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AUTHOR Ryan, T. A.
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ABSTRACT

The program was designed to provide training in adult career education to selected individuals employed in corrections and corrections-related agencies and to develop a generalized planning model with implementing delivery systems of adult career education for correctional settings. The report describes basic training provided in four regional 10-day seminars which equipped participants with basic skills and knowledge for planning, implementing, and evaluating delivery systems of adult career education in correctional settings. Advanced training provided in a national five-day seminar and 10-day internship for participants selected from those successfully completing the basic training program is detailed. The advanced training enabled participants to effectively implement leadership roles in the planning, implementation, and evaluation of the correctional programs. The design of the planning model is discussed, including such aspects as testing by simulations and internal and external evaluations. The method of designing adult career education delivery systems, utilizing the planning model, is described. As a result of the program, 64 individuals received basic training, 17 received advanced training, a generalized planning model was developed, and 21 delivery system models for correctional agencies in 16 States and Canada were designed. (Author/MS)

CAREER EDUCATION IN CORRECTIONS: A NATIONAL PROGRAM OF TRAINING AND DESIGN

T. A. RYAN

UNIVERSITY OF HAWAII
HONOLULU, HAWAII

JULY, 1975

CAREER EDUCATION IN CORRECTIONS:

A NATIONAL PROGRAM OF TRAINING AND MODEL DESIGN

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T. A. Ryan, Program Director

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University of Hawaii
Honolulu, Hawaii

July, 1975

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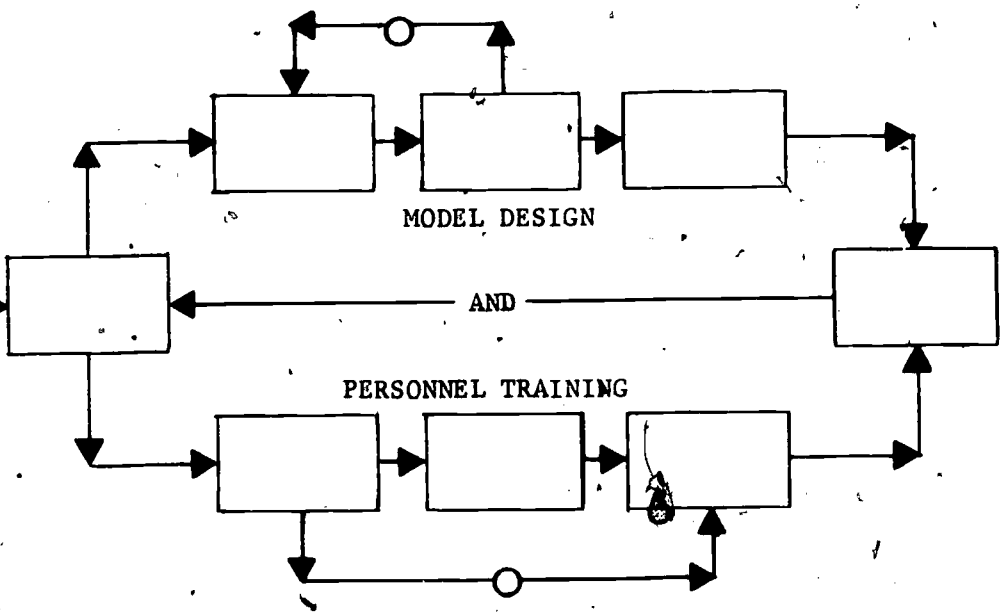
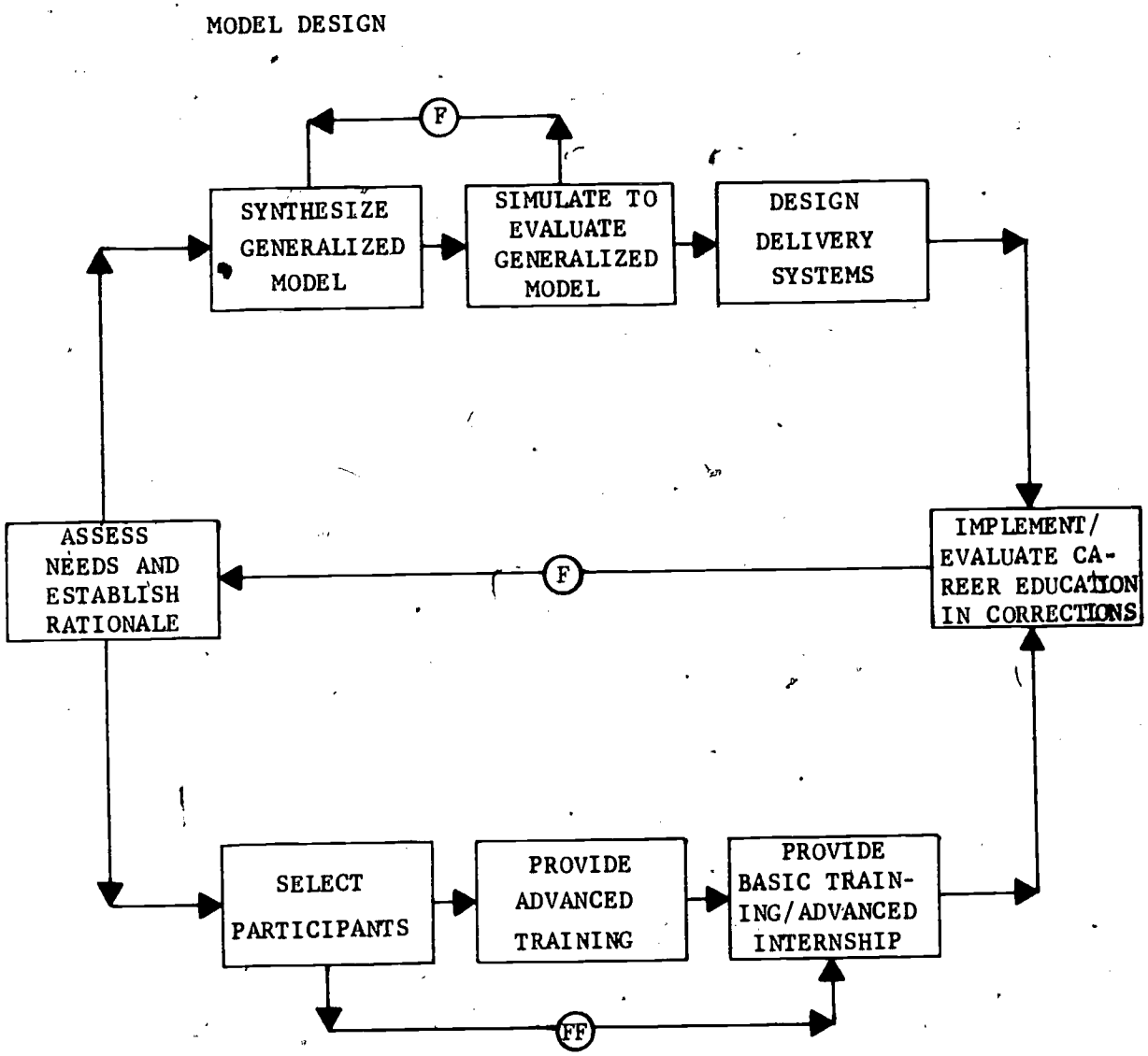
A C E C

To insist on the dignity of the individual, to assure him health and education, meaningful employment, decent living conditions, to protect his privacy and the integrity of his personality, to enforce his rights though he may be the least among us, to give him power to affect his own destiny--only thus can we hope to instill in him a concern for others, for their well-being, their safety, and the security of their property. Only thus can we bring to him a regard for our society, our institutions, and our purposes as a people that will render him incapable of committing a crime.

Ramsey Clark, Crime in America



THE ADULT CAREER EDUCATION PROGRAM



ABSTRACT

Purpose

The Adult Career Education in Corrections Program implements a two-fold purpose: (1) personnel training; and (2) model design. The Program was designed to provide training in adult career education to selected individuals employed in corrections and corrections-related agencies and to develop a generalized planning model with implementing delivery systems of adult career education for correctional settings. It was intended that the ultimate outcomes from the Adult Career Education in Corrections Program would be social and economic benefits to society, and the career development of offenders.

Method

Staff development was provided through an integrated program of basic and advanced training for selected participants. Basic training was provided through an instructional system delivered in four regional ten-day seminars to participants selected from among those nominated by state directors of adult education and corrections, wardens and superintendents of correctional agencies and institutions, regional and national officers in education and corrections. The purpose of the basic seminars was to equip participants with basic skills and knowledge for planning, implementing, and evaluating delivery systems of adult career education in correctional settings.

The advanced training was provided through a staff development system delivered in a national five-day seminar and ten-day internship to participants selected from among those successfully completing the basic training program. The purpose of the advanced training was to equip participants with specialized knowledge, skills, and attitudes for effectively implementing leadership roles in the planning, implementation, and evaluation of adult career education for corrections.

The generalized planning model, produced in 1972-73, was evaluated and revised through the application of systems techniques. Twenty-three simulations were made to test the planning model. Internal and outside evaluations were made of the model. Revisions and refinements were made implementing feedback from simulations and evaluations. The planning model was used in simulations of real-life correctional environments for the purpose of designing delivery system models for designated corrections settings.

Dissemination activities of the Adult Career Education in Corrections Program included preparation of materials, distribution to regional centers, and presentations to national and regional professional groups.

