>Federal Penitentiary</td>
<td>Marion, Illinois 62959</td>
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<tr>
<td>6</td>
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<td>Superintendent of Education</td>
<td>State Department of Corrections</td>
<td>Columbia, South Carolina 29202</td>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
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<td>Minnesota State Prison</td>
<td>Stillwater, Minnesota 55082</td>
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<tr>
<td>9</td>
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<td>Assistant Supervisor of Education</td>
<td>Federal Reformatory</td>
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<td>Lewisburg, Pennsylvania 17837</td>
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<tr>
<td>12</td>
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<td>Supervisor of Educational Programs</td>
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<td>Trenton, New Jersey 08625</td>
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<tr>
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<td>Granite, Oklahoma 73547</td>
</tr>
</tbody>
</table>
17. Mr. Calvin O. Jacobs  
Resource Center Coordinator  
Federal Reformatory  
Petersburg, Virginia  23803

18. Mr. J. C. Verl Keeney  
Director, Rehabilitation Programs  
Oregon State Penitentiary  
Salem, Oregon  97310

19. Dr. Earl R. Keesler  
Coordinator of Correctional  
Continuing Education  
State Education Department  
Hastings-on-Hudson, New York  10706

20. Mr. William F. Kennedy  
Education Coordinator  
Oregon Corrections Division  
Salem, Oregon  97310

21. Mr. Norman P. Langdon  
Assistant Supervisor of Education  
Federal Correctional Institution  
Seagoville, Texas  75159

22. Mr. Richard B. Lyles  
Employment and Training  
Program Specialist  
U. S. Bureau of Prisons  
Washington, D. C.  20537

23. Mr. William C. Maddox  
Supervisor of Education  
Federal Penitentiary  
Atlanta, Georgia  30315

24. Mr. Samuel Moreno  
Assistant Director of Education  
State Department of Correction  
Albany, New York  12225

25. Mr. Carl F. Nickel  
Institutional Instructor  
Adult Conservation Camp  
Palmer, Alaska

26. Mr. Joseph Oresic  
Supervisor of Educational  
Programs  
Youth Correctional Institution  
Bordentown, New Jersey  08505

27. Mr. Arnold R. Sessions  
Instructor  
Institute of Community Service  
Seattle, Central Community College  
Seattle, Washington  98144

28. Mr. James L. Streed  
Vocational Coordinator  
Federal Penitentiary  
Marion, Illinois  62959

29. Mr. William C. Strong  
Occupational Research and  
Development Coordinator  
Federal Correctional Institution  
Milan, Michigan  48160

30. Mr. Nelson G. Williams  
Institutional Instructor  
S.E. Regional Correctional  
Institution  
Juneau, Alaska  99801
## APPENDIX B-2
### ADVANCED TRAINING SEMINAR

#### Description of Participants

<table>
<thead>
<tr>
<th>PARTICIPANT CHARACTERISTIC</th>
<th>NUMBER OF PARTICIPANTS</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td><strong>SEX</strong></td>
<td></td>
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<tr>
<td>Male</td>
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<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
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<td></td>
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<tr>
<td>25-29</td>
<td>2</td>
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<tr>
<td>30-34</td>
<td>3</td>
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<tr>
<td>35-39</td>
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<tr>
<td>40-44</td>
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<td>50-54</td>
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<td>55-59</td>
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<td>60-64</td>
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<td>Median Age</td>
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<tr>
<td><strong>EDUCATION</strong></td>
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<tr>
<td>Less than B. A.</td>
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<tr>
<td>B. A.</td>
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<tr>
<td>M. A.</td>
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<td>Ph. D.</td>
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<td></td>
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APPENDIX B-2

ADVANCED TRAINING SEMINAR

Description of Participant Employment

<table>
<thead>
<tr>
<th>JOB CLASSIFICATION</th>
<th>NUMBER OF PARTICIPANTS</th>
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<tr>
<td>Administrator/Supervisor</td>
<td>24</td>
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<tr>
<td>Counselor</td>
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<tr>
<td>Teacher</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
APPENDIX B-3

ADVANCED TRAINING SEMINAR

Geographic Representation of Participants

<table>
<thead>
<tr>
<th>REGION</th>
<th>STATE</th>
<th>NUMBER OF PARTICIPANTS</th>
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<tbody>
<tr>
<td>II</td>
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<tr>
<td></td>
<td>New York</td>
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</tr>
<tr>
<td>III</td>
<td>District of Columbia</td>
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<td>5</td>
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<tr>
<td></td>
<td>Pennsylvania</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Virginia</td>
<td>2</td>
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<tr>
<td>IV</td>
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<td></td>
<td>Georgia</td>
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<tr>
<td></td>
<td>Kentucky</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>South Carolina</td>
<td>1</td>
<td></td>
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<tr>
<td>V</td>
<td>Illinois</td>
<td>2</td>
<td>6</td>
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<tr>
<td></td>
<td>Michigan</td>
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<td></td>
<td>Minnesota</td>
<td>2</td>
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<tr>
<td>VI</td>
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<td><strong>Total</strong></td>
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<td><strong>30</strong></td>
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APPENDIX C

ADVANCED TRAINING SEMINAR

Program Personnel

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director, Adult Basic Education in Corrections Program

Mr. James W. Lawrence, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mrs. Alice M. Beechert, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mr. L. Paul Anderson, Research Assistant, Education Research and Development Center, University of Hawaii, and Program Assistant

Mr. David J. Lam, Research Assistant, Education Research and Development Center, University of Hawaii, and Program Assistant

Mr. Vernon E. Burgener, Assistant Vice President, Educational Planning Associates, Inc., and Coordinator for National Advanced Training Seminar

Mrs. Karen Maeda, Secretary to Program Director, Education Research and Development Center, University of Hawaii

Miss Evelyn Hashimoto, Clerical Assistant, Education Research and Development Center, University of Hawaii

Mrs. Harriet Lai, Clerical Assistant, Education Research and Development Center, University of Hawaii

Mr. Walter Kinoshita, Clerical Assistant, Education Research and Development Center, University of Hawaii

Resource Personnel

Dr. Sol Chaneles, President, Urban Resources, Inc., 1860 Broadway, New York, New York

Dr. Leonard C. Silvern, President, Education and Training Consultants Company, 12121 Wilshire Boulevard, Los Angeles, California

Mr. J. Clark Esarey, Director, Adult Basic Education, Office of the Superintendent of Public Instruction, Springfield, Illinois

APPENDIX D

ADVANCED TRAINING SEMINAR

Required Reading List


APPENDIX E
ADVANCED TRAINING SEMINAR
Task Groups

GROUP A

Mr. Joseph P. Angert
State Correctional Institution
Pittsburgh, Pennsylvania

Mr. William D. Decker (Co-Chairman)
Medical Center for Federal Prisoners
Springfield, Missouri

Mr. James H. DuBose
State Department of Corrections
Columbia, South Carolina

Mr. Robert A. Erickson
Minnesota State Prison
Stillwater, Minnesota

Mr. Glen L. Henrickson
Federal Penitentiary
Steilacoom, Washington

Mr. Calvin O. Jacobs
Federal Reformatory
Petersburg, Virginia

Mr. Norman P. Langdon
Federal Correctional Institution
Seagoville, Texas

Mr. Arnold R. Sessions (Chairman)
Seattle Central Community College
Seattle, Washington

Mr. James L. Streed
Federal Penitentiary
Marion, Illinois

Mr. Nelson G. Williams
S. E. Regional Correctional Institution
Juneau, Alaska

GROUP B

Mr. Dale W. Clark
Federal Youth Center
Englewood, Colorado

Mr. William D. Decker
Medical Center for Federal Prisoners
Springfield, Missouri

Mr. Lex Enyart
Federal Correctional Institution
Milan, Michigan

Mr. Robert A. Gunnell
Federal Penitentiary
Lewisburg, Pennsylvania

Mr. Robert S. Hatrak
New Jersey State Prison
Trenton, New Jersey

Mr. Dean Hinders (Chairman)
South Dakota State Penitentiary
Sioux Falls, South Dakota

Mr. William F. Kennedy
Oregon Corrections Division
Salem, Oregon

Mr. Norman P. Langdon
Federal Correctional Institution
Seagoville, Texas

Mr. Samuel Moreno
State Department of Correction
Albany, New York

Mr. Joseph Oresic (Co-Chairman)
New Jersey Reformatory
Bordentown, New Jersey
GROUP C

Mr. Fred A. Dickens  
Federal Penitentiary  
Marion, Illinois

Mr. James H. DuBose  
State Department of Corrections  
Columbia, South Carolina

Mr. Robert A. Erickson (Co-Chairman)  
Minnesota State Prison  
Stillwater, Minnesota

