This final report provides a brief review of the plans, activities, and outcomes of the workshop. An outline of program performance on the Education Professions Development Act report form is followed by a narrative report with expanded comments on each of the outlined sections: accomplishments, major activities, problems, publicity activities, dissemination activities, progress on data collection, and evaluation plans and procedures. The workshop evaluation procedures are described with an analysis of the data and presentation of the results. The extent to which the objectives were achieved is briefly discussed. It was felt that the workshop identified important needs, began to formulate solutions, provided a forum for an exchange of ideas, and identified and utilized top leaders in the field. In the realization of the final report, the objective of developing a plan of action was achieved. The report also includes sample evaluation forms and a description of the 71 workshop participants. (NJ)
THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The material in this publication was funded by an Education Professional Development Act (EPDA), Part F, Section 553 Grant, administered through the Vocational Education Personnel Development Division, BOAE/USOE, Region V Office USOE, and the Division of Vocational Education of the Ohio State Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view do not, therefore, necessarily represent official BOAE, USOE, or State of Ohio position or policy.

Project funded under E.P.D.A., Part F, Section 553 by the Bureau of Occupational and Adult Education of the United States Office of Education, and the Ohio State Board for Vocational Education
WORKSHOP FOR IMPROVING VOCATIONAL EDUCATION
IN CORRECTIONAL INSTITUTIONS:

FINAL REPORT

F. Patrick Cronin
Charles M. Whitsen
Bruce A. Reinhart
L. Sue Keith

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

January 1976
# TABLE OF CONTENTS

Introduction to the Final Report ...................................................... 1
Outline of Program Performance ......................................................... 2

THE NARRATIVE REPORT ................................................................. 4

Section 7: Accomplishments During This Period ................................. 4
   A. Identification of Needs and Problems ........................................ 4
   B. Convening of Key Decision Makers ........................................... 6
   C. Development of a Plan of Action ............................................... 6
      Division 1: Research ............................................................. 6
      Division 2: Personnel Development .......................................... 7
      Division 3: Program Improvement ............................................ 7
      Division 4: Cooperation ........................................................ 7

Section 8: Major Activities and Events ............................................. 8
   A. Planning Committee Meeting .................................................. 8
   B. Workshop for Improving Vocational Education in Correctional Institutions ........................................ 9

Section 9: Problems ......................................................................... 13
   A. Financial Limitations ............................................................. 13
   B. Information Resource Limitations ............................................ 13

Section 10: Publicity Activities ....................................................... 13

Section 11: Dissemination Activities ................................................ 19

Section 12: Progress on Data Collection and Evaluation Plans and Procedures ........................................ 20
   A. Data Collection ................................................................. 20
   B. Evaluation Plans and Procedures ............................................ 20

Sections 13, 14, and 15 ..................................................................... 34

Section 16: Participant Characteristics ............................................... 34

APPENDIX: Evaluation Forms .......................................................... 35
COMPANION DOCUMENTS

EXHIBIT A. IMPROVING VOCATIONAL EDUCATION IN CORRECTIONS:
PROCEEDINGS OF THE WORKSHOP FOR IMPROVING VOCATIONAL
EDUCATION IN CORRECTIONAL INSTITUTIONS

EXHIBIT B. IMPROVING VOCATIONAL EDUCATION IN CORRECTIONS

The Program of Activities

EXHIBIT C. THE SUMMARY BROCHURE
INTRODUCTION TO THE FINAL REPORT

Although a more detailed analysis of the project and its outcomes can be found in the supporting documents of this report, this Final Report is intended to provide a brief review of plans, activities, and outcomes of the Workshop to Improve Vocational Education in Correctional Institutions. In the first portion of the report, an outline of program performance is presented on the EPDA report form GSA DC 75-2637. The following "Narrative Report" provides expanded comments on each of the outlined sections.

Three companion documents accompany this final report, and—in several instances—are referenced therein.

1. IMPROVING VOCATIONAL EDUCATION IN CORRECTIONS: PROCEEDINGS OF THE WORKSHOP FOR IMPROVING VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS is a report of the proceedings of the project. This proceedings document is the most complete source of information about the project.

2. IMPROVING VOCATIONAL EDUCATION IN CORRECTIONS, the program of activities for the Workshop to Improve Vocational Education in Correctional Institutions, describes daily activities during the workshop.

3. The summary brochure will be widely distributed to leaders and practitioners in correctional vocational education.

These companion documents, together with this report, comprise the final report of the Workshop to Improve Vocational Education in Correctional Institutions.
OUTLINE FOR PROGRAM PERFORMANCE REPORTS

1. PROJECT NO.: 2. GRANT NO.
   OH-V-15  504-A-550013  CO5-75-00045

3. TITLE OF PROJECT:
   Workshop for Improving Vocational Education in Correctional Institutions

4. GRANTEE ORGANIZATION: The Center for Vocational Education
   Ohio State Univ.

5. PROJECT DIRECTOR: F. Patrick Cronin

6. PERIOD COVERED: FROM TO
   July 1, 1975  January 31, 1976

7. ACCOMPLISHMENTS:
   (a) Identification of the most urgent needs and problems of correctional vocational
   educators
   (b) Convening of key decision-makers to discuss improvements for correctional voca-
   tional education
   (c) Development of a plan of action for improving correctional vocational education

8. MAJOR ACTIVITIES AND EVENTS:
   (a) Convening an expert planning committee to assist in identifying needs and prob-
   lems of correctional vocational educators and in developing the Workshop agenda
   (b) Conducting a national Workshop to achieve project objectives

9. PROBLEMS:
   Financial limitations necessarily limited the Workshop audience to 71 participants: As a result, many qualified persons who asked to attend the Workshop had to be re-
   fused.