Results

The training activities in 1973-74 resulted in equipping 64 individuals with basic knowledge and skills for planning, implementing, and evaluating adult career education in correctional settings. Seventeen individuals were trained for leadership roles in furthering the adult career education concept in corrections.

The model design activities resulted in development of a generalized planning model of adult career education for correctional settings, and design of 21 delivery system models for correctional agencies or institutions in 16 states and Canada.

Dissemination activities resulted in producing prototype copies of the generalized planning model of adult career education in corrections, a supplementary companion volume for use with the model, a related model of adult basic education in corrections, and a supplementary companion volume for the basic education model. Prototype copies of the models and companion volumes were distributed to regional centers. Presentations to professional groups were made to describe the nature, use, and anticipated results from using the models in correctional settings.

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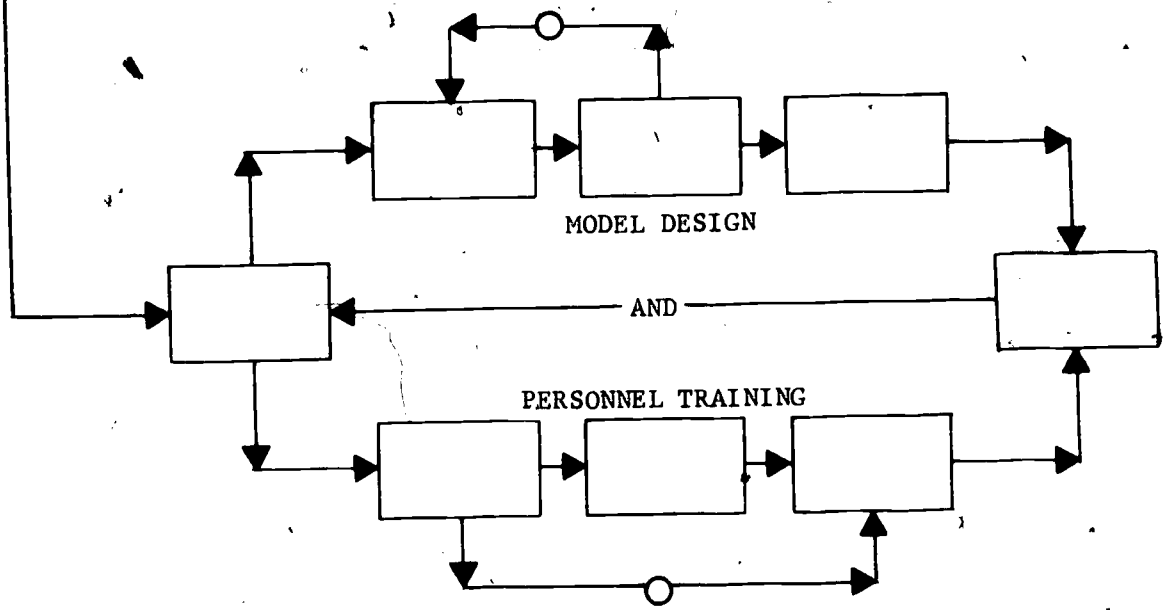
PROGRAM PURPOSE AND OBJECTIVES

In the correctional setting, the student must change two sets of behaviors in order to become a contributing member of society. He must acquire skills, the lack of which prevent him from reaping the rewards of our society, and he must become independent of the kinds of environmental events and reinforcements which have maintained his antisocial behavior. Thus, career education must strive not only with the providing of a functional literacy, but also strive toward assisting in the re-socialization of the offender. The goal of the career education curriculum thus becomes a foundation upon which the student can base future operation as a mentally efficient, economically self-sufficient, and socially productive individual.

Leonard R. Hill, A Career Education Curriculum.



Purpose of the Program

The Need for Adult Career Education in Corrections

The purpose of the Adult Career Education in Corrections Program was to provide career education to the population of adult offenders in the nation's correctional institutions. This purpose was implemented through a program of staff development and model design, the results of which are expected to contribute substantially to achievement of economic benefits to society and personal growth and development of adult offenders.

The model for the Adult Career Education in Corrections Program rests on the premises that nowhere in today's society is the need for career education more critical than in the nation's correctional institutions; and that corrections personnel, trained to use the skills of systems approach and equipped with an understanding of the concepts and principles of career education, can deliver career education programs effectively and efficiently to adult offenders. The need to prepare the nation's adult offenders for meaningful and rewarding participation in the world of work, and positive, productive contribution to social well-being is great. The Adult Career Education in Corrections Program is meeting this need through a staff development system which achieves a multiplier effect, coupled with the design of career education models for implementation in the adult correctional institutions of participants in the training program.

The National Advisory Council in Adult Education (1973; 1974) identified correctional reform as one of the priorities for action in adult education and recommended development of career-oriented adult education for those in correctional institutions. Former Chief Justice of the United States, Ramsey Clark (1970) pointed to the vital role of corrections in rehabilitation of the offender: "If corrections fail to rehabilitate, then all the efforts of police, prosecutors, and judges can only speed the cycle of crime" (p. 21).

The offenders in the nation's correctional institutions, for the most part, are lacking in the knowledge, skills, and attitudes for productive participation in the world of work. The adult offenders have not acquired the interpersonal skills needed for effectively establishing and maintaining healthy social relationships. They tend to be lacking in an understanding of the responsibilities which citizenship imposes. In almost every instance the adult offender is lacking in decision-making skills. Offenders have not achieved self-fulfillment. It has been estimated that eighty-five percent of state prison inmates are school dropouts. Nearly all of the adults in penal institutions in the United States are lacking in the educational, vocational, and social skills necessary for entering and maintaining gainful employment at a level for supporting oneself and dependents. The American Bar Association estimated the average educational achievement of offenders at fifth to sixth grade level, with at least forty percent lacking prior work experience (American Bar Association, 1971). The men and women in the adult correctional institutions have distorted values. Their values are not compatible with the

values of a work-oriented society. They need to develop work-oriented values and to implement these values in their life styles. They tend to be insecure, universally are found to have a low self-image, and are lacking in self-discipline and self-direction.

Most adult offenders are not aware of the opportunities available to them in the world of work. They are lacking in self-understanding and not fully aware of their own capabilities and potential. They usually have had little opportunity to explore the occupational options which might be open to them. They most likely are totally unfamiliar with the clusters of occupations constituting the world of work. They are lacking in employability skills and job-seeking techniques. "The percentage of inmates in all institutions who cannot read or write is staggering. Another and largely overlapping category is made up of those who have no marketable skills on which to base even a minimally successful life" (Burger, 1971, p. 11).

The failure of corrections as a system of punishment and retribution is a fact. The social and economic costs are staggering. It has been conservatively estimated that it costs approximately $11,000 a year to keep a person in a correctional institution. A five-year sentence costs the taxpayers $55,000 (Sharp, 1972). It costs the American people a staggering $2 billion annually to support the criminal justice system--a system of self-perpetuation and circularity. The number of adults being denied the opportunity for realizing their potential for a healthy career development is by no means insignificant. The correctional institutions of this nation admit, control, and release an estimated 3 million individuals each year. On any day during the year roughly 1.3 million individuals are under correctional jurisdiction. The American Bar Association projects the 1975 average daily population in correctional institutions at 1.8 million individuals (American Bar Association, 1971). Out of a total inmate population of about 426,000, the adult felon institutions account for some 222,000. In addition there are roughly 800,000 on probation and parole. These are the adults who have sinned against society, and will return to sin again--unless they are provided with the training and treatment to prepare them for productive and constructive participation in the free world. Despite the iron bars and security locks, the doors to the prisons of the nation are, in fact, swinging doors perpetually opening and shutting, opening and shutting--letting the same persons in and out, in and out. Murphy (1972) concluded, ". . . the corrections system is correcting few. In 1931 it was estimated that 92% of the prison population had been in prison before. Today we have reduced this to the glorious figure of approximately 80%" (Murphy, 1972, p. 23).

As long as the corrections system persists in compulsory confinement, without providing programs specifically designed to prepare the offenders for productive and constructive roles in the free society, there is little hope of stopping the swinging door. The need is for a vehicle which can deliver to the adults incarcerated in the nation's prisons a program of activities and experiences to prepare them for successful participation in the world of work, satisfying roles in their families and communities. Career education is such a vehicle.

The Adult Career Education in Corrections Program was established for the specific purpose of providing career education to the adult offenders in the nation's prisons. The concept of adult career education in corrections is not to be confused with either career education for public school settings or vocational training in prisons. Adult career education in corrections is a planned program for developing the knowledge, skills, attitudes, and values to equip offenders for fulfilling their own unique needs through occupational decision-making, employability, social and civic responsibilities, constructive leisure-time activity, and self-fulfillment. It prepares each individual for meaningful pursuit of vocational, avocational, social, civic, and personal commitments.

Goals of the Adult Career Education in Corrections Program

The Adult Career Education in Corrections Program implements a two-fold purpose: (1) staff development, and (2) model design. The Program model is predicated on the assumption that a systematic approach to planning, implementation, and evaluation of career education programs for offenders is essential for optimizing personal and social outcomes from the nation's adult correctional institutions. It is assumed that for the most part the adult offenders in the nation's prisons can develop healthy self-identities and can achieve the vocational maturity essential for realizing individual well-being and contributing to social welfare.

The mission of the Adult Career Education in Corrections Program is implemented in two major goals and their supporting objectives:

Goal 1. Training of selected corrections personnel in the theory and practice of systematically planning, implementing, and evaluating career education for adult correctional institutions.