Mr. Nathaniel A. Fisher  
Federal Reformatory  
Petersburg, Virginia

Mr. Glen L. Henrickson  
Federal Penitentiary  
Steilacoom, Washington

Mr. E. L. Imboden  
Oklahoma State Reformatory  
Granite, Oklahoma

Mr. J. C. Verl Keeney (Chairman)  
Oregon State Penitentiary  
Salem, Oregon

Mr. Carl F. Nickel  
Adult Conservation Camp  
Palmer, Alaska

Mr. James L. Streed  
Federal Penitentiary  
Marion, Illinois

Mr. Nelson G. Williams  
S. E. Regional Correctional Institution  
Juneau, Alaska

GROUP D

Mr. Joseph P. Angert  
State Correctional Institution  
Pittsburgh, Pennsylvania

Mr. Dale W. Clark (Chairman)  
Federal Youth Center  
Englewood, Colorado

Mr. Fred A. Dickens  
Federal Penitentiary  
Marion, Illinois

Mr. Dean Hinders  
South Dakota State Penitentiary  
Sioux Falls, South Dakota

Mr. Charles H. Huff (Co-Chairman)  
Federal Correctional Institution  
Sandstone, Minnesota

Mr. Calvin O. Jacobs  
Federal Reformatory  
Petersburg, Virginia

Dr. Earl R. Keesler  
State Education Department  
Hastings-on-Hudson, New York

Mr. William C. Maddox  
Federal Penitentiary  
Atlanta, Georgia
Task Groups - (Cont'd.)

GROUP E

Mr. Richard E. Cassell (Co-Chairman)
Federal Youth Center
Ashland, Kentucky

Mr. Nathaniel A. Fisher
Federal Reformatory
Petersburg, Virginia

Mr. Henry E. Gilbert, Jr.
Federal Correctional Institution
Tallahassee, Florida

Mr. Robert A. Gunnell
Federal Penitentiary
Lewisburg, Pennsylvania

Mr. Charles H. Huff
Federal Correctional Institution
Sandstone, Minnesota

Dr. Earl R. Keesler (Chairman)
State Education Department
Hastings-on-Hudson, New York

Mr. Richard B. Lyles
U. S. Bureau of Prisons
Washington, D. C.

Mr. William C. Maddox
Federal Penitentiary
Atlanta, Georgia

Mr. Carl F. Nickel
Adult Conservation Camp
Palmer, Alaska

Mr. William C. Strong
Federal Correctional Institution
Milan, Michigan

GROUP F

Mr. Richard E. Cassell
Federal Youth Center
Ashland, Kentucky

Mr. Henry E. Gilbert, Jr.
Federal Correctional Institution
Tallahassee, Florida

Mr. Robert S. Hatrak (Chairman)
New Jersey State Prison
Trenton, New Jersey

Mr. E. L. Imboden (Co-Chairman)
Oklahoma State Reformatory
Granite, Oklahoma

Mr. J. C. Verl Keeney
Oregon State Penitentiary
Salem, Oregon

Mr. William F. Kennedy
Oregon Corrections Division
Salem, Oregon

Mr. Samuel Moreno
State Department of Correction
Albany, New York

Mr. Joseph Oresic
New Jersey Reformatory
Bordentown, New Jersey

Mr. Arnold R. Sessions
Seattle Central Community College
Seattle, Washington

Mr. William C. Strong
Federal Correctional Institution
Milan, Michigan
## Comparison of Group Profiles by Mean Scores for Pre- and Posttest over Knowledge and Skills

<table>
<thead>
<tr>
<th>TEST ELEMENT</th>
<th>PRETEST</th>
<th>POSTTEST</th>
<th>X GAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>N 30</td>
<td>MEAN 23.43</td>
<td>SD 6.44</td>
</tr>
<tr>
<td>Skills</td>
<td>N 30</td>
<td>MEAN 29.83</td>
<td>SD 6.58</td>
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## APPENDIX F-2
### ADVANCED TRAINING SEMINAR

Comparison of Group Profiles by Mean Scores on Pre- and Posttest Measures of Feelings Attributed to Adult Basic Education in Corrections Concepts

<table>
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<tr>
<th>ATTRIBUTE</th>
<th>N</th>
<th>PRETEST</th>
<th>POSTTEST</th>
<th>X GAIN</th>
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<tbody>
<tr>
<td>Pleasure</td>
<td>30</td>
<td>3.31</td>
<td>3.43</td>
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<tr>
<td>Value</td>
<td>30</td>
<td>3.66</td>
<td>3.73</td>
<td>0.07</td>
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</table>

Scale = 1.0 to 4.0.
1.0 = Not at all
4.0 = Very much
APPENDIX G-1
ADVANCED TRAINING SEMINAR

Mean Ratings of Training Program Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RATING</th>
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<tbody>
<tr>
<td>Participating in discussion groups</td>
<td>3.63</td>
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<tr>
<td>Participating in task groups</td>
<td>3.60</td>
</tr>
<tr>
<td>Dialogue with staff</td>
<td>3.53</td>
</tr>
<tr>
<td>Participating in general discussion</td>
<td>3.50</td>
</tr>
<tr>
<td>Listening to staff presentations</td>
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<tr>
<td>Informal discussions</td>
<td>3.43</td>
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<tr>
<td>Participating in reaction panels</td>
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<tr>
<td>Reading assigned references</td>
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<tr>
<td>Listening and/or watching AV presentations</td>
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<tr>
<td>Reading supplementary references</td>
<td>3.21</td>
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<tr>
<td>Listening to resource persons</td>
<td>3.10</td>
</tr>
<tr>
<td>Listening, closing luncheon session</td>
<td>3.09</td>
</tr>
<tr>
<td>Socializing, opening session</td>
<td>3.07</td>
</tr>
<tr>
<td>Dialogue with resource people</td>
<td>3.07</td>
</tr>
<tr>
<td>Participating in field trip or demonstration</td>
<td>2.89</td>
</tr>
<tr>
<td>Listening, banquet session</td>
<td>2.83</td>
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## APPENDIX G-2

### ADVANCED TRAINING SEMINAR

#### Mean Ratings of Instructional Materials

<table>
<thead>
<tr>
<th>INSTRUCTIONAL ITEM</th>
<th>X RATING</th>
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<tbody>
<tr>
<td>Ryan, T. A. <em>A Model of Adult Basic Education in Corrections.</em></td>
<td>3.83</td>
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<tr>
<td>Ryan, T. A. <em>Educational management by systems techniques in corrections.</em></td>
<td>3.61</td>
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<tr>
<td>Ryan, T. A. (Ed.) <em>Collection of papers prepared for 1970 National Seminars, Adult Basic Education in Corrections.</em></td>
<td>3.50</td>
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<tr>
<td>Carpenter, W. L. <em>24 group methods and techniques in adult education.</em></td>
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<td>Ryan, T. A. and Silvern, L. C. (Eds.) <em>Goals of adult basic education in corrections.</em></td>
<td>3.21</td>
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<td>Ryan, T. A. <em>Systems techniques for programs of counseling and counselor education. Educational Technology.</em></td>
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<tr>
<td>Silvern, L. C. <em>Systems engineering of education IV: Systems analysis and synthesis applied quantitatively to create an instructional system.</em></td>
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<td>Silvern, L. C. <em>Systems engineering of education I: The evolution of systems thinking in education.</em></td>
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## APPENDIX G-3

### ADVANCED TRAINING SEMINAR

**Participant Evaluation of Program Organization**

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<thead>
<tr>
<th>MANAGEMENT COMPONENT</th>
<th>DESCRIPTION</th>
<th>FREQUENCY OF RESPONSE</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-seminar information was adequate for my use in making preparation to attend.</strong></td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td><strong>Pre-seminar information accurately described the program.</strong></td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td><strong>The location for the seminar was satisfactory.</strong></td>
<td>2</td>
<td>28</td>
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<tr>
<td><strong>Arrangements for meals and living accommodations were satisfactory.</strong></td>
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<tr>
<td><strong>Physical arrangements for the work sessions were satisfactory (meeting rooms, equipment, lighting).</strong></td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td><strong>Qualifications and competencies of resource personnel were satisfactory.</strong></td>
<td>2</td>
<td>28</td>
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<tr>
<td><strong>The balance between formal and informal activities was satisfactory.</strong></td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td><strong>There was sufficient time for group activities.</strong></td>
<td>18</td>
<td>11</td>
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<tr>
<td><strong>There was sufficient time for meeting informally with other participants.</strong></td>
<td>16</td>
<td>14</td>
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<tr>
<td><strong>There was sufficient time for meeting with staff.</strong></td>
<td>11</td>
<td>19</td>
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<tr>
<td>MANAGEMENT COMPONENT</td>
<td>DESCRIPTION</td>
<td>FREQUENCY OF RESPONSE</td>
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<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------</td>
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<tr>
<td>Time Allocation and Utilization</td>
<td>The length of the seminar was satisfactory (10 days).</td>
<td>DISAGREE 11  AGREE 19  NO RESPONSE 0</td>
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<tr>
<td></td>
<td>The daily time schedule was satisfactory.</td>
<td>DISAGREE 5  AGREE 24  NO RESPONSE 1</td>
</tr>
<tr>
<td>Program</td>
<td>The seminar met my expectations.</td>
<td>DISAGREE 2  AGREE 27  NO RESPONSE 1</td>
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<tr>
<td></td>
<td>I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii.</td>
<td>DISAGREE 1  AGREE 29  NO RESPONSE 0</td>
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APPENDIX G-4