10. PUBLICITY ACTIVITIES:
    Workshop awareness notes were published by such journals as the Manpower and Voca-
    tional Education Weekly, the Corrections Digest, the American Vocational Journal, the
    American Journal of Correction, the Ohio State Centergram, and the Higher Edu-
    cation Daily

11. DISSEMINATION ACTIVITIES:
    Outcomes were released to interested publics by oral presentations, by written pub-
    lication of the project proceedings, and by mass announcement of the proceedings' summary

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES:
    Three data-gathering strategies were designed to identify the needs of vocational
    educators in corrections. These generally successful strategies are described in the Narrative, page 4. An in-house evaluation of this project was performed, independenly of the project staff, by The Center's evaluation staff. See Narrative, page 20.

13. OTHER ACTIVITIES:
    N/A

14. STAFF EMPLOYMENT AND UTILIZATION:
    N/A

15. STAFF DEVELOPMENT:
    N/A
16. PARTICIPANT CHARACTERISTICS:

A. FOR ADULT EDUCATION, TEACHER TRAINING (13.402) AND ALL EDUCATION PRO-
FESSIONS DEVELOPMENT PROGRAMS PROVIDE THE FOLLOWING DATA FOR PARTICI-
PANTS:

N/A—See Statement of Participant Characteristics, Page 34.

B. FOR ADULT EDUCATION SPÉCIAL PROJECTS (13.401) PROVIDE THE FOLLOWING
DATA FOR TARGET GROUPS:

N/A—See Statement of Participant Characteristics, Page 34.
In the following pages, synoptical responses to sections 7 through 12 of the Outline for Program Performance Reports are provided. References to more detailed discussions presented in the proceedings document (Exhibit A) are frequently made.

Section 7: Accomplishments During this Period

a. Identification of Needs and Problems

Three data-gathering steps were necessary to identify these needs and problems, a survey of leaders and practitioners, a survey of state agencies, and a review and synthesis of literature.

The Survey of Leaders and Practitioners was performed by telephone; 46 persons throughout the United States were asked (1) to describe the status of vocational education in corrections (as they perceived it), (2) to describe improvements which they felt needed to be implemented, and (3) to identify barriers which prevented or slowed the implementation of improvements. Their responses were categorized into five basic areas: instruction, professional development, local administration, state administration, and general concerns. Needs identified within these areas are enumerated in the proceedings document, page 5.

The Survey of State Agencies was conducted by mail; planning documents were requested from Agencies of the Law Enforcement Assistance Administration, Comprehensive Employment Training Act planning agencies/CETA programs, and state departments of education.

Of the 51 LEAA state planning agencies contacted, 26 responded. Fifteen indicated a specific monetary commitment to correctional vocational education; eight SPAs made no specific monetary commitment, but they did mention vocational
education programs. Only three failed to mention projects in correctional vocational education.

Twenty-nine of the 51 CETA representatives responded to the informational request. Thirteen specifically listed correctional vocational education expenditures. While seven others did not have monies set aside, they indicated that projects for correctional vocational education had been developed. Nine of the 29 responses had no specific description of monies being spent for correctional vocational education.

Of the 51 state departments of education contacted, 33 responded with copies of their plans. While seven specifically described expenditures, 22 made no monetary commitment to corrections in their state plans. However, these 22 did mention programs in progress in their state. Only four of the state departments of education made no mention of vocational education in corrections.

Generally, the agencies responding revealed little specific commitment to correctional vocational education in state planning documents. These findings seemed to be confirmed by a survey of expenditures on vocational education for offenders conducted in July, 1975, by the Bureau of Occupational and Adult Education, U. S. Office of Education. This document, entitled "Survey of Funds Encumbered or Expended in Fiscal Year 1973 under the Vocational Education Act of 1963, as amended for Programs Serving Persons in Adult and Juvenile Correctional Institutions," reveals that 15 states spent no state and local vocational education funds in fiscal year 1973.

The Review and Synthesis of Literature, another effort to identify problems and issues of vocational education in correctional institutions, involved a review of documents and document abstracts from 1970 to early 1975.
through the use of mechanized information systems. The following four information systems were used because of their high potential in this area: Educational Resources Information Center (ERIC), National Technical Information Service (NTIS), National Criminal Justice Reference Service (NCJRS), and Abstracts of Instructional Materials—Abstracts of Research Materials in Vocational Education (AIM/ARM). Two hundred and twenty-seven documents were selected for review from the 1,048 documents identified. The concerns expressed by the authors are presented in detail in the proceedings document, page 11; the bibliography is appended in the proceedings document.

b. Convening of Key Decision Makers

A major strategy for developing a viable plan of action was the participation of key decision makers in the fields of criminal justice and vocational education. A review of the list of participants and presenters is found in Appendix C of the proceedings document.

c. Development of Plan of Action

The final recommendations of the Workshop were categorized into four major divisions. The participants ranked the recommendations within each division.

Research:

1. Determine methods of assessing needs of incarcerated students for vocational and career education.


3. Establish standards for programs and develop evaluative criteria.

4. Analyze sources of support for correctional vocational education and develop framework for inter-agency cooperation.
Personnel Development:
1. Develop a training model for instructors, including in-service and pre-service components, based upon a "student needs" approach.
2. Establish standards for teacher recruitment and selection.
4. Develop a national public education program to develop and improve the public image of vocational education in correctional institutions.

Program Improvement:
1. Establish a national clearinghouse for correctional education that will provide information and resources for the improvement of education in corrections.
2. Establish accreditation standards and evaluation criteria consistent with free-world programs.
3. Assess relevance and applicability of available curriculum materials.
4. Develop a career education program for incarcerates.
5. Prepare student-centered models for program development.