Objective 1a. Given a five-day advanced seminar and a ten-day supervised internship, 18 participants will acquire understanding of adult career education as demonstrated by scores on a posttest at 80% criterion level; and will develop understanding of systematic planning and delivery of adult career education as demonstrated by scores on a posttest at 80% criterion level.

Objective 1b. Given a five-day advanced seminar and a ten-day supervised internship, 18 participants will develop capabilities for leadership roles in adult career education in corrections, as demonstrated by scores on a performance test in technical assistance, supervision, administration at 80% criterion level.

Objective 1c. Given a five-day advanced seminar and a ten-day supervised internship, 18 participants will demonstrate positive attitudes toward implementation of adult career education in corrections, by scores on an attitude inventory of 3.0 or higher on a 4-point scale.

Objective 1d. Given a ten-day basic seminar, 64 participants will acquire basic knowledge of adult career education and systems approach as demonstrated by scores on a posttest at 80% criterion level.

Objective 1e. Given a ten-day basic seminar, 64 participants will acquire basic skills of systematic planning of adult career education in correctional settings, as demonstrated by scores on a performance test at 80% criterion level.

Objective 1f. Given a ten-day basic seminar, 64 participants will demonstrate positive attitudes toward implementation of adult career education in corrections, as demonstrated by scores of 3.0 or higher on an attitude inventory with 4-point rating scale.

Goal 2. Development of a generalized planning model of adult career education, with designs for 24 implementing delivery systems of adult career education.

Objective 2a. Given an experimental version of a generalized planning model, following a series of simulations, evaluations, and revision, a final planning model will be produced.

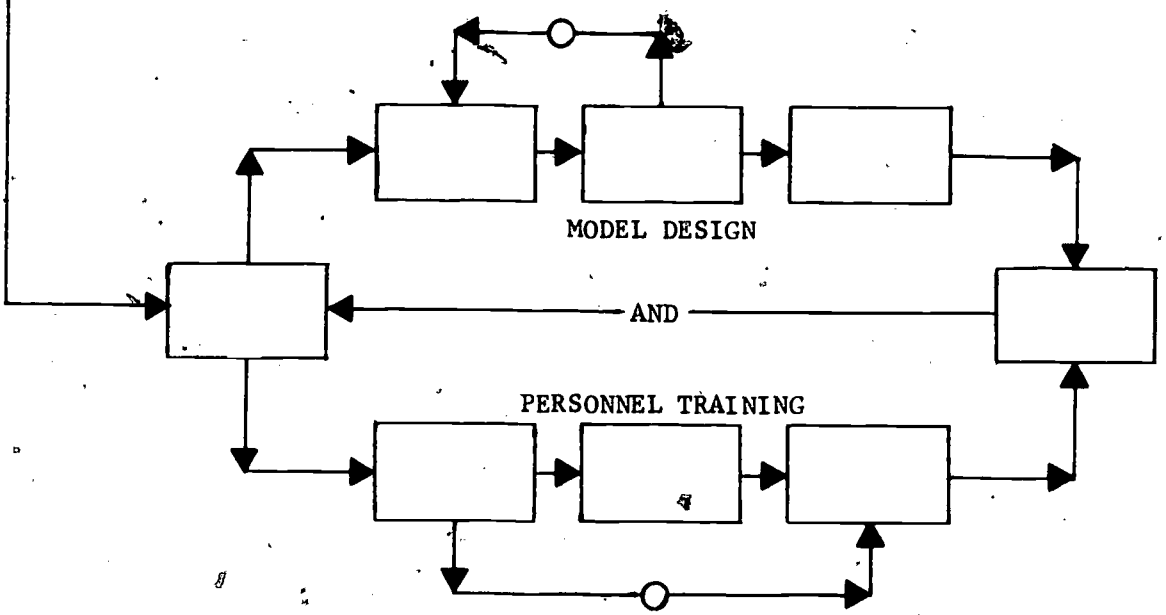
Objective 2b. Given a planning model and provision of supervision and guidance to participating teams in design of delivery systems of career education, a total of 24 delivery system models will be produced for implementation in designated correctional settings.

A C E C

PROGRAM METHODS AND RESULTS

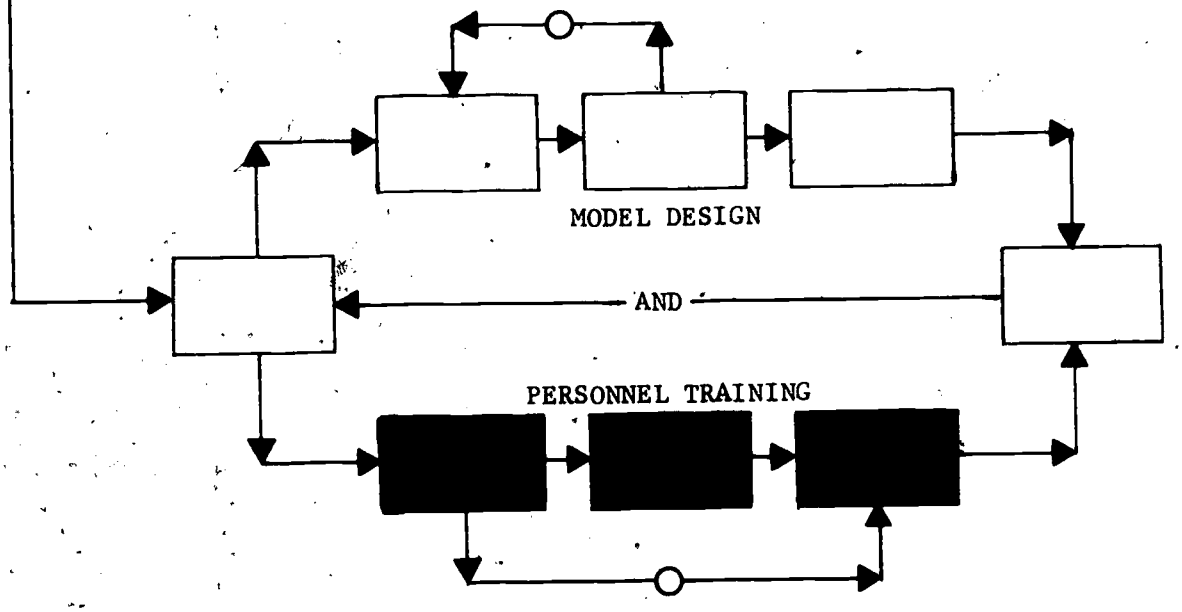
The undereducated adult in a correctional institution has to be a most likely candidate for adult educators. Society, in general stands to benefit, as well as the individual. Accordingly, the adult educator should give priority to attempting to learn . . . steps and procedures. . . .

The federal government should provide leadership to the states in providing individuals in correctional institutions every type of adult education opportunity which may be of benefit in the rehabilitation process (National Advisory Council on Adult Education, 1974, p. 61).



A C E C

TRAINING



Methods and Results of Training

An articulated program of advanced and basic seminars, offered in a national framework through regional and local participation, was provided to accomplish Goal 1, Training of corrections personnel in theory and practice of planning, implementing, and evaluating career education in adult correctional institutions. The training was offered through national and regional seminars designed to bring together selected individuals from different settings with a variety of experience backgrounds.

The training model implements the assumption that optimum results can be obtained through a multi-level system of national and regional seminars to equip participants for subsequent leadership roles, with training and technical assistance responsibilities in local settings. The training model is designed to prepare individuals for two levels of leadership responsibility. Those completing the advanced training will be prepared for assuming top leadership roles, consulting with state agencies, engaging in regional planning, working with organized groups and associations, taking the initiative to plan, organize, and direct staff development efforts at local level. Those completing the basic training will be prepared for planning, organizing, and conducting seminars, workshops, and conferences on adult career education for the staff members of their adult correctional institutions, as well as being prepared to take leadership roles in seeing that delivery system models are implemented in their respective institutions.

The method used in providing training at both basic and advanced levels implements a systems approach to staff development. The goals are implemented in behavioral objectives. Learning experiences and environments are created and contrived which can be expected to achieve the objectives. Evaluations are made to determine the effectiveness of the learning experiences and environments in achieving the objectives. The learning experiences are made up of activities, with supporting hardware and software. The scope and sequence of the curriculum are established. After the total curriculum, with its implementing units, has been developed, each unit is simulated to test its effectiveness in relation to the objectives it is supposed to achieve. Revisions are made as indicated by the feedback from the simulations. Each activity is designed to meet the criteria of relevance to the objectives and relevance for the learners; responsibility placed on the learners; reinforcement to the learners. Both formative and summative evaluations are made. A second component of the training method is the participant selection. Prerequisites are established for each training program, and participants are selected on the basis of having satisfied these prerequisites.

This methodology is used in planning and conducting training at both basic and advanced levels. Differences in the two training programs relate to criteria for participant selection, training objectives, and scope and sequence of learning experiences.