ADVANCED TRAINING SEMINAR

Participant Evaluation of Program Effectiveness

<table>
<thead>
<tr>
<th>PROGRAM ELEMENT</th>
<th>RATING*</th>
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<tr>
<td>Increase of knowledge</td>
<td>3.10</td>
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<tr>
<td>Generation of information</td>
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<tr>
<td>Satisfaction with seminar product</td>
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<tr>
<td>Accomplishment of seminar purpose</td>
<td>2.87</td>
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N = 30

*Rating Scale = 1.00 (low) to 4.00 (high)
1971 REGIONAL TRAINING SEMINARS

APPENDICES
<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>1</td>
<td>Mr. Ralph L. Aaron&lt;br&gt;Superintendent of Industries&lt;br&gt;Federal Prison Industries, Inc.&lt;br&gt;Milan, Michigan 48160</td>
<td>Lincoln</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Floyd E. Arnold&lt;br&gt;Chief Correctional Supervisor&lt;br&gt;Medical Center for Federal Prisoners&lt;br&gt;Springfield, Missouri 65802</td>
<td>Lincoln</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Alan K. Atwood&lt;br&gt;Chief, Classification and Parole&lt;br&gt;Federal Youth Center&lt;br&gt;Ashland, Kentucky 41101</td>
<td>Lincoln</td>
</tr>
<tr>
<td>4</td>
<td>Mr. Albert V. Babek&lt;br&gt;Associate Warden&lt;br&gt;Oklahoma State Reformatory&lt;br&gt;Granite, Oklahoma 73547</td>
<td>Norman</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Bruce E. Baker&lt;br&gt;Vocational Instructor&lt;br&gt;Federal Correctional Institution&lt;br&gt;Milan, Michigan 48160</td>
<td>Notre Dame</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Eskle Baker&lt;br&gt;Director of Education&lt;br&gt;Tennessee State Penitentiary&lt;br&gt;Nashville, Tennessee 37203</td>
<td>Austin</td>
</tr>
<tr>
<td>7</td>
<td>Mr. William N. Barber&lt;br&gt;Senior Caseworker&lt;br&gt;Federal Penitentiary&lt;br&gt;Terre Haute, Indiana 47808</td>
<td>Notre Dame</td>
</tr>
<tr>
<td>8</td>
<td>Mr. James F. Barringer&lt;br&gt;Acting Education Administrator&lt;br&gt;Florida Division of Corrections&lt;br&gt;Tallahassee, Florida 32304</td>
<td>Athens</td>
</tr>
<tr>
<td>9</td>
<td>Mrs. Barbara L. Bashore&lt;br&gt;Assistant Superintendent&lt;br&gt;Women's Reformatory&lt;br&gt;York, Nebraska 68467</td>
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</table>
| 10  | Mr. Neil H. Battle  
Instructional Supervisor  
Georgia State Board of Correction  
Atlanta, Georgia  30518 | Athens |
| 11  | Mr. Terence E. Bergin  
Superintendent of Education  
Joliet-Stateville Penitentiary  
Joliet, Illinois  60434 | Notre Dame |
| 12  | Mr. Obert G. Berke  
Educational Director  
North Dakota State Penitentiary  
Bismark, North Dakota  58501 | Boulder |
| 13  | Mr. Dudley Blevins, Jr.  
Education Specialist  
Federal Youth Center  
Ashland, Kentucky  41101 | Lincoln |
| 14  | Mr. James K. Boen  
Chief, Classification & Parole  
Federal Penitentiary  
Atlanta, Georgia  30315 | Athens |
| 15  | Mr. George B. Boeringa  
Program Specialist  
University of Hawaii Community College System (MDTA)  
Honolulu, Hawaii  96814 | Portland |
| 16  | Mr. Lawrence F. Borek  
Principal  
New Jersey Reformatory for Males  
Bordentown, New Jersey  08505 | New York |
| 17  | Mr. James A. Breitag  
Counseling and Recreation Director  
South Dakota State Penitentiary  
Sioux Falls, South Dakota  57101 | Boulder |
| 18  | Mr. Jack E. Brent  
Special Assistant to the Director  
Federal Youth Center  
Englewood, Colorado  80110 | Boulder |
| 19  | Mr. James E. Carroll  
Correctional Supervisor  
Federal Youth Center  
Ashland, Kentucky  41101 | Lincoln |
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</table>
| 30  | Mr. Benjamin Deloach  
Counselor  
Arkansas Training School for Boys  
Wrightsville, Arkansas  72183 | Norman |
| 31  | Mr. Harold E. DeVore  
Assistant Supervisor of Education  
Federal Youth Center  
Englewood, Colorado  80110 | Boulder |
| 32  | Mr. Les Dingess  
Supervisor of Education  
Federal Correctional Institution  
Anthony, New Mexico-Texas  88021 | Norman |
| 33  | Mr. Stephen M. Domovich  
Supervisor of Educational Programs I  
New Jersey Reformatory  
Annandale, New Jersey  08801 | New York |
| 34  | Mr. Lee D. Donigan  
Assistant Commissioner, Manufacturing  
Federal Prison Industries, Inc.  
Washington, D. C.  20537 | Austin |
| 35  | Mr. Donald N. Eades  
Education-Vocation Director  
Iowa Women's Reformatory  
Rockwell City, Iowa  50579 | Lincoln |
| 36  | Mr. William M. Egbert  
Director of Education  
Kentucky State Penitentiary  
Eddyville, Kentucky  42038 | Notre Dame |
| 37  | Mr. Robert I. Elsea  
Supervisor of Education  
Federal Youth Center  
Ashland, Kentucky  41101 | Notre Dame |
| 38  | Mr. Fred L. Farmer, Jr.  
Education Consultant, Project Coordinator  
Kansas Penal System  
Lansing, Kansas  66043 | Boulder |
| 39  | Mr. Ellis L. Fawcett  
Assistant Superintendent  
Canal Zone Division of Schools  
Balboa Heights, Canal Zone | New York |
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| 40  | Mr. Gene R. Freeman  
Chief, Classification and Parole  
Federal Correctional Institution  
Milan, Michigan 48160 | Lincoln |
| 41  | Mr. James J. Gioletti  
Educator  
Illinois State Penitentiary  
Pontiac, Illinois 61764 | Notre Dame |
| 42  | Mr. Mario Giugnino  
Correctional Supervisor  
Federal Correctional Institution  
Lompoc, California 93436 | Portland |
| 43  | Mr. Bruce Grant  
Associate Warden  
Federal Reformatory  
Petersburg, Virginia 23804 | Athens |
| 44  | Mr. William E. Greenlee  
Assistant Superintendent of Industries  
Federal Prison Industries, Inc.  
Federal Penitentiary  
Lewisburg, Pennsylvania 17837 | Athens |
| 45  | Mr. John W. Griffin  
Associate Warden of Treatment  
Colorado State Penitentiary  
Canon City, Colorado 81212 | Boulder |
| 46  | Mr. John P. Gruccio  
Supervisor of Education  
Leesburg State Prison  
Leesburg, New Jersey 08327 | New York |
| 47  | Mr. R. Louis Harden  
Director of Training  
Georgia State Prison  
Reidsville, Georgia 30453 | Athens |
| 48  | Mr. Keith W. Hayball  
Superintendent of Education and Training  
California State Prison  
San Quentin, California 94964 | Portland |
| 49  | Mr. Eugene E. Hilfiker  
Supervisor, Vocational Training  
Oregon State Correctional Institute  
Salem, Oregon 97310 | Portland |
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| 50  | Dr. Marjorie J. Hill  
Research Analyst  
State Division of Corrections  
Juneau, Alaska 99801 | Portland |
| 51  | Mr. Clifford E. Hoff  
Deputy Warden  
South Dakota State Penitentiary  
Sioux Falls, South Dakota 57101 | Boulder |
| 52  | Mr. Hal R. Hopkins  
Superintendent of Industries  
Federal Correctional Institution  
Texarkana, Texas 75501 | Norman |
| 53  | Mr. Lyle R. Howell  
Personnel Officer  
Federal Correctional Institution  
Milan, Michigan 48160 | Notre Dame |
| 54  | Mrs. Margarita R. Huantes  
Executive Director  
San Antonio Literacy Council, Inc.  
San Antonio, Texas 78205 | Austin |
| 55  | Mr. Samuel M. Hull  
Chief, Classification and Parole  
Federal Reformatory  
El Reno, Oklahoma 73036 | Norman |
| 56  | Mr. John W. Jaksha  
Director of Education and Training  
Montana State Prison  
Deer Lodge, Montana 59722 | Boulder |
| 57  | Mr. Billie W. Johnson  
Education Coordinator and Recreation Director  
Louisiana Correctional and Industrial School  
DeQuincy, Louisiana 70633 | Athens |
| 58  | Mr. James R. Johnson  
Chief, Classification and Parole  
Federal Correctional Institution  
Sandstone, Minnesota 55072 | St. Paul |
| 59  | Mr. William E. Key  
Chief, Classification and Parole  
Federal Correctional Institution  
Danbury, Connecticut 06813 | New York |
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| 60  | Mr. Anthony F. King  
Education Programs Specialist  
Division of Correction  
Baltimore, Maryland  21202 | New York |
| 61  | Mr. Norman E. Kukuk  
Director of Education  
State House of Correction and Branch Prison  
Marquette, Michigan  49855 | St. Paul |
| 62  | Dr. James R. LaForest  
Associate Professor & Coordinator Adult and Adult Basic Education  
West Georgia College  
Carrollton, Georgia  30117 | Athens |
| 63  | Mr. Wilburt K. Laubach  