Cooperation:
1. Develop and implement standards for use of community advisory committees for vocational education in corrections.
2. Establish national and state inter-agency councils/commissions for program review and evaluation.
3. Require regional, state, and local planning documents to specify commitments to vocational education in corrections.
4. Develop industry/education cooperative vocational training within the institutions.
5. Establish a national advisory task force to encourage community involvement in correctional vocational education.

Section 8: Major Activities and Events

a. Planning Committee Meeting—August 14-15, 1975

Members of this select committee were:

Lawrence M. Aber
Vocational Education Supervisor, Missouri Division of Corrections

Lowell A. Burkett
Executive Director, American Vocational Association

Sherman Day
Director, National Institute of Corrections

Donald A. Deppe
Education Administrator, Federal Bureau of Prisons

E. E. Hilfiker
Education Coordinator, Oregon State Correctional Institution

Elayn Hunt
Director, Louisiana Department of Corrections

Max L. Lerner
Vice Chancellor, Ohio Board of Regents

Ronald C. Tarlaian
Program Specialist, Bureau of Occupational and Adult Education

Alfonse F. Maresh
Director of Education, Minnesota Department of Corrections

Reginald Petty
Executive Director, National Advisory Council on Vocational Education

Anthony P. Travisono
Executive Director, American Correctional Association

Francis T. Tuttle
State Director of Vocational Education, Oklahoma Department of Education

Their roles during this project were:

1. to provide input into the identification of the concerns to be approached at the Workshop,
2. to assist in developing the Workshop agenda,
3. to identify potential personnel and material resources, and
4. to establish criteria for the selection of Workshop participants.

b. Workshop for Improving Vocational Education in Correctional Institutions

A group of selected leaders and practitioners in correctional vocational education met for four days in October, 1975, to discuss four general areas of concern which were identified by the Planning Committee. These four areas were emphasized in the summarized Workshop program which follows:

OPENING SESSION

Welcome to The Center
Robert E. Taylor, Director
The Center for Vocational Education

Workshop Evaluation
Carlene Tondryk, Resource Evaluator
The Center for Vocational Education

Welcome to the Buckeye State
Byrl R. Shoemaker, State Director
Division of Vocational Education
Ohio Department of Education

George F. Denton, Director
Department of Rehabilitation and Correction
William K. Willis, Director
Ohio Youth Commission

Greetings from Canada
John Braithwaite, Deputy Commissioner
Canadian Penitentiary Service
Past President, American Correctional Association

KEYNOTE ADDRESS: "LEAA: Is There a Future for Vocational Education in Correctional Institutions Today?"
Ken Carpenter, Chief of Corrections
Office of Regional Operations
Law Enforcement Assistance Administration
WORK SESSION: TOPIC I

"How Do We Develop the Role of Vocational Education in Corrections?"

Speaker
Sherwood Dees, Assistant Superintendent
Vocational & Technical Education
Illinois Office of Education

Reactors
Lane Murray, Superintendent
Windham School District
Texas Department of Corrections

Lowell Burkett, Executive Director
American Vocational Association

Small Group Discussion and Planning Session
Small Group Reports for Topic I

WORK SESSION: TOPIC II

"How Do We Meet the Needs of Students?"

Speakers
William E. Monroe, Vocational Coordinator
Windham School District
Texas Department of Corrections
Huntsville, Texas

Eupheneia Foster, Coordinator
International Women's Year
Women Offender Activities
Department of Labor
Washington, D.C.

Reactors
Sherman Day, Director
National Institute of Corrections
Washington, D.C.

Max Lerner, Vice Chancellor
Ohio Board of Regents
Columbus, Ohio

Ruth M. Glick, Director
National Study of Women's Correctional Programs
Berkeley, California

Small Group Discussion and Planning Session
Luncheon Address

"Redefining the Problem"

Speaker:
Gary Weissman, Chief
Corrections Task Force
Office of Manpower Programs
U. S. Department of Labor
Washington, D.C.

Small Group Report for Topic II

WORK SESSION: TOPIC III

"How Do We Develop Realistic Programs?"

Speakers:
Amos Reed, Administrator
Oregon Corrections Division
and
President, Association of State
Correctional Administrators
Salem, Oregon

Francis T. Tuttle
Director of Vocational Education
State Department of Education
Stillwater, Oklahoma
and
President, National Association of
State Directors of Vocational Education
Stillwater, Oklahoma

Reactors:
Anthony P. Travisono
Executive Director
American Correctional Association
College Park, Maryland

Ralph Bregman, Assistant Director
EPDA
Division of Vocational Education
University of California, Los Angeles,
Los Angeles, California

Euphezenia Foster, Coordinator
International Women's Year
Women Offender Activities
Department of Labor
Washington, D.C.

Small Group Discussion and Planning Session

Small Group Reports for Topic III
Luncheon Address
"The Conversion Process—From Tax-Burden to Tax Payer"
LeRoy Cornelison
Director of Planning
Bureau of Occupational & Adult Education
U. S. Office of Education
Washington, D.C.

WORK SESSION: TOPIC IV
"How Do We Develop Cooperative Approaches to Vocational Education in Corrections?"

Speakers
Byrl R. Shoemakers, State Director
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio
Sylvia McCollum
Education Research Specialist
Federal Bureau of Prisons
Washington, D.C.
John Armore, Director
Ex-Offender Program
National Alliance of Businessmen
Washington, D.C.