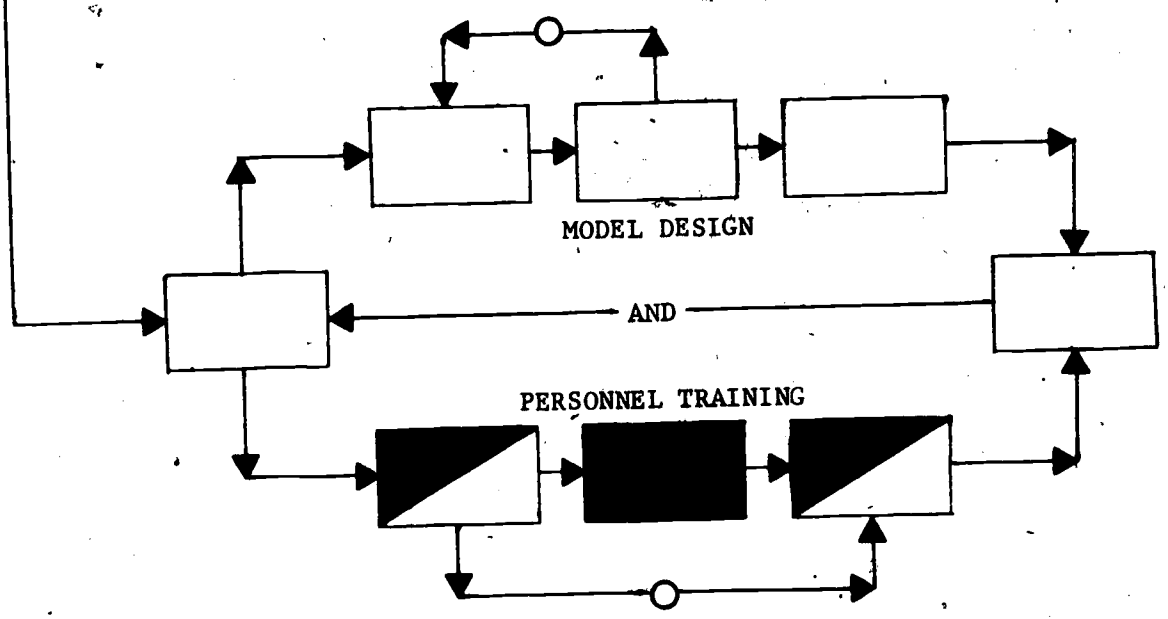
ADVANCED TRAINING

A C E C

A Five-Day Advanced Training Seminar
and
A Ten-Day Supervised Internship

Purpose: *This program was designed to provide advanced training in theory and application of systems approach in relation to the development and implementation of career education programs in criminal justice settings. The program sought to prepare selected participants for technical assistance and training roles that would contribute to improved and innovative career-based adult basic education for staff and offender in all aspects of the criminal justice system.*

Participants: *Participants in this program had completed basic training in systems research, had contributed to development and implementation of a conceptual model of adult basic education in corrections, and had the competencies and specialized skills for teaching adults and providing technical assistance to agencies and institutions of the criminal justice system. Participants assumed technical assistance and training responsibilities relating to development, implementation, and evaluation of career education in the criminal justice system.*



Advanced Training Participants

Ms. Janice E. Andrews
Personal Growth Center Coordinator
Federal Reformatory for Women
Alerson, West Virginia

*Mr. Don A. Davis
Correctional Superintendent
Palmer Correctional Center
Palmer, Alaska

Mr. Ellsworth W. Heidenreich
Executive Assistant
Oregon Corrections Division
Salem, Oregon

Mr. Eugene E. Hilfiker
Supervisor, Vocational Training
Oregon State Correctional Institution
Salem, Oregon

*Mr. Dean Hinders
Programs Administrator
South Dakota State Penitentiary
Sioux Falls, South Dakota

Mr. J. Pratt Hubbard
Curriculum and Media Specialist, Educational Services
Department of Offender Rehabilitation
Atlanta, Georgia

Mr. Charles H. Huff
Education Specialist
Federal Penitentiary
Leavenworth, Kansas

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Principal, Education Department
San Quentin Prison--Bayview Schools
San Quentin, California

Mr. Joe F. Salisbury
Teacher-General Education
Federal Correctional Institution
Milan, Michigan

Mr. David L. Shebses
Assistant Supervisor of Educational Programs
New Jersey State Prison
Trenton, New Jersey

Mr. Glen B. Smith
Vocational Learning Laboratory Coordinator
Federal Penitentiary
Terre Haute, Indiana

Mr. Richard F. Svec
Administrative Aide to the Superintendent
New Jersey State Prison
Trenton, New Jersey

Mr. Robert Van Gorder
Program Director
Palmer Correctional Center
Palmer, Alaska

*Mr. Stanley F. Wood
Director
Sandstone Vocational School
Sandstone, Minnesota

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*These participants received special training and practice to prepare them for advanced leadership roles. They interned as team leaders.

Advanced Training Method

Participants in the Advanced Training Program

Participants were selected for advanced training from among the pool of 363 persons who had completed a basic seminar between 1970 and 1973. Those selected had demonstrated capabilities for developing and implementing models of adult basic or adult career education for correctional settings. All advanced training participants had shown a motivation to accomplish the mission of adult basic or adult career education in corrections, and had received ratings of 3.0 or higher on a 5-point scale to evaluate potential for leadership development in relation to adult career education in corrections. Eighteen persons were selected for advanced training. Choice of participants was based on the following criteria:

1. mastery of basic concepts and principles of systematic planning of adult career (basic) education in corrections as shown by successful completion of basic seminar program

2. demonstrated understanding of concepts and principles in the generalized planning model of Adult Career Education in Corrections

3. demonstrated potential for leadership roles in career education in corrections

4. demonstrated motivation and commitment to accomplish the mission of the Adult Career Education in Corrections Program

Participants selected for advanced training were provided transportation, meals, and lodging. No stipends were paid to participants. In the selection of participants, no discrimination was made on the basis of race, color, sex, or national origin. An effort was made to insure equitable geographic representation.

Setting of the Advanced Training Seminar

The five-day advanced training seminar was held at the Center for Continuing Education, University of Chicago, from October 31 to November 4, 1973. The setting for the seminar provided a self-contained working-living environment in which an intensive, residential program could be implemented. All services and accommodations needed to implement a training model were available within the conference center facility. The university library and bookstore on the campus were easily accessible to participants. The daily schedule was 8:00 a.m. to 5:00 p.m., in addition to group and individual assignments during the evening hours. The Center for Continuing Education at the University of Chicago was selected as the seminar site because of availability of all essential support services, central geographic location, and absence of distractions.

Setting for the Supervised Internship

The supervised internship portion of the advanced training program took place at the four ten-day basic seminars, between January and May, 1974. The interns were divided into four teams, and assigned to an internship at basic seminars conducted at the Center for Continuing Education, University of Chicago; Henry Chauncey Conference Center, Educational Testing Service, Princeton, New Jersey; Center for Continuing Education, University of Oklahoma, Norman; and Center for Continuing Education, Kellogg-West, Pomona, California. Intern teams were made up by taking into account the seminar environment having the greatest potential for contributing to the growth of the individual participant, as well as related environmental factors such as combinations of individuals to make a group of individuals reinforcing to each other.

Program for the Advanced Training Seminar

The planning of a meaningful program of adult education to accomplish advanced training goals required (1) defining objectives, (2) arranging a learning environment, (3) providing learning experiences, and (4) assessing program effectiveness. The objectives for the advanced training seminar focused primarily on developing participants' knowledge and enhancing motivation in relation to the advanced program goals.

The learning environment created at the Center for Continuing Education was as free from efficiency-reducing factors as possible. An effort was made to provide good food and comfortable living quarters. Meeting rooms were arranged to accommodate large group, small group, and individualized activities. Facilities were arranged to make the use of audio-visual equipment and materials an integral part of the environment. Attention was given to heating, lighting, ventiliation, and furniture. Displays and wall posters were used to reinforce the scope and sequence of the curriculum.

Learning experiences were created to achieve the seminar objectives. The selection of information to input to the participants was a critical factor in developing experiences. Information input came from participants, readings, and presentations. A search was made to identify reading materials on career education, adult career education, systems approach. The results of the search produced a list of available software. From among the items which were highly rated and relevant to the objectives, a number of relevant items were selected. In areas where no software appropriate for achieving the seminar objectives was found, resource persons were contracted to prepare papers and make presentations or give demonstrations to the participants. A programmed booklet was prepared and sent to all participants before the onset of the advanced seminar, to provide review and reinforcement of the concepts and principles covered in the basic program. The learning experiences which were provided to participants during the advanced seminar included lectures, general discussions, buzz groups, task groups, discussion groups, reaction panels, film presentations, slide-tape presentations, simulation games, individualized activities. The learning experiences were arranged to provide

instruction and practice in planning instructional programs, implementing program designs, and evaluating programs. Experiences were provided also to develop leadership traits and behaviors. Among the individualized activities were assignments to various roles during the course of the program. All participants served in a number of roles, including chairperson, recorder, reactor, group leader, team member, observer, evaluator.

A pretest given the first day assessed input of participants' skills, knowledge, and attitudes in relation to career education, adult education, and systems approach. Daily evaluations were made to rate each learning experience. A posttest given the last day of the seminar assessed the output in terms of participants' skills, knowledge, and attitudes in relation to the seminar objectives. The results of the posttest were validated by participant self-evaluation. The process of the seminar was evaluated by participant ratings of the various components of the training process.

Program for Supervised Internship

The internship program was designed to give supervised practice to each trainee in conducting training programs and in giving technical assistance related to planning and implementation of career education for adults in correctional settings. The internship included individual and group counseling with trainees, directed practice in team teaching, directed practice in conducting a staff development program. Simulations, feedback sessions, role playing, and self-evaluation techniques were employed. Each intern planned, prepared, organized, and presented a unit on career education in corrections. This included preparation and presentation of a major lecture, monitoring task group activities, use of hardware and software, and evaluation of the unit. Support services were provided by other members of the team, as each intern, in turn, implemented the major responsibilities involved in presenting a unit. Each intern also was required to carry out technical assistance and supervisory responsibilities. Each intern was responsible for supervising one or more of the basic seminar participant teams, and to provide direction, assistance, evaluation, and instruction to the team in planning a delivery system model of career education for a designated correctional institution. Interns practiced skills of supervision, counseling, communication, and interpersonal relationships. Interns met each evening with the director for a feedback session, evaluation, and instruction. The team leader's supervised internship included responsibilities and instruction in program organization and administration, as well as planned experiences to contribute to the enhancement of leadership behaviors. Evaluation of the advanced participants, was made by basic participants, in addition to self-evaluations at the end of the ten-day internship.