Principal, Director of Education  
State Prison of Southern Michigan  
Jackson, Michigan  49201 | St. Paul |
| 64  | Mr. Gordon T. Leavy  
Assistant Director of Education  
State Department of Correction  
Albany, New York  12225 | New York |
| 65  | Mrs. Elizabeth M. Lebherz  
Director of Education  
State Department of Correctional Services  
Baltimore, Maryland  21202 | New York |
| 66  | Mr. Newton E. Lewis  
Supervisor of Education  
Federal Reformatory  
Petersburg, Virginia  23804 | St. Paul |
| 67  | Mr. James W. Lyon  
Head Teacher  
Frenchburg Correctional Facility  
Frenchburg, Kentucky  40322 | Notre Dame |
| 68  | Mr. Richard A. Mack  
Academic Teacher  
Nevada State Prison  
Carson City, Nevada  89701 | Lincoln |
| 69  | Mr. Paul D. Malcomb  
Vocational Training Coordinator  
Federal Reformatory  
Petersburg, Virginia  23804 | St. Paul |
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| 70  | Mr. Alfons F. Maresh  
Educational Coordinator  
State Department of Corrections  
St. Paul, Minnesota  55101 | St. Paul |
| 71  | Mr. Carson W. Markley  
Supervisor of Education  
Federal Correctional Institution  
Danbury, Connecticut  06813 | New York |
| 72  | Mr. Boyd R. Marsing  
Supervisor of Education  
Nevada State Prison  
Carson City, Nevada  89701 | Lincoln |
| 73  | Mr. Tommy C. Martin  
Business Manager  
Federal Youth Center  
Ashland, Kentucky  41101 | Notre Dame |
| 74  | Mr. Kent W. Mason  
Assistant Superintendent  
Treatment Programs  
Maryland Correctional Institution  
Hagerstown, Maryland  21740 | New York |
| 75  | Mr. Joseph C. Mazurek  
Program Director  
Albany County Jail and Penitentiary  
Albany, New York  12211 | New York |
| 76  | Mr. Albert J. Menendez  
Research Associate  
State Board of Corrections  
Atlanta, Georgia  30334 | Athens |
| 77  | Mr. William D. Messersmith  
Community Programs Coordinator  
U. S. Bureau of Prisons  
Washington, D. C.  20537 | Lincoln |
| 78  | Mr. William J. Meusch  
Related Trades Instructor  
Federal Correctional Institution  
Tallahassee, Florida  32304 | Austin |
| 79  | Mr. Harold G. Miller  
Correctional Supervisor  
Federal Penitentiary  
Terre Haute, Indiana  47808 | St. Paul |
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| 80  | Mr. Ned E. Miller  
Associate Warden  
Federal Correctional Institution  
Milan, Michigan 48160 | Lincoln |
| 81  | Mr. William V. Milliken  
Associate Warden, Treatment  
Minnesota State Prison  
Stillwater, Minnesota 55082 | St. Paul |
| 82  | Mr. James O. Mobley  
Teacher (Education Specialist)  
Federal Correctional Institution  
Tallahassee, Florida 32304 | Athens |
| 83  | Mr. Stanley I. Mopsik  
Specialist - Special Education Institutions  
Maryland State Department of Education  
Baltimore, Maryland 21210 | New York |
| 84  | Mr. Keith A. Morrow  
Director of Education and Inmate Training  
Louisiana State Penitentiary  
Angola, Louisiana 70712 | Athens |
| 85  | Miss Eleanor B. Mullaley  
Director of Education  
New Hampshire State Prison  
Concord, New Hampshire 03301 | New York |
| 86  | Mr. Kenneth A. McDannell  
Associate Director  
Federal Youth Center  
Englewood, Colorado 80110 | Boulder |
| 87  | Mr. John K. McDorman  
Assistant Division Director  
Rehabilitative Services  
Georgia State Board of Corrections  
Atlanta, Georgia 30324 | Athens |
| 88  | Mr. Tom L. McFerren  
Teacher  
Federal Penitentiary  
Terre Haute, Indiana 47808 | Notre Dame |
| 89  | Mr. Rex F. McMullan  
Assistant Supervisor of Education  
Federal Penitentiary  
Atlanta, Georgia 30315 | Athens |
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| 90  | Mr. Kenneth D. McMurray  
Teacher  
Federal Penitentiary  
Marion, Illinois 62959 | Notre Dame |
| 91  | Mr. John W. Nipper  
Supervisor of Education  
State Department of Corrections  
Baton Rouge, Louisiana 70804 | Athens |
| 92  | Mr. Patrick E. O'Reilly  
Adult Education Coordinator  
Oklahoma State Penitentiary  
McAlester, Oklahoma 74501 | Norman |
| 93  | Mr. James B. Orrell  
Teacher-In-Charge  
Basic Education Center  
Bayview Schools/Marin County Supt. of Schools  
San Quentin, California 94964 | Portland |
| 94  | Mr. George H. Outlaw  
Director of Education  
Cassidy Lake Technical School  
Chelsea, Michigan 48118 | St. Paul |
| 95  | Mr. William H. Pahrman  
Education Director  
Oregon State Correctional Institution  
Salem, Oregon 97310 | Portland |
| 96  | Mr. Joseph S. Palmquist  
Assistant Supervisor of Education  
Federal Penitentiary  
Leavenworth, Kansas 66048 | Boulder |
| 97  | Mr. David W. Petherbridge  
Instructor, Hoomana School  
Hawaii State Prison  
Honolulu, Hawaii 96819 | Portland |
| 98  | Mr. Herbert E. Phillips  
Recreation Consultant  
Kansas Penal System  
Lansing, Kansas 66043 | Boulder |
| 99  | Mr. Donald G. Porterfield  
Reading Specialist  
Federal Correctional Institution  
Tallahassee, Florida 32304 | Austin |
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| 121 | Mr. Glen B. Smith  
Supportive Related Trades Instructor  
Federal Penitentiary  
Terre Haute, Indiana  47808 | St. Paul |
| 122 | Dr. Jacquelen L. Smith  
Principal of Education  
Federal Reformatory for Women  
Alderson, West Virginia  24910 | Notre Dame |
| 123 | Mr. Edward G. Snow  
Assistant Superintendent Schools  
Oklahoma State Reformatory  
Granite, Oklahoma  73547 | Norman |
| 124 | Mr. Herman S. Solem  
Principal  
South Dakota State Penitentiary  
Sioux Falls, South Dakota  57101 | Notre Dame |
| 125 | Mr. Salvatore S. Spadaro  
Education Supervisor (General)  
Eastern New York Correctional Facility  
Napanoch, New York  12458 | New York |
| 126 | Mr. Stanton H. Stringfellow  
Adult Basic Education Instructor and Supervisor  
Idaho State Penitentiary  
Boise, Idaho  83707 | Portland |
| 127 | Mr. Edsel T. Taylor  
Principal  
MacDougall Youth Correction Center  
Ridgeville, South Carolina  29472 | Athens |
| 128 | Mr. Larry F. Taylor  
Administrative Officer  
U. S. Bureau of Prisons  
Washington, D. C.  20537 | Austin |
| 129 | Mr. Melvin E. Tennison  
Chief, Classification and Parole  
Federal Penitentiary  
McNeil Island, Washington  98388 | St. Paul |
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Warden  
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Ridgeville, South Carolina 29472 | Athens |
| 131 | Mr. Frank A. Thomas  
Acting Director of Education  
Idaho State Penitentiary  
Boise, Idaho 83707 | Portland |
| 132 | Mr. Robert F. Thompson  
Chief, Classification and Parole  
Federal Reformatory  
Petersburg, Virginia 23803 | Athens |
| 133 | Mr. Joseph M. Van Parys  
Personnel Officer  
Federal Correctional Institution  
Texarkana, Texas 75501 | Austin |
| 134 | Mr. Martin A. Vesel  
Assistant Supervisor of Education  
Federal Correctional Institution  
Sandstone, Minnesota 55072 | St. Paul |
| 135 | Mr. Cloval W. Vestal  
Education Supervisor  
State Department of Correction  
Jefferson City, Missouri 65101 | Lincoln |
| 136 | Mr. Paul A. Wageley  
Assistant Superintendent  
Treatment Programs  
Maryland Correctional Training Center  
Hagerstown, Maryland 21740 | New York |
| 137 | Mr. Matthew Walsh  
Associate Warden  
Federal Reformatory  
El Reno, Oklahoma 73036 | Austin |
| 138 | Mr. Charles L. Welker  
Education Supervisor II  
Missouri Training Center for Men  
Moberly, Missouri 65270 | Lincoln |
| 139 | Mr. Jack L. Westover  
School Principal  
Michigan Reformatory  
Ionia, Michigan 48846 | St. Paul |
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| 140 | Mrs. Edith Whiting  
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Nebraska Penal and Correctional Complex  
Lincoln, Nebraska  68501 | Lincoln |
| 141 | Mr. James A. Williams  
Educational Supervisor  
Missouri Department of Corrections  
Jefferson City, Missouri  65101 | Lincoln |
| 142 | Mr. Richard J. Witkowski  
Case Management Coordinator  
Federal Penitentiary  
Leavenworth, Kansas  66048 | Boulder |
| 143 | Mr. Wilbert A. Wycliff  
Supervisor of Education  
Federal Correctional Institution  
Texarkana, Texas  75502 | Austin |
| 144 | Mr. Joseph Yankoskie  
Director of Classification and Treatment  
Montana State Prison  
Deer Lodge, Montana  59722 | Boulder |
| 145 | Mr. Frank C. Zimmerman  
Head Teacher  
Tucker Intermediate Reformatory  
Tucker, Arkansas  72168 | Norman |
## APPENDIX H-2