Reactors
Tim Durkin, Coordinator
Offender Programs
Human Resources Development Institute
AFL-CIO
Washington, D.C.
Arlene Erlick
Indiana State Advisory Council on Vocational Education
Indianapolis, Indiana

Small Group Discussion and Planning Session
Small Group Reports for Topic IV

CONCLUDING SESSION
Conference Summary, Development of Priorities and Evaluation
Section 9: Problems

Financial Limitations

The costs for providing overall conference support—such as intra-city transportation and materials—to more than 70 Workshop participants were prohibitive. Consequently, conference participants had to be carefully selected to represent the necessary diverse populations. Since leaders nationwide in correctional vocational education were interested in attending this conference, over 100 qualified persons necessarily had to be refused. Unfortunately, within financial constraints of the project budget, potentially meritorious contributors could not be invited.

Information Resource Limitations

To identify the needs and concerns of correctional vocational educators, secondary information in the form of articles, books, and other documents were to have been reviewed. Since complete documents were often not available, document abstracts frequently were used as source documents. While these abstracts were effective in reflecting the needs and concerns of correctional vocational educators, a more analytical review and synthesis of literature would require more complete information resources. Currently, no centralized sources of documents and instructional materials about vocational education in correctional institutions exist.

Section 10: Publicity Activities

Awareness announcements of the project were introduced into several professional journals and newsletters. Copies of these announcements follow:
Vocational Education

National Workshop Set for Oct. 28-31

In an effort to clarify the role of vocational education in corrections, the U.S. Office of Education has awarded a grant to the Center for Vocational Education, Ohio State University.

The project has been entitled, "National Workshop for Improving Vocational Education in Correctional Institutions."

Major objectives of the workshop are to identify the most urgent needs and problems of correctional vocational educators and to develop a plan of action for the improvement of vocational education in the nation's prisons.

The national workshop is scheduled for October 28-31, 1975 at Columbus. It will bring together key decision makers in the fields of criminal justice and vocational education for open discussion.

It is the first major effort to unite key leaders from divergent organizations in an effort to improve correctional vocational education.

A select planning committee convened August 14-15 at Louisville.

Members of the planning committee are: Lawrence M. Aber, Vocational Education Supervisor, Missouri Division of Corrections; Lowell Burkett, Executive Director, American Vocational Association; Sherman Day, Director, National Institute of Corrections; Donald A. Deppe, Education Administrator, Federal Bureau of Prisons; E.E. Hilfiger, Education Coordinator, Oregon State Correctional Institution; Elayn Hunt, Director, Louisiana Department of Corrections; Max L. Lerner, Vice Chancellor, Ohio Board of Regents; Sherrill D. McMillen, Chief, State Programs and Services Branch, Division of Vocational & Technical Education; Al F. Marlesh, Director, of Education, Minnesota Department of Corrections; Reginald Petty, Acting Executive Director, National Advisory Council on Vocational Education; Anthony P. Travisono, Executive Director, American Correctional Association; Francis T. Tuttle, State Director of Vocational Education, Oklahoma Department of Education.
MEETING UNMET NEEDS: VOCATIONAL EDUCATION IN CORRECTIONS

There is a major emphasis being given to the importance of vocational education as an instrument in returning offenders to the community. Past efforts have been relatively isolated from the vocational education mainstream. In an effort to clarify the role of vocational education in corrections, the U.S. Office of Education has awarded to The Center a grant entitled National Workshop for Improving Vocational Education in Correctional Institutions. Two major objectives of this workshop are to identify the most urgent needs and problems of correctional vocational educators and to develop a plan of action for the improvement of vocational education in the nation’s prisons.

ACTIONS AND ACTIVITIES FORTHCOMING

To accomplish these objectives, the staff plans several activities within the next few months. First, an extensive review and synthesis of literature concerning vocational education in corrections, prepared by The Center staff, will provide a fundamental source of information. Then, national leaders and practitioners within the fields of criminal justice and vocational education will be contacted to provide input on major needs and problems. Their contributions will provide a second source of information.

A select planning committee will convene in Louisville, Kentucky, on August 14-15 to identify the most urgent needs of correctional vocational educators. Also, this group will plan the format for the national workshop. Members of the planning committee are:

Lawrence M. Aber  
Vocational Education Supervisor  
Missouri Division of Corrections

Max L. Lerner  
Vice Chancellor  
Ohio Board of Regents

Lowell A. Burkett  
Executive Director  
American Vocational Association

Sherrill D. McMillen, Chief  
State Programs and Services Branch  
Division of Vocational & Technical Education

Sherman Day  
Director  
National Institute of Corrections

Al F. Maresh  
Director of Education  
Minnesota Department of Corrections

Donald A. Deppe  
Education Administrator  
Federal Bureau of Prisons

Reginald Petty  
Acting Executive Director  
National Advisory Council on Vocational Education

E. E. Hilfiker  
Education Coordinator  
Oregon State Correctional Institution

Anthony P. Travisono  
Executive Director  
American Correctional Association

Elayn Hunt  
Director  
Louisiana Department of Corrections

Francis T. Tuttle  
State Director of Vocational Education  
Oklahoma Department of Education

A publication of The Center for Vocational Education
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
NATIONAL WORKSHOP

The national workshop, scheduled for October 28-31, 1975, will bring key decision makers in the fields of criminal justice and vocational education to Columbus, Ohio, for open discussion. These leaders will exchange perceptions about the state of the art in vocational education in correctional institutions.

The documentation and dissemination of the workshop proceedings will contribute to a greater awareness and understanding of needs, problems, and solutions for vocational educators in correctional institutions.

Impact of the Project

This national workshop is the first effort to unite key leaders from divergent organizations in an effort to improve correctional vocational education. Participants in the workshop will develop a plan for action which will acknowledge the state-of-the-art, identify needs and problems with alternative solutions, specify potential resources, and make specific recommendations. The CVE staff expects to observe tangible benefits resulting from the planned activities of this project. The true impact of the workshop, however, cannot be validly measured until the recommended plans for action result in improved vocational education for criminal offenders.

Inquiries about the project should be directed to F. Patrick Cronin at The Center.