Advanced Training Program Results

Advanced Training Participants

Eighteen participants were selected for advanced training. One

participant completed the seminar, but was unable to participate in the internship. The 18 participants represented 11 states and 8 of the 10 U. S. Office of Education regions. The geographic distribution of participants by states and Office of Education Regions is shown in Table 1.

Table 1
Geographic Distribution of Advanced Training Participants
by State and U. S. Office of Education Regions

U. S. Office of Education	State of Partficipant Employment	Number of Participants by state	Number of Participants by Region
II	New Jersey	3	3
III	West Virginia	2	2
IV	Georgia	1	1
V	Indiana	1	5
	Michigan	1	
	Minnesota	3	
VII	Kansas	1	1
VIII	South Dakota	1	1
IX	California	1	1
X	Alaska	2	4
	Oregon	2	
	Total	18	18

Inspection of Table one reveals a fairly equitable distribution of partipants, with six from the east coast, seven from the middle states, and five from the west. Of the four team leaders, two were from the middle states and two were from the western states.

Examination of the participant roster of page 15 reveals that five of the eighteen interns were from the federal system, twelve were from state corrections systems, and one was from a private agency. All four of the individuals selected for team leader training were from corrections systems.

Personal characteristics, educational employment backgrounds of the 18 participants are shown in Table 2, which presents a description of the participants by sex, age, education, and job classification.

Table 2

Sex, Age, Education, and Job Classification of Advanced Training Participants

Characteristic	Number of Participants
Sex	
Male	17
Female	1
Total Participants	18
Age	
20-24	0
25-29	5
30-34	3
35-39	2
40-44	2
45-49	5
50-55	1
Total Participants	18
Median Age: 37.0 years	
Education	
Less than BA	1
BA	6
MA	11
Total Participants	18
Job Classification	
Educational Administration	
Supervisor/Principal/Director	4
Assistant Supervisor	1
Education Specialist/Coordinator	5
Teacher	1
Institutional Administration	
Superintendent	2
Executive/Administrative Aide/Assistant	2
Program Director/Administrator	2
Agency Administration	
Director	1
Total Participants	18

Inspection of Table 2 reveals that there were more males than females; that although the median age was 37.0 years, the distribution was bimodal, with the two peaks in age, 25 to 29 and 45 to 49. The participants were well educated; 11 out of 18 having earned the Master's Degree. They all held responsible jobs, with 11 out of the 18 being in the field of education.

Advanced Training Program Output Evaluation

The objectives of the Advanced Training Program were for participants to increase their knowledge of adult career education; to develop skills of systematically planning and delivering programs of adult career education; to develop capabilities for leadership roles, by acquiring skills for technical assistance, supervision, and administration; and to enhance positive attitudes to implementation of adult career education in corrections.

The knowledge, skills, and attitudes of the advanced participants at the conclusion of the training program constitute the products of the advanced training program. An output evaluation of the advanced training program was accomplished by comparing posttest scores against the criterion levels established for acquisition of knowledge and development of skills implementing the program objectives. Comparison of pre- and posttest scores provided an index of participant growth in relation to the program objectives. The results of a test to determine in part the extent to which Objective 1a was achieved are given in Table 3, which reports the results of a pretest and a posttest to assess participants' understanding of adult career education.

Table 3

Mean Scores on Pre- and Posttests
of Participant Knowledge of
Systematic Planning & Implementation
of Adult Career Education in Corrections

Objective	Pretest		Posttest		M Gain
	N	Mean Score*	N	Mean Score*	
Knowledge	18	57.89	18	64.44	6.55

* Possible score = 100

Inspection of Table 3 indicates about 6½ percent gain in knowledge during the five-day seminar. Pretest results show that none of the participants had achieved the objective before the seminar. The posttest score of

64.44 is roughly 15 points below the criterion level of 80%. Prior experience has demonstrated that there will be about a 10-point differential which is accounted for by fatigue factor. The participants are extremely tired at the end of the intensive 5-day seminar program. The additional 5 points below the criterion level can be accounted for in this instance by deficiencies in the measurement process. The test should have been administered at the end of the 15-day program. Item analysis of the posttest revealed a number of items which failed to discriminate. The fact that the interns were able to successfully implement the skills of systematic planning of a ten-day training program, together with the results of self-evaluations and ratings of basic seminar participants at the end of the 15-day program, support the thesis that the training objective related to acquisition of knowledge of career education was achieved more than the test results suggest, and that errors in measurement account for the failure to demonstrate this achievement on the posttest. The results of self-evaluations shown in Table 4, provide a further index of the achievement of Objective 1a, the acquisition of knowledge about adult career education, as well as giving an index of the achievement of Objective 1b, development of leadership skills.

Table 4
Participant Self-Evaluation of Achievement
of Advanced Training Program Objectives

Training Program Objective	Mean Score*
1a Knowledge of planning adult career education in corrections	94.25
1b Knowledge related to administrative leadership	84.25
1b Knowledge related to supervisory leadership	80.05
1b Skills of leadership/technical assistance, supervision, administration	84.50

*Possible score = 100 for each item

Examination of the self-evaluations reported in Table 4 point up the discrepancy between the posttest results and self-evaluations on participant knowledge of planning adult career education. The self-evaluation mean score of 94.25 for knowledge of adult career education is almost 30 points higher than the posttest score for achieving this objective. The mean score of 82.93 for the three items on the self-evaluation related to leadership skills, Objective 1b, suggests that Objective 1b relating to skill

development and knowledge of administrative and supervisory functions to implement adult career education was achieved. These results of the self-evaluations relating to achievement of Objectives 1a and 1b are supported by performance ratings of the interns made by basic seminar participants at the conclusion of the ten-day internship. The participants in the basic training program rated the interns on mastery of content, skill in communication, and leadership skills related to adult career education in corrections. The results of these ratings are given in Table 5.

Table 5
Participant Ratings* of Interns' Content Mastery, Communication and Leadership Skills

Intern	Content Mastery	Communication Skills	Leadership Skills
A	4.00	3.91	3.69
B	3.67	3.82	3.61
E	3.62	3.69	3.34
C	3.55	3.33	3.56
D	3.33	3.45	3.49
H	3.25	3.25	3.22
J	3.23	3.08	3.14
G	3.22	3.27	3.29
L	3.16	3.16	3.03
F	3.13	3.20	3.33
M	3.11	3.26	3.02
K	3.00	3.23	3.11
I	3.00	3.22	3.17
Q	2.89	2.95	2.79
P	2.85	2.92	2.80
**N	2.75	2.67	2.97
**O	2.63	2.72	2.81
$\underline{M}$ =	3.20	3.24	3.20

* Scale = 1 (low) to 4 (high)
** Did not meet criterion level of 2.80

The criterion level of 70% allowing a 10-point adjustment for fatigue, would be equivalent to a rating of 2.80. Inspection of Table 5 reveals that on content, communication, and leadership skills, all but 2 participants reached the criterion level. These results, together with the self-evaluations, seem to lend strong support for the conclusion that training objectives 1a and 1b were achieved at a higher level than was indicated by the results of the posttest given at the end of the 5-day seminar. The failure to demonstrate achievement of the objectives on

the posttest was no doubt a function of measurement error.

Ratings for mastery of content ranged from 2.63 to 4.00 on a 4-point scale. The mean rating overall was 3.20. Ratings for skill in communication ranged from 2.67 to 3.91. Ratings for leadership skills ranged from 2.79 to 3.69. The mean ratings of interns on content mastery and communication skill by seminar is given in Table 6.

Table 6
Mean Ratings* of Interns' Content Mastery,
Communication and Leadership Skills by Seminar Location

Seminar Location	N	Interns' Content Mastery	Interns' Communication Skills	Interns' Leadership Skills	M
Chicago	19	2.96	3.06	2.96	2.99
Princeton	11	3.47	3.53	3.47	3.49
Norma	13	3.16	3.28	3.08	3.17
Pomona	12	3.20	3.08	3.22	3.17
M for 4 seminars	55	3.20	3.24	3.18	3.21

* Scale = 1 (low) to 4 (high)

Inspection of Table 6 shows that interns in the Princeton seminar were rated highest in both content mastery and communication skill, as compared to interns in the other three seminars. Interns in three of the seminars were rated slightly higher on communication skills than on content mastery. The interns in the Princeton seminar were significantly higher on rating of leadership skills than in the other three seminars.

The achievement of training objective 1c relating to development of positive attitudes of participants toward implementing adult career education was evaluated by an attitude inventory. Participants responded to indicate their feelings of pleasure and the value they attached to basic concepts of adult career education in correctional settings. Table 7 shows the results of this evaluation in terms of feelings of pleasure and worth attached to the concepts of adult career education in corrections.