### 1971 REGIONAL TRAINING SEMINARS

**Team and Individual Participation by Seminar**

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*Note:* The table above provides a detailed breakdown of team and individual participation by seminar for the 1971 Regional Training Seminars.
### SEX, AGE, AND EDUCATION OF PARTICIPANTS BY SEMINAR

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### 1971 REGIONAL TRAINING SEMINARS

**Participant Employment Background by Seminar**

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### Geographic Representation by USOE Region

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<td><strong>Total</strong></td>
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</table>

Participating States = 41
APPENDIX I-1

1971 REGIONAL TRAINING SEMINARS

Staff

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director, Adult Basic Education in Corrections

Dr. E. Dean Anderson, Director of University Relations, Portland State University, Portland, Oregon and Coordinator for Portland Seminar

Mr. Joseph P. Angert, Educational Director, State Correctional Institution, Pittsburgh, Pennsylvania, and Instructor, St. Paul Seminar

Mr. George G. Benner, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mrs. Susan Bennett, Conference Secretary, Portland Seminar

Mr. Curt W. Brandhorst, Conference Coordinator, Department of Conferences, Nebraska Center for Continuing Education, Lincoln, Nebraska, and Coordinator for Lincoln Seminar

Mr. Richard E. Cassell, Assistant Supervisor of Education, Federal Youth Center, Ashland, Kentucky, and Instructor, New York Seminar

Mr. Lawrence N. Christiansen, Conference Coordinator, Bureau of Conferences and Institutes, University of Colorado, Boulder, Colorado, and Coordinator for Boulder Seminar

Mr. Dale W. Clark, Supervisor of Education, Federal Youth Center, Englewood, Colorado, and Instructor, New York Seminar

Mr. William D. Decker, Reading Specialist, Education Department, Medical Center for Federal Prisoners, Springfield, Missouri, and Instructor, Austin Seminar

Mr. Fred A. Dickens, Teacher, Federal Penitentiary, Marion, Illinois, and Instructor, Norman Seminar

Mr. James H. DuBose, Superintendent of Education, State Department of Corrections, Columbia, South Carolina, and Instructor, Portland Seminar

Mr. Lex Enyart, Supervisor of Education, Federal Correctional Institution, Milan, Michigan, and Instructor, Boulder Seminar

Mr. Robert A. Erickson, Director of Education, Minnesota State Prison, Stillwater, Minnesota, and Instructor, New York Seminar
Mr. Nathaniel A. Fisher, Assistant Supervisor of Education, Federal Reformatory, Petersburg, Virginia, and Instructor, Notre Dame Seminar

Mr. Frank Foss, Conference Coordinator, Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana, and Coordinator for Notre Dame Seminar

Mr. Henry E. Gilbert, Jr., Supervisor of Education, Federal Correctional Institution, Tallahassee, Florida, and Instructor, Portland Seminar

Mr. Robert A. Gunnell, Assistant Supervisor of Education, Federal Penitentiary, Lewisburg, Pennsylvania, and Instructor, Norman Seminar

Miss Evelyn Hashimoto, Clerical Assistant, Education Research and Development Center, University of Hawaii

Mr. Robert S. Hatrak, Supervisor of Educational Programs, New Jersey State Prison, Trenton, New Jersey, and Instructor, St. Paul Seminar

Mr. Glen L. Henrickson, Supervisor of Education, Federal Penitentiary, McNeil Island, Steilacoom, Washington, and Instructor, Lincoln Seminar

Mr. Dean Hinders, Director of Education and Recreation, South Dakota State Penitentiary, Sioux Falls, South Dakota, and Instructor, Notre Dame Seminar

Mrs. Ellen Howard, Conference Secretary, Notre Dame Seminar

Mr. Charles H. Huff, Supervisor of Education, Federal Correctional Institution, Sandstone, Minnesota, and Instructor, Portland Seminar

Mr. E. L. Imboden, Director of Education, State Department of Corrections, Granite, Oklahoma, and Instructor, Athens Seminar

Mr. Calvin O. Jacobs, Administrative Assistant, Federal Reformatory, Petersburg, Virginia, and Instructor, Boulder Seminar

Miss Lois Kelikulua, Research Associate, Education Research and Development Center, University of Hawaii

Dr. Earl R. Keesler, Coordinator of Correctional Continuing Education, State Education Department, New York, and Instructor, Athens Seminar

Mr. William F. Kennedy, Education Coordinator, Oregon Corrections Division, Salem, Oregon, and Instructor, Boulder Seminar

Mrs. Harriet Lai, Clerical Assistant, Education Research and Development Center, University of Hawaii

Mr. David J. Lam, Research Assistant, Education Research and Development Center, University of Hawaii, and Program Assistant
Mr. Norman P. Langdon, Assistant Supervisor of Education, Federal Correctional Institution, Seagoville, Texas, and Instructor, Athens Seminar

Dr. Leonard M. Logan III, Director of Comprehensive Programs, Extension Division, School & Community Services, The University of Oklahoma, Norman, Oklahoma, and Coordinator for Norman Seminar

Mr. Richard B. Lyles, Employment Program and Training Specialist, U. S. Bureau of Prisons, Washington, D. C., and Instructor, Lincoln Seminar

Mr. W. C. Maddox, Supervisor of Education, Federal Penitentiary, Atlanta, Georgia, and Instructor, Austin, and St. Paul Seminars

Mrs. Karen Maeda, Secretary to Program Director, Education Research and Development Center, University of Hawaii

Mrs. Anita Menking, Conference Secretary, Boulder Seminar

Mr. Samuel Moreno, Assistant Director of Education, State Department of Corrections, Albany, New York, and Instructor, Lincoln Seminar

Mrs. Marie E. Mueller, Conference Secretary, New York Seminar

Mr. Joseph Oresic, Supervisor of Educational Programs, New Jersey Reformatory, Bordentown, New Jersey, and Instructor, Portland Seminar