UPCOMING EVENTS

Oct. 28-31. First National Workshop on Improving Vocational Education in Corrections, sponsored by the U.S. Office of Education and the Center for Vocational Education of the Ohio State University. The prime purpose of the workshop is to develop a national awareness of the status of vocational education in prisons.

Key workshop planners include Anthony Travisono, director of the American Correctional Association; Lowell Burkett, executive director of the American Vocational Association. More information may be obtained from Pat Cronin and Charles Whiston, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210, Tel: 614-486-3655.

Corrections Digest, September 3, 1975, Vol. 6, No. 18, p. 10.
NATIONAL WORKSHOP TO FOCUS ON JOB TRAINING FOR PRISONERS

Criminal justice experts, vocational educators and businessmen will meet in Columbus, Ohio October 28-31 to develop ways to provide more and better job training for prison inmates.

Sponsored by Ohio State University's Center for Vocational Education, the workshop sessions will work toward a "state of the art" report on the status of prison voc-ed and a "national action plan" which will outline alternatives for improving the training programs. Project associate Charles Whitson said from 50 to 75 people will be invited to attend the workshop, which is being supported by a grant from the U.S. Office of Education. The grant is the first from OE to look into prison education programs, Whitson noted.

Too Little Information

A special planning committee met on August 14-15 in Louisville, Kentucky, to identify the most urgent problems faced by prison voc-ed programs. Included on the committee were members from the American Vocational Association, Federal Bureau of Prisons and a representative of the Ohio Board of Regents. What they found, Whitson said, was that statistical data about prison vocational programs is almost nonexistent. Further, programs are hampered by the seeming inability of educators and manpower administrators to plan together. Finally, no standardized criteria exist to evaluate program effectiveness, he said. As a result, workshop participants will be looking at how the voc-ed role can be developed, how to meet inmates' training needs, how to make programs realistic and how to secure interagency cooperation. One expected outcome of the sessions will be a call for more research and data gathering, Whitson said.

Far Too Little

It is the data gap that is an overriding concern, Whitson added. Because no separate reporting system exists, states vary widely in the ways they gather statistics on prisoners. Whitson said many states lump prison inmates in with other "disadvantaged" groups when they report to the government what they have done with their voc-ed funds. Comprehensive Employment and Training Act prime sponsors also don't keep separate data on prisoners who have received job training, he noted.

For more information about the National Workshop for Improvising Vocational Education in Correctional Institutions, write to project director F. Patrick Cronin, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.
An announcement which was not available to us was apparently published in the Higher Education Daily, on or about August 28, 1975.
Section II: Dissemination Activities

Project outcomes are "packaged" in the following ways:

1. The comprehensive report of the project outcomes will be available to federal and state agencies with responsibilities for vocational education in correctional institutions, including individual correctional institutions and professional associations. This comprehensive report includes a "state-of-the-art" report of vocational education in correctional institutions. It identifies the needs and concerns of correctional vocational educators, and it presents a plan of action which recommends potential problem solutions.

2. A brief summary report (pamphlet form), highlighting the problems and their recommended solutions, will be available to various publics as requested.

3. A final report, detailing the activities conducted during the project and recommending future action, will be submitted to the U. S. Office of Education in compliance with the agreement for the EPDA, Part F, Section 553 grant.

To further disseminate the outcomes of the project, the staff will be preparing articles for the American Vocational Journal, the American Correctional Journal, and the Correctional Education Journal.

In addition, several of the project staff presented the outcomes of the project at the American Vocational Association annual meeting, Anaheim, California, in December, 1975.
Section 12: Progress on Data Collection and Evaluation Plans and Proceedings

a. Data Collection

The strategies designed to elicit the needs and concerns of vocational educators in corrections were successfully completed. The accomplishments resulting from these surveys are described in Section 7 of this narrative (see page 4).

b. Evaluation Plans and Procedures

The in-house evaluation of the project assessed

(1) the workshop participants' reactions to the objectives and outcomes of the effort,

(2) their attitudes toward possible use of the project products, and

(3) their view of the workshop "process."

A verbatim report of the evaluation of the Workshop is contained in the remainder of this section. This evaluation was completed independently of the project staff by Carlene Tondryk from the Evaluation Division of The Center.

WORKSHOP EVALUATION PROCEDURES

In order for the workshop evaluation to be helpful to both project staff and sponsor, two evaluation strategies were employed. First, a daily evaluation form* (formative evaluation) was designed to help project staff make any necessary changes in the workshop as it progressed. This strategy would help the project staff make the workshop as useful to the participants as possible by getting daily feedback.

* All evaluation forms can be found in the Appendix.
The second strategy was to develop a final evaluation form (summative evaluation) which focused specifically on the workshop objectives. This form was administered to the participants on the last day of the workshop.

Constraints

Many of the participants who attended the workshop did not stay all four days. This led to some problems especially associated with the Final Evaluation Form. The number of participants who completed a Daily Evaluation Form varied each day. Thirty-four participants who were present the last day (out of approximately sixty-three who attended at one time or another) completed the Final Evaluation Form. Therefore, the data presented in this report does not necessarily represent the opinions of all of the participants.

DATA ANALYSIS AND RESULTS

Daily Evaluation

On a daily basis participants were asked to rate the usefulness of the proceedings (e.g., presentations, reactors, small group sessions) and to state what was of most interest to them and what changes could be made in the workshop to improve it. A Daily Evaluation Form was not administered Friday, October 31, because the participants were asked to complete the Final Evaluation Form on that day.

Participants rated each proceeding in terms of usefulness. The following scale was used to measure usefulness and the number beside each term denotes the weight each was given:
Very Useful - 4  
Useful - 3  
Somewhat Useful - 2  
Not Useful - 1

A mean was calculated for each proceeding in terms of usefulness. The mean is based on the responses of those who completed the daily form.