Table 7

Mean Ratings* of Participants' Feelings of Pleasure and Worth Attached to Adult Career Education Concepts

Participant Feelings	Pretest		Posttest		M Gain
	n	Mean Rating	n	Mean Rating	
Pleasure	18	3.44	18	3.65	.21
Worth	18	3.71	18	3.88	.17

* Scale = 1.00 (very little) to 4.00 (very much)

Inspection of Table 7 reveals a relatively greater gain in feelings of pleasure than in feelings of worth attached to the concepts of implementing adult career education in corrections. However, it will be noted that the degree of worth was significantly higher in the beginning than the degree of pleasure attached to the concepts. Ratings of both pleasure and worth were high, even on the pretest, being 3.44 and 3.71, respectively on a 4-point scale. This is taken to reflect the positive motivation of the participants selected for the advanced training program.

Advanced Training Program Process Evaluation

The process implemented in the advanced training program was evaluated by means of participant ratings on three dimensions: (1) training activities; (2) training materials; and (3) program organizations. The results of the participant rating of training activities are given in Table 8.

Table 8
Participant Evaluation of Advanced Training Seminar Activities

Activity	M Rating*
Participating in general discussions	3.88
Participating in task groups	3.88
Participating in simulation of unit plan	3.88
Participating in informal discussions	3.83
Completing Task Assignment 7: Units	3.72
Completing Task Assignment 2: Self-Appraisal	3.55
Being a chairman and/or recorder	3.38
Participating on listening teams	3.38
Completing Task Assignment 6: Public Speaking	3.38
Listening to resource persons	3.33
Reading assigned references	3.33
Completing Task Assignment 3: Career Game	3.33
Listening and/or watching AV presentations	3.27
Completing Task Assignment 4: Teamwork Model	3.27
Listening at banquet session	3.22
Using supplementary references	3.00
Completing Task Assignment 5: Snowgate	3.00
Meeting others at social hour	2.94
Completing Task Assignment 1: Communication	2.83

*Rating Scale = 1.00 (low) to 4.00 (high)

Examination of the ratings given in Table 8 clearly reveals that activities involving active participation and doing far outranked the more passive activities. In prior years of conducting the advanced training program, the use of supplementary references has consistently been the

lowest rated activity. This year the rating on use of supplementary activity, 3.00 on a 4-point scale, suggests that this was a worthwhile activity. This year the supplementary reference guide listed the pages on which various concepts were covered. Possibly this new format made the use of the reference materials easier. The high ratings earned by general and informal discussion and participation in task groups indicate that interaction among participants is seen as a very worthwhile and productive learning activity.

Participants in the advanced training program were required to read eight selections. Seven of the required readings were short papers. The main reading requirement was the Model of Adult Career Education in Corrections. It was assumed that each participant would need to be a master of the content of the model, in order to be able to implement a leadership role in helping others to use the model for planning, implementation, or evaluation of adult career education in corrections.

The ratings of the materials included on the required reading list are given in Table 9.

Table 9
Participant Evaluation of Required Reading Materials

Required Reading Materials	M Ratings*
Ryan, T. A. (Ed.) Model of adult career education in corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1973.	4.00
Ryan, T. A. Goal setting in group counseling. In J. Vriend and W. W. Dyer (Eds.), Counseling effectively in groups. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.	3.55
Ryan, T. A. A new conviction: Career education in corrections. Paper prepared for the American Correctional Association Congress, Seattle, August 13, 1973.	3.50
Ryan, T. A. Pre-seminar programmed booklet.	3.50
Hayball, K. W. Evaluation of career education in corrections. Honolulu: EDRAD, University of Hawaii, 1973. (mimeo)	3.00
Hinders, D. Hardware/software and facilities to support career education in corrections. Honolulu: EDRAD, University of Hawaii, 1973. (mimeo)	2.83
Schwebel, M. Groups for the emotionally distraught. From J. Vriend and W. W. Dyer (Eds.) Counseling effectively in groups. Englewood Cliffs, New Jersey: Education Technology Publications, 1973.	2.72
Morimoto, K. Listening. Harvard Educational Review, 1973, 43, (247-249).	2.55
Morimoto, K. Ambivalence and our responses. Harvard Educational Review, 1973, 43, (249-255).	2.44

*Rating scale = 1.00 (low) to 4.00 (high)

Inspection of Table 9 reveals that the Model of Adult Career Education in Corrections, in fact, was rated 4.0 on a scale of 1.0 to 4.0, supporting the assumption that this planning model was an invaluable element in the advanced training program. The two articles by Morimoto on listening and role ambivalence were rated relatively low by the participants, in terms of the contribution of these items to the training program objectives. It is possible that more guidance was needed in helping

participants see the relationship of the concepts covered in these articles to the leadership concept which was implemented in the program.

The program organization was evaluated at the end of the five-day seminar. The factors included in the rating were in four categories: program information, conference facilities and services, staff qualifications and competencies, and time allocation and utilization. The results of the program organization rating are given in Table 10.

Table 10
Participant Evaluation of Advanced Training Program Organization

Organization Factor	Item	Rating of Item*	M Rating of Organizational Factor
Program Information	Adequacy of pre-seminar information	3.61	3.61
	Accuracy of pre-seminar information	3.61	
Conference Facilities and Services	Seminar location	3.77	3.73
	Coffee service and meals	3.55	
	Living accommodations	3.83	
	Physical arrangements for the work sessions; meeting rooms, equipment, lighting.	3.77	
Staff Qualifications and Competencies	Qualifications and competencies of resource personnel	3.55	3.72
	Qualifications and competencies of staff	3.88	
Time Allocation	Time for group activities	3.50	3.31
	Time for meeting with other participants	3.27	
	Time for meeting with staff	3.27	
	The length of the seminar 5 days	3.33	
	Daily time schedule	3.16	

n = 18
*Rating Scale = 1.00 (low) to 4.00 (high)

Inspection of Table 10 reveals a generally high rating on the program organization. Conference facilities and services and staff qualifications and competencies were rated 3.73 and 3.72 respectively on a scale of 1.0 to 4.0. The ratings on program information and time allocation, 3.57 and 3.31 respectively, were well above the average, and sufficiently high on a scale of 1.0 to 4.0 to indicate that these elements in program organization also were satisfactory. It is interesting to note that the rating on time allocation, 3.31, was considerably higher than the rating of 2.43 given in 1972 when the advanced training seminar was only four days in length.

Overall the process evaluation reflects a viable model for the advanced training program. The elements which combined to make up the training process were strong individually and in combination. The apparent achievement of the advanced training program objectives is no doubt in large measure a function of the viability of the advanced training model.

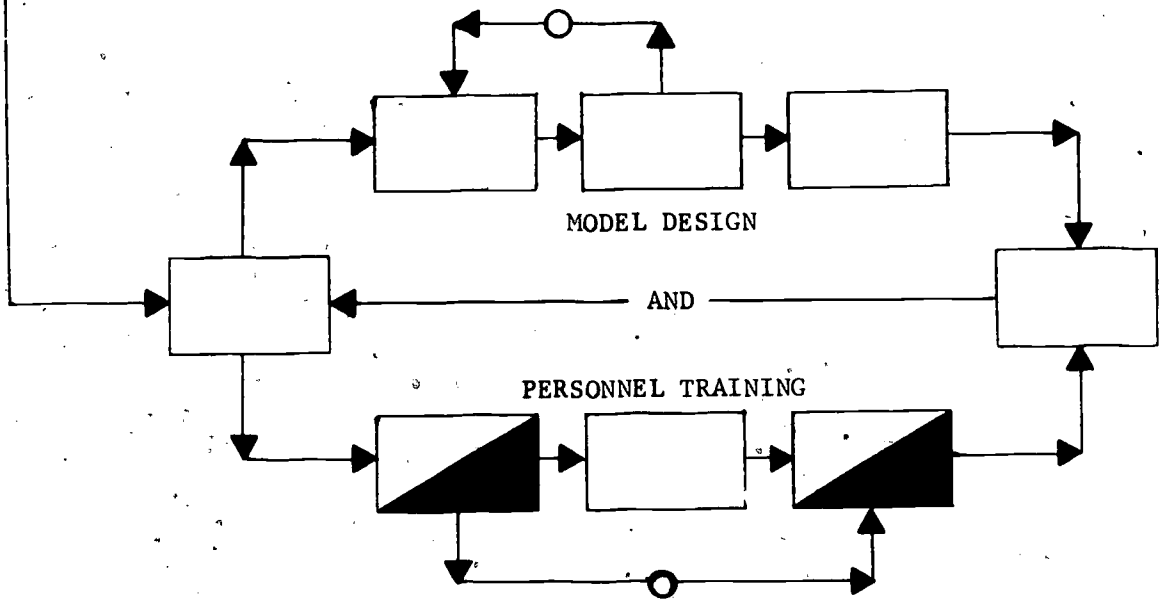
BASIC TRAINING

ACEC

Places and Dates:	*Chicago, Illinois*	*January 28 to February 7, 1974*
	Princeton, New Jersey	*February 9 to 19, 1974*
	Norman, Oklahoma	*April 21 to May 1, 1974*
	Pomona, California	*May 12 to 22, 1974*

Purpose: *This series of regional seminars was designed to provide basic training in theory and application of systems approach in the development and implementation of career education programs for adult correctional institutions. The seminars sought to equip participants with the basic knowledge, skills, and attitudes essential for effectively planning adult career education programs and for playing an active part in subsequent implementation of these programs in their respective correctional institutions or agencies.*

Participants: *The participants in the basic seminars included representatives from administration, security, mechanical and food services, industry, case management, probation, parole, education, community treatment, and represented federal, state, and local correctional systems. Participants were selected on the basis of a demonstrated potential to contribute to and profit from the seminar program.*



BASIC TRAINING PARTICIPANT ROSTER

Mr. Mark D. Albert
Accountant III
Department of Institutions & Agencies,
Division of Youth & Family Services
Trenton, New Jersey

Mr. V. Clyde Arnspiger
Education Coordinator, Region II
Department of Offender Rehabilitation
Macon, Georgia

Mr. John J. Bell
Academic Instructor
Missouri State Penitentiary
Jefferson City, Missouri

Mr. Stephen D. Benowitz
Director of Education
Rahway State Prison
Rahway, New Jersey

Mr. Charles A. Bergstrom
Instructor
Marquette Branch Prison
Marquette, Michigan

Mr. Maurice O. Bissonnette
Manpower Planning Officer
Canadian Penitentiary Service
Ottawa, Ontario, Canada

Mr. Laurier L. Boucher
Regional Consultant
Ministry of the Solicitor General
Ottawa, Ontario, Canada

Mr. Ronald L. Brugman
Teacher, Academic and Special
Safford Conservation Center
Safford, Arizona

Mr. Daniel A. Castro
Washington Intern in Education
U. S. Bureau of Prisons
Washington, D. C.