Dr. H. E. Overfield, Coordinator, Joe C. Thompson Conference Center, Austin, Texas, and Coordinator for Austin Seminar

Mrs. Judy Reinhart, Conference Secretary, Norman Seminar

Mr. Earl F. Scott, Sales Manager, Hotel St. Paul, St. Paul, Minnesota, and Coordinator for St. Paul Seminar

Mr. Arnold R. Sessions, Instructor, Institute for Community Services, Seattle Central Community College, Seattle, Washington, and Instructor, Norman Seminar

Mr. James L. Streed, Vocational Coordinator, Federal Penitentiary, Marion, Illinois, and Instructor, Boulder Seminar

Mr. William C. Strong, Occupational Research and Development Coordinator, Federal Correctional Institution, Milan, Michigan, and Instructor, New York Seminar

Mr. Edward W. Sullivan, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director
Mr. Lawrence H. Walker, Coordinator, Georgia Center for Continuing Education, University of Georgia, Athens, Georgia, and Coordinator for Athens Seminar

Dr. Arthur B. Ward, Head, Department of Conferences, Nebraska Center For Continuing Education, Lincoln, Nebraska

Mrs. Glenda Williams, Conference Secretary, Austin Seminar

Mr. Nelson G. Williams, Institutional Instructor, S. E. Regional Correctional Institution, Juneau, Alaska, and Instructor, Notre Dame Seminar

Mrs. Annabell Zikmund, Conference Secretary, Lincoln Seminar
APPENDIX I-2

1971 REGIONAL TRAINING SEMINARS

Resource Personnel

1. Mr. Charles M. Barrett, Educational Director
   General Adult Education and Community Service Programs
   Department of Community Colleges
   State Board of Education
   Raleigh, North Carolina 27602
   "The Adult Basic Education Learner and the Learning Process in Correctional Settings"

2. Mrs. Doris A. Berg, Consultant and Teacher
   Adult Basic Education Program
   Boulder Public Schools
   841 Gapter Road
   Boulder, Colorado 80302
   "Materials and Technology for Adult Basic Education in Corrections"

3. Mr. Luther H. Black, Director
   Adult Basic Education
   State Department of Education
   Arch Ford Education Building, Room 401W
   Little Rock, Arkansas 72201
   "The Adult Basic Education Learner and the Learning Process in Correctional Settings"

4. Mr. Jack E. Brent (representing Mr. Jay F. Flamm), Special Assistant to the Director
   Federal Youth Center
   Englewood, Colorado 80110
   "Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

5. Mr. Nelson E. Caldwell
   Allied Printers Associates
   900-902 West Pine Boulevard
   Uptown Poplar Bluff, Missouri 63901
   "The Ideal Adult Basic Education Program for a Correctional Setting: The Offender's Point of View"

6. Mr. Joseph G. Cannon, Commissioner
   Maryland Division of Correction
   920 Greenmount Avenue
   Baltimore, Maryland 21202
   "Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"
7. Mr. Kenneth Carpenter (representing Mr. Lawrence Carpenter)  
   Assistant Director  
   Law Enforcement Assistance Administration  
   633 Indiana Avenue, N.W.  
   Washington, D. C. 20537  
   "Focus on the Future"

8. Mr. Lawrence Carpenter, Chief  
   Corrections Program Division  
   Law Enforcement Assistance Administration  
   633 Indiana Avenue, N.W.  
   Washington, D. C. 20537  
   "Focus on the Future"

9. Mr. Price Chenault, Consultant  
   Massey Technical Institute, Inc.  
   148 East 7th Street  
   Jackson, Florida 32306  
   "Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

10. Mr. Lawrence N. Christiansen, Conference Coordinator  
    Bureau of Conferences and Institutes  
    Division of Continuing Education  
    University of Colorado  
    130 Academy Building, 970 Aurora Avenue  
    Boulder, Colorado 80302  
    "The Adult Basic Education Learner and the Learning Process in Correctional Settings"

11. Mr. Bruno Ciccarello, Assistant to the Director  
    Adult Basic Education  
    Department of Education  
    P. O. Box 2019  
    Trenton, New Jersey 08625  
    "The Adult Basic Education Learner and the Learning Process in Correctional Settings"

12. Mr. Elmer E. Clausen, Director  
    Adult Education  
    State Department of Public Instruction  
    P. O. Box 527  
    Olympia, Washington 98501  
    "The Adult Basic Education Learner and the Learning Process in Correctional Settings"

13. Mr. Allen Cook, Director  
    Department of Corrections  
    2980 Grand Avenue  
    Phoenix, Arizona 85017  
    "Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"
14. Dr. Richard Cortright, Assistant Director
   Adult Education Service Division
   National Education Association
   1201 16th Street, N.W.
   Washington, D.C. 20036
   "Focus on the Future"

15. Mr. Art Dilworth, Assistant Parole Agent
   Minnesota Department of Corrections
   1528 Hennepin Avenue
   Minneapolis, Minnesota 55403
   "The Needs of Offenders"

16. Dr. Charles J. Eckenrode, Assistant Professor
    Department of Sociology
    University of Georgia
    Athens, Georgia 30601
    "Institutional and Community Resources"

17. Mr. Don R. Erickson, Warden
    South Dakota Penitentiary
    Box 911
    Sioux Falls, South Dakota 57101
    "Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

18. Mr. Jay F. Flamm, Director
    Federal Youth Center
    Englewood, Colorado 80110
    "Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"

19. Mr. Boris Frank, Project Director
    Rural Family Development
    University of Wisconsin Television Center
    3313 University Avenue
    Madison, Wisconsin 53705
    "Materials and Technology for Adult Basic Education in Corrections"

20. Dr. John H. Furbay, Consultant
    Cultural Affairs
    Trans World Airlines
    605 3rd Avenue
    New York, New York 10016
    "Challenge to Corrections"

21. Mr. Allen E. Harbort, Superintendent of Correctional Education
    State Division of Corrections
    One West Wilson Street
    Madison, Wisconsin 53701
    "Optimizing Use of Personnel and Time in Planning Adult Basic Education in Corrections"
22. Dr. Howard Higman, Chairman
Department of Sociology
University of Colorado
Boulder, Colorado 80302
"Focus on the Future"

23. Dr. Leonard R. Hill, Administrative Director
Adult Basic Education
State Department of Education
State Capitol
Lincoln, Nebraska 68509
"Materials and Technology for Adult Basic Education in Corrections"

24. Mr. Glen Jeffes, Associate Superintendent for Programs
Idaho State Penitentiary
P. O. Box 7309
Boise, Idaho 83707
"Institutional and Community Resources"

25. Dr. Howard L. Johnson, Superintendent of Schools
Denver Public Schools
414 Fourteenth Street
Denver, Colorado 80202
"Challenge to Corrections"

26. Mr. C. J. Johnston, Chief
Adult Education
State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

27. Mr. Paul W. Keve, Director
Department of Public Communications and Safety
Research Analysis Corporation
McLean, Virginia 22101
"Educational Management Decisions in Correctional Settings"

28. Dr. Gisela Komopka, Director
Center for Youth Development and Research
University of Minnesota
304 Walter Library
Minneapolis, Minnesota 55455
"Challenge to Corrections"

29. Mr. Ellis C. MacDougall, Director
State Board of Corrections
Trinity-Washington Building, Room 815
Atlanta, Georgia 30334
"Focus on the Future"
30. Mr. James W. Miller, Section Chief  
Special Programs  
Texas Education Agency  
3201 Alberta Street  
Columbus, Ohio 43204  
"Materials and Technology for Adult Basic Education in Corrections"

31. Mr. Ralph Mock, Program Director  
Texas Education Agency  
201 East 11th Street  
Austin, Texas 78701  
"Conceptualizing Adult Basic Education in the Correctional Setting"

32. Dr. Howell McGee, Director  
Adult Admissions and Records  
University of Oklahoma  
1700 Asp  
Norman, Oklahoma 37069  
"Conceptualizing Adult Basic Education in the Correctional Setting"

33. Dr. John M. McKee, Director  
Rehabilitation Research Foundation  
P. O. Box 1107  
Elmore, Alabama 36025  
"Materials and Technology for Adult Basic Education in Corrections"

34. Bishop Roy C. Nichols, Resident Bishop  
Pittsburgh Area  
The United Methodist Church  
Triangle Building, 408 Seventh Avenue  
Pittsburgh, Pennsylvania 15219  
"Challenge to Corrections"

35. Mr. Jerry O. Nielsen, State Supervisor  
Adult Basic Education  
State Department of Education  
Heroes Memorial Building  
Carson City, Nevada 89701  
"Educational Management Decisions in Correctional Settings"