Tuesday, October 28

<table>
<thead>
<tr>
<th>Proceeding</th>
<th>Very Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First General Session: Overview of Workshop and Keynote Address</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mean = 2.69</td>
<td></td>
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<tr>
<td>2. Topic I Presentation: &quot;How Do We Develop the Role of Vocational Education in Corrections?&quot;</td>
<td>4</td>
<td>3</td>
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<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mean = 2.50</td>
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<tr>
<td>3. Reactors to Presentation I</td>
<td>4</td>
<td>3</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Mean = 2.32</td>
<td></td>
</tr>
<tr>
<td>4. Small Group Workshop Session: Develop Strategies for Dealing with Topic I</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mean = 3.00</td>
<td></td>
</tr>
</tbody>
</table>

Most of the participants enjoyed the opportunity to meet in small groups and develop goals and strategies to begin to solve some of the issues related to the role of vocational education in corrections. Because the participants came from diverse backgrounds, the first day of the workshop helped the participants get oriented and start at the same point. Many participants commented, however, that Tuesday's presentations should have
been more focused on the topic. Too much time was spent on introductions and "welcomes" and more time was needed addressing the role of vocational education in corrections.

Wednesday, October 29

<table>
<thead>
<tr>
<th>Proceedings</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very Useful</strong></td>
<td><strong>Not Useful</strong></td>
</tr>
<tr>
<td>1. Small Group Reports:</td>
<td>Mean = 2.93</td>
</tr>
<tr>
<td>Presentation of Goals/Strategies for Addressing Topic I</td>
<td>4</td>
</tr>
<tr>
<td>2. Topic II Presentation:</td>
<td>Mean = 3.51</td>
</tr>
<tr>
<td>&quot;How Do We Meet the Needs of Students&quot;</td>
<td>4</td>
</tr>
<tr>
<td>3. Reactors to Topic II</td>
<td>Mean = 3.23</td>
</tr>
<tr>
<td>4. Small Group Workshop Sessions:</td>
<td>Mean = 3.33</td>
</tr>
<tr>
<td>Develop Goals/Strategies for Dealing with Topic II</td>
<td>4</td>
</tr>
</tbody>
</table>
The participants felt that Wednesday was more productive than Tuesday. The speakers and reactors addressed the workshop topics and really gave direction to the small group sessions. Some participants commented that it would have been even more effective if the small groups had been mixed so that there would have been more sharing of ideas. Many participants also stated that a project staff person should have synthesized the small group reports instead of each group presenting a report. Having each small group present a report tended to be too repetitious because they arrived at basically the same goals and strategies.
Thursday, October 30

Proceedings

   Mean = 3.29

2. Topic III Small Group Reports
   Mean = 2.97

3. Topic IV Presentation: "How Do We Develop Cooperative Approaches to Vocational Education in Corrections?"
   Mean = 3.54

4. Reactors to Topic IV
   Mean = 2.77

5. Small Group Workshop Sessions: Develop Goals/Strategies for Dealing with Topic IV
   Mean = 3.21

6. Topic IV Small Group Reports
   Mean = 3.03

Thursday the presentations and small group sessions seemed to highlight or bring the workshop to a peak. Some concrete and workable tactics emerged. Many participants, however, had left the workshop by the end of the day. Those participants who did stay were disturbed...
by the dwindling numbers of people. Some participants said the workshop should have ended Thursday or else more breaks should have been arranged.

Final Evaluation

The Final Evaluation Form which was administered Friday, was divided into three sections: (1) workshop topics and small group reports, (2) participant involvement and (3) general information. These sections were structured so as to assess the workshop objectives (see page 1 and 2 of this report).

1. A. Topics - A major focus of this workshop was to discuss important needs and problems in vocational education in correctional institutions. Following a phone survey and meetings of the workshop planning committee, the highest ranked problems in vocational education in correctional institutions were categorized into the four workshop topics. Presented in Figure 1 are the participants reactions to: (1) Appropriateness of each topic and (2) adequacy of the presentation on each topic. Participants were asked to use a Strongly Agree - Strongly Disagree scale and rate each topic based on the criteria given.

1. B. Small Group Reports - The second focus of this workshop was to actually develop small group reports which identify some specific objectives and strategies for dealing with the needs/problems. The participants were asked if the small group reports resulted in practical and useful guidelines for dealing with the problems of vocational education in correctional institutions: (1) for them personally, (2) for other workshop participants, (3) for the field in general. Seventy-three percent of the participants who responded said the small reports were useful and practical for them. Sixty-eight percent of the participants said the small group reports were useful and practical for other workshop participants and the field in general.

2. Participant Involvement - A goal of the workshop was to bring together a diverse group of key individuals interested in bringing about positive change in vocational education in correctional institutions. It was hoped that many of these individuals would be directly involved in implementing some of the strategies discussed in the workshop. (See Figures 2 and 3)

* This instrument can be found in the Appendix.
**Figure 1**

Mean ($\bar{X}$) Overall Response to Workshop by Topic

<table>
<thead>
<tr>
<th>Topic</th>
<th>Appropriateness</th>
<th>Adequacy of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;How do we develop the role of Vocational Education in corrections?&quot;</td>
<td>4.35</td>
<td>3.44</td>
</tr>
<tr>
<td>2. &quot;How do we meet the needs of students?&quot;</td>
<td>4.5</td>
<td>4.19</td>
</tr>
<tr>
<td>3. &quot;How do we develop realistic programs?&quot;</td>
<td>4.62</td>
<td>3.97</td>
</tr>
<tr>
<td>4. &quot;How do we develop cooperative approaches to vocational education in corrections?&quot;</td>
<td>4.56</td>
<td>3.83</td>
</tr>
</tbody>
</table>