Mr. Ronald B. Clement
Teacher II
Trenton State Prison
Trenton, New Jersey

Mr. Estellee Clifton
Prison Vocational Instructor
Pontiac Correctional Center
Pontiac, Illinois

Mr. Terry J. Clifton
School Teacher 10
Michigan Intensive Program Center
Marquette, Michigan

Mr. Frank D. Colegrove
School Teacher 10
Michigan Department of Corrections
Lansing, Michigan

Mr. Richard P. Coolidge
Supervisor, Library Services
South Carolina Department of Corrections
Columbia, South Carolina

Ms. Betty L. Davis
Education Administrator
Arizona Youth Center
Tucson, Arizona

Mr. Russell C. Dixon
Institutional Instructor
State Correctional Center
Juneau, Alaska

Mr. Jack Eng
Assistant Director, Adult Education Resource Center
Montclair State College
Upper Montclair, New Jersey

Mr. Donald W. Frederick
Correctional Counselor
Federal Community Treatment Center
Detroit, Michigan

Mr. George M. Hagerty
Teacher Administrative
Fort Grant Training Center
Fort Grant, Arizona

Mr. Mario A. Izzo
Education Supervisor
Auburn Correctional Facility
Auburn, New York

Mr. Harry M. Jackson
Vocational School Supervisor
Menard Correctional Center
Menard, Illinois

Mr. Roy L. Jackson
Supervisor of Adult Education
State Department of Education
Baton Rouge, Louisiana

Mr. Thomas N. Kennedy
Teacher II
Youth Correctional Center
Bordentown, New Jersey

Mr. John F. Klopf
Correctional Supervisor
Federal Correctional Institution
Lompos, California

Mr. Allan M. Krische
School Principal 12
State Prison of Southern Michigan
Jackson, Michigan

Mr. Frank Lander
Director, Rahway Occupational
Training Project
Rahway State Prison
Rahway, New Jersey

Mr. Kenneth H. Limberg
School Teacher
Cassidy Lake Technical School
Chelsea, Michigan

Mr. Leland Q. Linahan, Jr.
Counselor III
Lowndes Correctional Institution
Valdosta, Georgia

Mr. Francis Lipscomb
Community Program Officer
U. S. Bureau of Prisons
Newark, New Jersey

Ms. Carol A. Lobes
Director, Project No Return
State Department of Administration
Madison, Wisconsin

Ms. Jacqueline L. Lucier
Coordinator, Inmate Release
Program
New Jersey State Prison
Trenton, New Jersey

Mr. Norman A. Mastbaum
Counselor
H.I.R.E., Inc.
Minneapolis, Minnesota

Ms. Nora K. McCormick
Research Analyst
Department of Corrections
Frankfort, Kentucky

Mr. Richard J. McKenna
Assistant Supervisor of Educa-
tional Programs
Youth Correctional Institution
Bordentown, New Jersey

Mr. Robert E. Miller
High School Teacher
State Dept. of Youth Authority
Preston School of Industry
Ione, California

Mr. Thomas S. Mohler
Education Coordinator
Camp Hoxey-Michigan Dept. of
Corrections
Cadillac, Michigan

Mr. Will G. Najjar
Community Service Supervisor
Minnesota Department of
Corrections
St. Paul, Minnesota

Ms. Sandy K. Oppegard
Program Coordinator and Assitant
to the Director
H.I.R.E., Inc.
Minneapolis, Minnesota

Mr. Robin E. Otis, Jr.
Electronics Instructor
Federal Penitentiary
Steilacoom, Washington

Mr. Kenneth M. Parker
Assistant Training Officer
Utah State Prison
Draper, Utah

Mr. Robert H. Parks
Vocational Education Supervisor
Missouri Training Center for Men
Moberly, Missouri

Mr. John A. Paulson
Teacher Administrator
Arizona State Prison
Florence, Arizona

Mr. Kenneth S. Perlman
Education Director
Eastern New York Correctional Facility
Napanoch, New York

Mr. Leonard A. Portuondo
Education Supervisor
Matteawan State Hospital
Beacon, New York

Mr. Jerry E. Pounds
Auto Mechanics Instructor
Federal Penitentiary
Atlanta, Georgia

Mr. Hermenegildo L. Ramos
Industrial Arts (Voc.) Instructor
Youth Training School
Chino, California

Mr. Randolph B. Rankin
Principal
Women's Correction Center
Columbia, South Carolina

Mr. Harris Rowzie, Jr.
Vocational Rehabilitation Counselor
Division of Vocational Rehabilitation
Baton Rouge, Louisiana

Mr. Joseph J. Schuitema
School Teacher 10 (School Counselor)
Michigan Reformatory
Ionia, Michigan

Mr. Ronald J. Schuster
Director
Sandstone Vocational School
Sandstone, Michigan

Mr. Eddie L. Smith
Reading Specialist
Federal Penitentiary
Atlanta, Georgia

Mr. Richard P. Spayde
Teacher 10
Michigan Training Unit
Ionia, Michigan

Ms. Mary L. Stuckenschneider
Academic Teacher
Missouri Training Center for Men
Moberly, Missouri

Mr. Roy L. Van Houten
Training Officer
Utah State Prison
Draper, Utah

Mr. Otto W. Walter
Supervisor of Library Services
Missouri Department of Corrections
Jefferson City, Missouri

Mr. Warren W. Wegner
Apprenticeship Consultant
California Division of Apprenticeship Standards
Los Angeles, California

Mr. Daniel J. Weir
Assistant Director (Socialization)
Collins Bay Institution
Kingston, Ontario, Canada

Mr. Robert Wiarda
Employment Coordinator
Willow River Camp
Willow River, Minnesota

Mr. D. Bruce Williams
Senior Research Analyst
Division of Community Services
Frankfort, Kentucky

Basic Training Method

Participants in the Basic Training Seminars

Participants in the basic training seminars in 1974 were selected from among those who made application for the basic training by submitting an application form, confidential evaluation, self-evaluation, and certification of employment. The selection procedure was designed to minimize rejections, and also to insure selection of a homogeneous group of individuals who would succeed in the program.

State directors of adult education, state directors of corrections, wardens of correctional institutions, regional officers of the U. S. Office of Education, officers of the Adult Education Staff Development Projects, and headquarters staff of the U. S. Bureau of Prisons and U. S. Office of Education were invited to nominate individuals to be basic seminar participants. The request was for nominations of two to four individuals to constitute a participant team representing an institution, agency, or state. Nominators were asked to nominate persons who satisfied the following criteria:

- employment in adult education in corrections, with valid contract for 1973-74
- education or experience to benefit from the training
- capability of making a significant contribution to the program
- capacity for leadership
- capacity for logical thinking
- capacity for working under stress
- capacity for personal and professional growth
- ability to work with others
- competency in communication
- commitment to use the skills developed in the seminar to improve the institution or agency.

A concerted effort was made to publicize selection criteria and to elaborate in detail the training goals and methods. All nominees were invited to make application for the basic training program. The selection of participants was made from among those submitting applications. No discrimination was made on the basis of race, color, sex, or national origin. The final selection of participants took into account three factors: (1) recommendation of the nominator; (2) geographic location of employment; and (3) rating on the selection criteria. Costs for travel and per diem of participants in the basic training seminars were paid by state, federal agency, institution, or private organization. Participant support came from a number of sources, including adult education state block grant training funds, state departments of corrections training budgets, state institutional budgets, federal and state prison industries budgets, Law Enforcement Assistance training grants. In addition to basic seminar participants, a limited number of administrators were invited to participate as special delegates for the first three days of the seminar.

Setting

Four ten-day basic training seminars were held between January 28 and May 22, 1974. The first seminar, for participants from midwestern states, was held at the Center for Continuing Education, University of Chicago, from January 28 to February 7, 1974. The second seminar, for participants from southern and eastern states was held at the Henry Chauncey Conference Center, Educational Testing Service, Princeton, New Jersey, from February 9 to 19, 1974. The third seminar, for participants from southwestern states, was held at the Center for Continuing Education, University of Oklahoma, Norman, Oklahoma, from April to May 1, 1974. The final seminar, for participants from western states, Alaska, Hawaii, and the Pacific Basin territories, was held at the Kellogg West Center for Continuing Education, California State Polytechnic University, Pomona, California, from May 12 to 22, 1974. The settings for the four basic seminars had in common the capability of providing a self-contained, live-in environment for learning and living which would contribute to achievement of the training goals and facilitate the development of teamwork.