36. Mr. Jules Pagano, Executive Director  
Adult Education Association  
1225 Nineteenth Street, N.W.  
Washington, D. C. 20036  
"Conceptualizing Adult Basic Education in the Correctional Setting"

37. Mr. Jerald D. Parkinson, Executive Director  
State Board of Charities and Corrections  
Capitol Building  
Pierre, South Dakota 57501  
"Institutional and Community Resources"
38.  Mr. Ken Russell, (representing Mr. C. J. Johnston)
Supervisor of Education
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa  50319

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

39.  Mr. M. Eldon Schultz, Adult Education Program Officer
Office of Education, Region V
Department of Health, Education, and Welfare
226 West Jackson Boulevard, Room 406
Chicago, Illinois  60606

"The Adult Basic Education Learner and the Learning Process in Correctional Settings"

40.  Dr. Leonard C. Silvern, President
Education and Training Consultants Co.
12121 Wilshire Boulevard
Los Angeles, California  90025

"Using Models to Simulate"

41.  Dr. John C. Snider, Assistant Professor
Department of Education
Colorado State University
Fort Collins, Colorado  80521

"Focus on the Future"

42.  Mr. Roy W. Steeves, Assistant Chief
Adult Education
State Department of Education
217 West First Street, Room 208
Los Angeles, California  90012

"Conceptualizing Adult Basic Education in the Correctional Setting"

43.  Mr. Monroe Sweetland, Legislative Consultant
Western States
National Education Association
1705 Murchison Drive
Burlingame, California  94010

"Focus on the Future"

44.  Dr. Ward Sybouts, Chairman
Department of Secondary Education
University of Nebraska
104 University High School Building
Lincoln, Nebraska  68503

"Educational Management Decisions in Correctional Settings"
45. Mr. Carroll Towey, Adult Education Program Officer
Office of Education, Region I
Department of Health, Education, and Welfare
John F. Kennedy Federal Building, Room 1309
Boston, Massachusetts 02203
"Conceptualizing Adult Basic Education in the Correctional Setting"

46. Dr. Arthur B. Ward, Head
Department of Conferences
University of Nebraska
Center for Continuing Education
33rd and Holdrege Street
Lincoln, Nebraska 68503
"Conceptualizing Adult Basic Education in the Correctional Setting"

47. Dr. Morrison F. Warren, Director
I. D. Payne Laboratory
College of Education
Arizona State University
Farmer Education Building, Room 116
Tempe, Arizona 85281
"Challenge to Corrections"
### APPENDIX I-3

#### 1971 REGIONAL TRAINING SEMINARS

**Affiliation of Resource Personnel by Seminar**

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<th>SEMINAR</th>
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APPENDIX J

1971 REGIONAL TRAINING SEMINARS

Syllabus

I. Nature of the Seminar

A. Description

1. This seminar is part of a program to improve adult basic education in corrections, which is conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education, Division of Adult Education Programs. The total program effort is directed toward achieving innovation and reform of educational policies and practices in the nation's prisons. The program aims to make a major thrust in the direction of meeting deficiencies of prison and rehabilitation efforts, in order that offenders might be graduated to a useful, productive life in society. The program purpose is being implemented in 1971 with a plan for developing and testing a conceptual model of adult basic education for correctional institutions at local, state and federal levels; and training decision-makers in application of the model for educational management.

2. The 1971 seminar program has a two-fold purpose: (a) to provide implementation of a model of adult basic education in corrections in selected local, state, and federal settings to be evaluated and modified as needed; and (b) to train seminar participants to use and implement the model in correctional settings.

3. The program will be intensive and demanding, involving ten full workdays, including Saturday and Sunday, in addition to independent study, and team activities during evening hours.

B. Goals

1. Participants will increase their knowledge of philosophy and theory of adult basic education and corrections; improve their understanding of concepts and principles relating to the learning process, the inmate learners, the learning environment; improve their understanding of educational management systems.

2. Participants will improve their skills in defining objectives; using information; developing delivery systems; planning the learning experiences and environments; testing and evaluating program effectiveness.
3. Participants will show positive feeling toward adult basic education and adult basic education in correctional institutions.

4. Participants will develop operating plans of adult basic education in corrections for a particular institution or setting.

C. Objectives

1. Given a 20-item multiple-choice test on concepts of basic education and corrections, the participant will be able to answer correctly 16 items within a time limit of 10 minutes.

2. Given a list of objectives, the participant will be able to identify those which are stated in performance items.

3. Given a list of assumptions about offenders, the participant will be able to tell which assumptions could be expected to hold for 80 per cent of the adult basic education offender population.

4. Given a list of assumptions about environmental presses which influence learning in correctional settings, the participant will be able to identify those which could be expected to be operating in 80 per cent of the cases.

5. Given a list of assumptions about the learning process, the participant will be able to identify those which could be expected to apply in 80 per cent of the cases in adult basic education program in prisons.

6. Given a multiple-choice test on systems of educational management, the participant will be able to answer correctly 80 per cent of the items.

7. Given a multiple-choice test on internal and external evaluation of systems, the participant will be able to answer correctly 80 per cent of the items.

8. Given a multiple-choice test on planning learning experiences for adult basic education in corrections, the participant will be able to answer correctly 80 per cent of the items.

9. Given a list of concept terms, the participant will be able to indicate extent to which the term evokes feelings of pleasure and/or value about systems of adult basic education in corrections.

10. Given the elements and constraints of a system, the participant will be able to develop a flowchart model for adult basic education in a particular correctional institution.
11. Given a multiple-choice test on identifying and using information and resources for educational management in corrections, the participant will be able to answer correctly 80 per cent of the items.

D. Program Content

1. Theory of model building and application of systems techniques
   a. General systems techniques
   b. Design of models for specific institutions or settings

2. Philosophy and conceptualization of adult basic education for offenders
   a. Definition of model for adult basic education in corrections
   b. Assumptions underlying program development and implementation

3. Defining and preparing goals and objectives
   a. Goals of adult basic education in corrections
   b. Preparation of behavioral objectives

4. Systems approach to educational management in corrections
   a. Components of the system
   b. Implementation of the system

5. Systematic processing of information for educational management
   a. Learner variables
   b. Societal and cultural variables
   c. Learning process variables

6. Planning learning experiences
   a. Instruction
   b. Instructional materials, media, and techniques

7. Planning environments for adult basic education
   a. Scope, sequence, staffing, scheduling
   b. Physical layout

8. Measuring and evaluating adult basic education in corrections
   a. Techniques of measurement
   b. Procedures and uses of internal and external evaluation
E. Program Procedures and Materials

1. The program includes lecture-discussion, panel presentations, reaction groups, demonstration or field trips, and team assignments.

2. Instructional materials, and media will include printed books, pamphlets, programmed booklets, films, filmstrips, slides, tapes, and transparencies.

3. Supervision and guidance will be given to teams developing delivery systems of adult basic education in corrections for specific institutions.

F. Program Requirements

1. Attend all sessions, including evening meetings

2. Implement assigned program responsibilities

3. Read all assigned references

4. Contribute to group discussion, panels; and dialogue with staff and consultants

5. Contribute to team assignment
   a. Work with team on model-design project
   b. Attend team meetings
   c. Implement team assignments

II. Participant Information

A. Number of participants: 18 participants in each regional seminar

B. Selection of participants

Seminar I - Participants from Central states
Seminar II - Participants from Rocky Mountain states
Seminar III - Participants from Southern states
Seminar IV - Participants from Southwestern states
Seminar V - Participants from Midwestern states
Seminar VI - Participants from South Central states
Seminar VII - Participants from Great Lakes states
Seminar VIII - Participants from New England states
Seminar IX - Participants from West Coast states and Territories
C. **Criteria for selection**

1. Participant has responsibilities for administration, planning, or managing of adult basic education in corrections, or supervision of teachers in corrections.