**Key:**
- Appropriateness of Topic - The topic was relevant and important.
- Adequacy of Presentation - The presentation for this topic provided sufficient background for developing objectives and strategies for solving the problem.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>D</td>
<td>Disagree</td>
</tr>
<tr>
<td>?</td>
<td>Not Sure</td>
</tr>
<tr>
<td>A</td>
<td>Agree</td>
</tr>
<tr>
<td>SA</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

* SD - Strongly Disagree = 1
D - Disagree = 2
? - Not Sure = 3
A - Agree = 4
SA - Strongly Agree = 5
Figure 2

2. A. Participants' Ability to Authorize and Implement Changes Called for in Workshop

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18%</td>
</tr>
<tr>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>3</td>
<td>39%</td>
</tr>
<tr>
<td>4</td>
<td>9%</td>
</tr>
</tbody>
</table>

Key:
Category 1 - Can authorize and implement changes.
Category 2 - Can suggest changes and they will probably occur.
Category 3 - Can suggest changes but they might not occur.
Category 4 - Little control over such changes.
Six percent did not respond.
2. B. Participants’ Perceptions of Proportion of People Attending Workshop Who Could Authorize and Implement Change

1 - All the participants can authorize and implement change.
2 - Two-thirds of the participants can authorize and implement change.
3 - One-half of the participants can authorize and implement change.
4 - One-third of the participants can authorize and implement change.
5 - Ten percent of the participants can authorize and implement change.

Nine percent of the participants did not respond.
3. A. General Information - Participants were asked to evaluate whether the workshop met objectives 2 and 3 (see page 1). The participants were asked to rate each criteria on a Strongly Agree - Strongly Disagree scale. The key below shows the weight each was given in calculating the overall participant mean (X) for each criteria.

<table>
<thead>
<tr>
<th>Response</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Not Sure</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

Workshop objectives provide a forum for exchange of ideas and emphasize participatory interaction.

Criteria:

1. There was an opportunity for everyone to fully participate.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

   Mean = 4.68

2. Each of the small groups was given an equal opportunity to contribute to the workshop.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

   Mean = 4.71

3. The composition of the small groups was appropriate.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

   Mean = 3.76

3. B. Nine percent of the participants said the workshop should have been 2 days. Sixty-four of the participants said that the workshop should have been between 2½ to 3 days. Twenty-one percent of the participants said the workshop should be between 3½ to 4 days. Many participants said that they would have preferred one evening session rather than stay for half a day Friday.
3. C. Should a Workshop Such as This Become a Regular Event?

Would You Personally Attend Such a Workshop?
Summary by Workshop Objective

Workshop Objective 1 - Identify and clarify the most urgent needs, problems and potential solutions.

This objective will not be totally met until the final report is completed. The workshop topics did identify important needs as perceived by the participants. The small group reports did begin to identify potential solutions.

Workshop Objective 2 - Provide a forum for the exchange of perceptions about the state of the art of vocational education in correctional institutions.

The workshop itself did provide a forum for the exchange of ideas and perceptions.
Workshop Objective 3 - Emphasize participatory interaction among the participants designed to obtain consensus.

The participants felt that they had an equal opportunity to contribute to the workshop. Many participants did feel that it would have been a better strategy to change the composition of the small groups each time. They said that by "mixing" the small groups this would have promoted a more active exchange of ideas and viewpoints.

Workshop Objective 4 - Identify and utilize the top leaders in the field of corrections and vocational education.

Many of the leaders in the fields of corrections and vocational education were present. Eighteen percent of the participants said that they could actually authorize and implement the changes suggested in the workshop. Some participants did say that there should have been more policy making people from corrections especially. Some people felt that key individuals did make presentations, however their input into the workshop went no further.

Although 18 percent of workshop participants said that they could authorize and implement change, 72 percent of the participants said that half of the participants or less of those present at the workshop could actually authorize and implement change. Therefore, the participants present at the workshop did not feel that those persons who were really key decision makers attended the workshop. One factor leading to this was that another international conference on corrections was held at the same time as this workshop. Possibly, better coordination between workshop planners should emerge.

Workshop Objective 5 - Develop a plan of action which acknowledges the state of the art, identifies urgent needs and problems, identifies alternative solutions, specifies potential resources, and makes specific recommendations.

This plan of action will in effect be the final report.
Sections 13, 14, and 15

The responses requested in these sections seemingly did not apply to this section.

Section 16: Participant Characteristics

The Workshop participants and presenters were selected, as the proposal indicated, because of their professional role and/or interest in vocational education in corrections. They represented both education and criminal justice organizations; yet, they had a common objective—to develop a plan of action for improving the role of vocational educators in correctional institutions. They were successful in this effort.

The 71 participants included leaders from correctional associations such as the American Correctional Association, the National Institute of Corrections, the Law-Enforcement Assistance Administration, the Federal Bureau of Prisons, the Correctional Education Association, and numerous state departments of corrections. Leaders in education responding to this need represented organizations such as the American Vocational Association, several state departments of education and professionals in correctional education, and the National Advisory Council for Vocational Education. These leaders and practitioners, who are enumerated in the following pages, hailed from 41 states, in addition to Washington, D.C. and Canada.
APPENDIX

EVALUATION FORMS
EVALUATION OF THE WORKSHOP
FOR IMPROVING VOCATIONAL EDUCATION
IN CORRECTIONAL INSTITUTIONS

FINAL EVALUATION

It is important that you complete this evaluation form. The information that you provide can help the workshop staff provide feedback to the funding source concerning the quality of the workshop. Your opinions and suggestions will also help the workshop staff plan any future workshops in the area of vocational education in correctional institutions. Please complete this questionnaire by providing the appropriate responses in Section I: Workshop Topics and Small Group Reports, Section II: Participant Involvement, and Section III: General Information.