2. Participant has desire to improve adult basic education in corrections.

3. Participant has education and experience to benefit from training program.

4. Participant has leadership qualities.

III. **Staff**

A. **Administrative**

Dr. T. A. Ryan, Program Director  
Researcher/Professor, Education Research and Development Center  
University of Hawaii, Honolulu, Hawaii 96822

B. **Instructional**

Mr. Joseph P. Angert  
Educational Director  
State Correctional Institution  
Pittsburgh, Pennsylvania 15202

Mr. Richard E. Cassell  
Assistant Supervisor of Education  
Federal Youth Center  
Ashland, Kentucky 41101

Mr. Dale W. Clark  
Supervisor of Education  
Federal Youth Center  
Englewood, Colorado 80110

Mr. William D. Decker  
Reading Specialist  
Medical Center for Federal Prisoners  
Springfield, Missouri 65802

Mr. Fred A. Dickens  
Teacher  
Federal Penitentiary  
Marion, Illinois 62959

Mr. James H. DuBose  
Superintendent of Education  
State Department of Corrections  
Columbia, South Carolina 29202

Mr. Lex Enyart  
Supervisor of Education  
Federal Correctional Institution  
Milan, Michigan 48160

Mr. Robert A. Erickson  
Director of Education  
Minnesota State Prison  
Stillwater, Minnesota 55082

Mr. Nathaniel A. Fisher  
Assistant Supervisor of Education  
Federal Reformatory  
Petersburg, Virginia 23803

Mr. Henry E. Gilbert, Jr.  
Supervisor of Education  
Federal Correctional Institution  
Tallahassee, Florida 32303
Mr. Robert A. Gunnell  
Assistant Supervisor of Education  
Federal Penitentiary  
Lewisburg, Pennsylvania 17837

Mr. Robert S. Hatrak  
Supervisor of Educational Programs  
New Jersey State Prison  
Trenton, New Jersey 08625

Mr. Glen L. Henrickson  
Supervisor of Education  
Federal Penitentiary  
Steilacoom, Washington 98383

Mr. Dean Hinders  
Education Director  
South Dakota State Penitentiary  
Sioux Falls, South Dakota 57101

Mr. Charles H. Huff  
Supervisor of Education  
Federal Correctional Institution  
Sandstone, Minnesota 55072

Mr. E. L. Imboden  
Director of Education  
Oklahoma State Reformatory  
Granite, Oklahoma 73547

Mr. Calvin O. Jacobs  
Administrative Assistant  
Federal Reformatory  
Petersburg, Virginia 23803

Dr. Earl R. Keesler  
Coordinator of Correctional Continuing Education  
State Education Department  
Hastings-on-Hudson, New York 10706

Mr. William F. Kennedy  
Education Coordinator  
Oregon Corrections Division  
Salem, Oregon 97310

Mr. Norman P. Langdon  
Assistant Supervisor of Education  
Federal Correctional Institution  
Seagoville, Texas 75159

Mr. Richard B. Lyles  
Bureau Employment and Training Program Specialist  
U. S. Bureau of Prisons  
Washington, D. C. 20537

Mr. W. C. Maddox  
Supervisor of Education  
Federal Penitentiary  
Atlanta, Georgia 30315

Mr. Samuel Moreno  
Assistant Director of Education  
State Department of Correction  
Albany, New York 12225

Mr. Joseph Oresic  
Supervisor of Educational Programs  
New Jersey Reformatory  
Bordentown, New Jersey 08505

Mr. Arnold R. Sessions  
Instructor  
Institute of Community Service  
Seattle Central Community College  
Seattle, Washington 98144

Mr. James L. Streed  
Vocational Coordinator  
Federal Penitentiary  
Marion, Illinois 62959

Mr. William C. Strong  
Occupational Research and Developmental Coordinator  
Federal Correctional Institution  
Milan, Michigan 48160

Mr. Nelson G. Williams  
Institutional Instructor  
S. E. Regional Correctional Institution  
Juneau, Alaska 99801
IV. Facilities

A. Lincoln, Nebraska
   1. Lodging: Center for Continuing Education, University of Nebraska
   2. Program Activities: Center for Continuing Education, University of Nebraska

B. Boulder, Colorado
   1. Lodging: Royal Inn
   2. Program Activities: Royal Inn

C. Athens, Georgia
   1. Lodging: Georgia Center for Continuing Education, University of Georgia
   2. Program Activities: Georgia Center for Continuing Education, University of Georgia

D. Austin, Texas
   1. Lodging: Villa Capri
   2. Program Activities: Joe C. Thompson Conference Center

E. Notre Dame, Indiana
   1. Lodging: Morris Inn
   2. Program Activities: Center for Continuing Education, University of Notre Dame

F. Norman, Oklahoma
   1. Lodging: Oklahoma Center for Continuing Education, University of Oklahoma
   2. Program Activities: Oklahoma Center for Continuing Education, University of Oklahoma

G. St. Paul, Minnesota
   1. Lodging: Hotel St. Paul
   2. Program Activities: Hotel St. Paul

H. New York, New York
   1. Lodging: King's Crown Hotel
   2. Program Activities: Men's Faculty Club

I. Portland, Oregon
   1. Lodging: Ramada Inn
   2. Program Activities: Portland State University
V. Evaluation

A. Immediate evaluation will be made through objective test, instructor report, and observer reports. Pre- and posttest data will be gathered to determine extent to which changes in behaviors or participants relating to program objectives have occurred.

B. Long-term evaluation will be made by followup to determine extent to which participants implement the model of adult basic education in correctional settings, and engage in activities related to implementation of the delivery system developed in the seminar.
APPENDIX K-1

1971 REGIONAL TRAINING SEMINARS

Required Reading List


APPENDIX K-2
1971 REGIONAL TRAINING SEMINARS

Supplementary Readings


APPENDIX L
1971 REGIONAL TRAINING SEMINARS

Results of Evaluation of Instructional Materials

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### APPENDIX M

1971 REGIONAL TRAINING SEMINARS

Comparison of Group Profiles by Mean Scores for Pre- and Posttest by Seminar

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## APPENDIX N

1971 REGIONAL TRAINING SEMINARS

Mean Scores on Pre- and Posttest Measures of Pleasure and Worth Attributed to Adult Basic Education in Corrections Concepts

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*Scale = 1.0 to 4.0
1.0 = Not at all
4.0 = Very much
APPENDIX 0

1971 REGIONAL TRAINING SEMINARS

Mean Ratings of Training Program by Seminar

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*Scale = 1.0 to 4.0
1.0 = Very little
4.0 = Very much
APPENDIX P-1

1971 REGIONAL TRAINING SEMINARS

Mean Ratings of Training Program Activities by Seminar

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1971 REGIONAL TRAINING SEMINARS

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1971 REGIONAL TRAINING SEMINARS


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1971 REGIONAL TRAINING SEMINARS

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<td><strong>Program Information</strong></td>
<td>Pre-seminar information was adequate for my use in deciding whether or not to apply.</td>
<td>INN 111.1)</td>
<td>5 4 11 2 5 8 6 3 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Pre-seminar information accurately described the program.</td>
<td>3 3 7 1 4 4 7 4 1</td>
<td>11 11 7 14 14 11 10 15</td>
<td>1</td>
</tr>
<tr>
<td><strong>Staff Qualifications</strong></td>
<td>Qualifications and competencies of resource personnel were satisfactory.</td>
<td>2 1 6 4 0 4 2 3 2</td>
<td>13 14 14 6 18 14 17 12 16</td>
<td>0</td>
</tr>
<tr>
<td><strong>Time Allocation and Utilization</strong></td>
<td>The balance between formal and informal activities was satisfactory.</td>
<td>2 4 6 1 4 4 5 6 0</td>
<td>13 11 14 10 14 14 9 17</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>There was sufficient time for group activities.</td>
<td>3 6 8 3 4 9 4 6 7</td>
<td>12 9 11 8 15 9 15 9 10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>There was sufficient time for meeting informally with other participants.</td>
<td>4 8 9 2 8 9 6 9 6</td>
<td>11 7 11 9 11 8 13 6 11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>There was sufficient time for meeting with staff.</td>
<td>3 5 5 1 2 3 0 3 1</td>
<td>12 10 14 10 17 15 19 10 16</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The length of the seminar was satisfactory (10 days).</td>
<td>4 7 6 4 4 8 5 6 1</td>
<td>11 8 12 7 15 9 13 8 16</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The daily time schedule was satisfactory.</td>
<td>4 7 10 4 3 5 4 7 0</td>
<td>11 8 9 7 16 13 14 7 16</td>
<td>0</td>
</tr>
<tr>
<td><strong>Conference Facilities</strong></td>
<td>Arrangements for meals and living accommodations were satisfactory.</td>
<td>1 0 3 2 1 0 0 6 0</td>
<td>14 15 17 9 18 18 19 6 17</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The location for the seminar was satisfactory.</td>
<td>3 2 3 0 0 0 4 9 0</td>
<td>12 13 17 11 19 17 15 6 17</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Physical arrangements for the work sessions were satisfactory (meeting rooms, equipment, lighting).</td>
<td>1 1 2 0 2 1 1 1 1</td>
<td>14 14 18 11 17 17 18 14 16</td>
<td>0</td>
</tr>
<tr>
<td><strong>General Organization</strong></td>
<td>The seminar met my expectations.</td>
<td>1 1 4 0 2 1 0 2 1</td>
<td>14 14 15 11 17 13 19 13 16</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii.</td>
<td>1 0 6 3 1 5 1 3 0</td>
<td>11 13 13 7 18 11 17 17 17</td>
<td>3</td>
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