Thank you for your cooperation.
SECTION I: WORKSHOP TOPICS AND SMALL GROUP REPORTS

A. TOPICS

A major focus of this workshop was to discuss important needs and problems in vocational education in correctional institutions. Following a phone survey and meetings of the workshop planning committee, the highest ranked problems in vocational education in correctional institutions were categorized into the four workshop topics. Now it is important that we get feedback from you concerning these topics.

DIRECTIONS: The four workshop topics are listed in the chart below. We ask that you rate each topic according to the extent to which you agree or disagree with the statements under APPROPRIATENESS and ADEQUACY. Simply check the box that represents your opinion using this scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

WORKSHOP TOPICS | APPROPRIATENESS OF TOPICS | ADEQUACY OF PRESENTATION | GENERAL COMMENTS
--- | --- | --- | ---
1. "How do we develop the role of Vocational Education in corrections?" | The topic was relevant and important. | The presentation provided sufficient background for developing objectives and strategies. | Describe any ways the topics, presentations or reports could have met your needs better.
2. "How do we meet the needs of students?" | | | |
3. "How do we develop realistic programs?" | | | |
4. "How do we develop cooperative approaches to vocational education in corrections?" | | | |
**B. SMALL GROUP REPORTS**

The second focus of this workshop was to actually develop small group reports which identify some specific objectives and strategies for dealing with the needs/problems.

---

**DIRECTIONS:** Using the same agree-disagree scale that you did with the chart, please record (☑) your opinions about the following statement; do so in terms of the PRACTICALITY and USEFULNESS: (1) for you, (2) for other workshop participants, (3) for the field in general.

**THE SMALL GROUP REPORTS RESULTED IN PRACTICAL AND USEFUL GUIDELINES FOR DEALING WITH THE PROBLEMS OF VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS:**

<table>
<thead>
<tr>
<th>(1) For you personally</th>
<th>(2) For other workshop participants</th>
<th>(3) For the field in general</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA A  ☑ D ☐ SD</td>
<td>SA A  ☑ D ☐ SD</td>
</tr>
<tr>
<td></td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

**Comments:** Please provide your comments/suggestions: (If such were the case, state why the small group reports were not practical and useful.)

---
SECTION II: PARTICIPANT INVOLVEMENT

A goal of the workshop was to bring together a diverse group of key individuals interested in bringing about positive change in vocational education in correctional institutions. It was hoped that many of these individuals would be directly involved in implementing some of the strategies discussed in the workshop.

1. Given the above intent, to what extent are you in a position to bring about many of the changes called for in the workshop?

   __ I can authorize and implement changes.
   __ I can suggest changes and they will probably occur.
   __ I can suggest changes but they might not occur.
   __ I have little direct control over such changes.
   __ Other (please specify) ____________________________

2. What proportion of the workshop participants do you feel are in a position to bring about the changes called for in the workshop?

   __ About 10% percent or less
   __ About 1/3
   __ About 1/2
   __ About 2/3
   __ Nearly all

3. If any, what other types of people do you feel should have attended the workshop?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. What next steps do you think you will take as a result of having attended the workshop?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
SECTION III: GENERAL INFORMATION

This section of the questionnaire deals with your general feelings about the workshop.

1. What are your candid opinions about the extent to which?

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>?</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>There were opportunities for everyone to fully participate.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b.</td>
<td>Each of the small groups was given as equal opportunity to contribute to the workshop.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c.</td>
<td>The composition of the small groups was appropriate.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. How many days do you feel this workshop should have been to be effective?  
   _____ days

3. List three outcomes or benefits you received by attending the workshop?
   a. ____________________________________________
   b. ____________________________________________
   c. ____________________________________________

4. a. Should a workshop such as this become a regular annual event?
   __ Yes __ Maybe __ No
   Comment: ____________________________________
   b. Would you personally want to attend such a workshop?
   __ Yes __ Maybe __ No
   Comment: ____________________________________

5. Overall, how would you rate the quality of the workshop?
   [ ] Excellent
   [ ] Good
   [ ] Fair
   [ ] Poor

6. What suggestions do you have for improving the workshop?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
DAILY FEEDBACK
TUESDAY, OCTOBER 28, 1975

How useful were the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Useful</th>
<th>Useful</th>
<th>Somewhat Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First General Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Topic I Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reactors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Small Group Workshop Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your daily comments on the following items will help the workshop staff improve the workshop as it progresses.

1. What aspects of today's session was of most interest to you?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

2. How could today's session have been improved?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
DAILY FEEDBACK  
WEDNESDAY, OCTOBER 29, 1975

How useful were the following activities:

<table>
<thead>
<tr>
<th></th>
<th>Very Useful</th>
<th>Useful</th>
<th>Somewhat Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic I Small Group Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Topic II Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Topic II Reactors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Small Group Workshop Sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Topic II Small Group Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Topic III Presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Topic III Reactors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Tour of CVE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your daily comments on the following items will help the workshop staff improve the workshop as it progresses.

1. What aspects of today's session was of most interest to you?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How could today's session have been improved?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

48
42
DAILY FEEDBACK
THURSDAY, OCTOBER 30, 1975

How useful were the following activities:

<table>
<thead>
<tr>
<th></th>
<th>Very Useful</th>
<th>Useful</th>
<th>Somewhat Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Small Group Workshop Sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Topic III Small Group Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Topic IV Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Topic IV Reactors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Small Group Workshop Sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Topic IV Small Group Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your daily comments on the following items will help the workshop staff improve the workshop as it progresses.

1. What aspects of today's session was of most interest to you?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. How could today's session have been improved?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________