Program for the Basic Training Seminars

The development of the basic training program involved (1) definition of objectives, (2) arrangement of the learning environment, (3) provision of learning experiences, and (4) assessment of program effectiveness.

The objectives for the basic training seminar were for participants to acquire an understanding of adult career education and systems approach; to develop skills in applying systems approach to design programs of adult career education; and to develop positive attitudes toward systematic planning and implementation of adult career education in corrections.

The environment for learning which was created at each seminar location was intended to be as free from distractions as possible, reinforcing the seminar objectives, and contributing to the efficient functioning of the model which was designed for delivering the ten-day basic seminar. A concerted effort was made to provide good food, good service, and comfortable living accommodations. Meeting rooms had adequate heating, ventilation, lighting, electrical outlets, large tables, comfortable chairs. Facilities were selected which would accommodate arrangements for large group work, small groups, as well as individualized activities. Adequate support services including audio-visual hardware and software, typing services, reproducing services, and personal services were important components of the environment. Any training program must have an environment conducive to learning. It is especially critical to have a problem-free environment in delivering an intensive, concentrated program like the basic training seminars. Displays and wall posters were used at each seminar to contribute to the learning environment and stimulate motivation on the part of participants.

Learning experiences were created to achieve the basic seminar objectives. Each learning experience, with supporting hardware and software,

was designed to achieve a specific learner objective. Group and individual methods were used in organizing the learners. Techniques included role-playing, simulation games, lecture, group discussion, film presentations, slide-tape presentations, reaction panels, evaluation panels, observer groups, field trip, buzz groups, and task groups. Social modeling and planned reinforcement were implemented to increase participant motivation and develop planning and implementation skills. Hardware and software were selected to support the learning experiences. The program utilized videotape recorder and monitor, audio recorder, opaque projector, overhead projector, filmstrip projector, 35 mm projector, and 16 mm projector. Films, slides, tapes, posters, realia, books, and workbooks were used in the program. In order to insure the input of content relevant to the program objectives, a search was made of the literature on adult career education and systems approach, and publications were selected which were appropriate to the program scope. In areas where there was a lack of published information, or in which it was felt that a live presentation would be more effective than reading, contracts were given to resource persons to prepare papers and make presentations or give demonstrations to the participants. The advanced participants who were serving their internships at the basic seminar performed instructional, supervisory, and technical assistance functions in relation to the basic seminar goals. Each basic participant was assigned a number of responsibilities to implement during the seminar, which were intended to contribute to the achievement of the seminar goals. These included responsibilities for being program chairperson, recorder, group leader, reactor, observer, evaluator. The program was designed so that participants in the basic seminar would acquire understanding of principles and concepts during the day, with practice in applying related skills for planning adult career education. During evening hours, each team of participants, working under guidance and supervision of the director and one of the interns completed assigned sections of a delivery system model of adult career education for the team's correctional institution. At the conclusion of the ten-day seminar the delivery system model was completed, together with a sample curriculum guide. The delivery system models were designed for implementation in the correctional institutions of the participants, not as academic exercises. The curriculum or program guides were to be completed upon return of the participants to their respective institutions or agencies.

The scope and sequence of the program were carefully and systematically planned to implement the training objectives. The first day and a half was devoted to mastery of systems concepts and principles, and the acquisition of skill in using basic system technique. The next six and a half days were devoted to developing knowledge and acquiring skills for planning adult career education delivery systems. Finally, the last two days were concerned with design of implementing program or curriculum guides, and developing skills of implementation. The program was intensive and comprehensive. For ten consecutive days activities were scheduled from 8 a.m. to 5 p.m., followed by team work, staff consultation, and independent study in the evening hours. During this time participants developed an understanding of the conceptual framework for adult career education in corrections, learned the basic principles and techniques for processing information related to adult career education in

corrections, learned how to make a needs assessment for adult career education, developed an understanding of management responsibilities and functions involved in implementing adult career education in corrections, and, finally, developed skill in setting up an evaluation for adult career education in corrections.

The effectiveness of the basic seminar program was determined by assessing each learning activity on a continuing basis during the course of the seminar, as well as by assessing the knowledge, skills, and attitudes of participants at the beginning and again at the conclusion of the ten-day seminar. Process evaluation was made by rating seminar activities, hardware, software, personnel, and organization.

Basic Training Program Results

Basic Training Participants

The selection process is an important part of the Adult Career Education in Corrections Program. Out of 129 individuals who made application, 63 participated in the basic training seminars. The optimum size for the training seminar has been found to be 15 to 18 individuals, and it was intended that the participant enrollment in the basic program would be between 64 and 72. The selection of participants according to their affiliation with state, federal, or county correctional systems is shown in Table 11.

Table 11
Affiliation of Applicants for Basic Training Seminars

Affiliation	Applicant Status						Total Applicants	Total Participants
	Nominees			Direct Applicants				
	Accept to Participate	Incomplete/ Not Accepted	Total Nominee Applicants	Accept to Participate	Incomplete/ Not Accepted	Total Direct Applicants		
Federal	5	6	11	1	0	1	12	6
State	55	37	92	0	19	19	111	55
Local	2	4	6	0	0	0	6	2
Total	62	47	109	1	19	20	129	63

Inspection of Table 11 shows the total number of individuals participating in the basic training program was 63, including 55 from state corrections systems, 5 from the federal system, and 2 from local systems. Actually, 64 were selected, and 1 failed to arrive at the seminar. The applications were mostly from individuals who were nominated, and from those in state correctional systems. Direct applicants accounted for only 6½% of the total applications received. Eighty-six percent of the applicants were from state insitutions and agencies.

In addition to those selected as basic seminar participants, there were six individuals who attended for the first three days of the seminar, and four at the Norman Seminar. The special delegates were assigned to work with participant teams from their respective states, or in the case of two of the delegates who did not have teams participating from their states, to work with participant teams from states closely related to their home states. The special delegates were assigned regular program responsibilities. They contributed to the seminar program, and their enthusiasm, support, and guidance proved to be invaluable to the teams with which they worked.

Participants in the basic training seminars came from 17 states and Canada. The place of residence for the participants in the four basic training seminars is shown in Table 12.

Table 12
Geographic Distribution of Basic Training Participants by Seminar Location

State	Seminar Location				TOTAL
	CHIC*	PRIN*	NORM*	POMO*	
Alaska				2	2
Arizona				4	4
California				4	4
Dist. of Columbia				1	1
Georgia		2	2		4
Illinois	5				5
Kentucky		2			2
Louisiana			2		2
Michigan	8				8
Minnesota	2		3		5
Missouri			4		4
New Jersey	4	2	3		9
New York		3			3
South Carolina		2			2
Utah				2	2
Washington				2	2
Wisconsin		1			1
Canada	3				3
Total	22	12	14	15	63

*CHIC - Chicago
*PRIN - Princeton
*NORM - Norman
*POMO - Pomona

Inspection of Table 12 reveals that participants in the basic training seminar held at Chicago came from four states and Canada. The group included participants from three midwestern states and the state of New Jersey. Participants from New Jersey were assigned to the Chicago seminar, as it has been found that when participants attend a seminar located close to their place of work and residence, there are too many distractions and the participants do not fully benefit from not contributing optimally to the training program. The seminar held at Princeton, New Jersey had participants from five southern and eastern states, in addition to one participant from a midwestern state. The participant from the midwest applied after enrollment in the Chicago seminar was closed. The seminar at Norman, Oklahoma had participants from three southwestern states, one southern state, and the state of New Jersey. The New Jersey participants were assigned to the Norman seminar for the same reason the other New Jersey team was assigned to Chicago. The Pomona seminar had participants from four western states, Alaska, and the District of Columbia. The participant from the District of Columbia applied too late for enrollment in the Princeton seminar.

Participants came from different institutions and agencies, and from a wide geographic area. They ranged in age from 24 to 64 years. Seven participants out of 63 were women. Table 13 gives the sex and age of the basic seminar participants for the four seminar locations.

Table 13
Sex and Age of Basic Training Participants by Seminar Location

Personal Characteristic	Seminar Location				Total
	CHIC*	PRIN*	NORM*	POMO*	
Sex					
Male	20	10	13	13	56
Female	2	2	1	2	7
Total	22	12	14	15	63
Age					
20-24	0	1	2	0	3
25-29	8	5	5	3	21
30-34	2	2	4	4	12
35-39	3	1	0	0	4
40-44	4	0	1	0	5
45-49	2	1	0	7	10
50-54	2	1	2	0	5
55-59	1	0	0	1	2
60-64	0	1	0	0	1
Total	22	12	14	15	63
Modal Age	27	27	27	47	
Median Age	36	29.5	29.5	45.3	32.5

*CHIC - Chicago
*PRIN - Princeton
*NORM - Norman
*POMO - Pomona

Inspection of Table 13 reveals that one out of every nine was female. Each seminar had one or two female participants. The participants in Princeton, Chicago, and Norman seminars tended to be younger than the participants in the Pomona seminar. This difference in age is shown most clearly by comparing the modal ages for the four seminars, which indicates that participants in Chicago, Princeton, and Norman averaged about 27 years of age, whereas participants in the Pomona seminar had a modal age of 47.

The participants had similar backgrounds of experience and education. The comparison of the educational background and job titles of the participants in the four seminars is shown in Table 14.

Table 14
Educational Background and Job Titles of Basic Training Participants by Seminar Location

Participant Education and Employment	Seminar Location				TOTAL
	CHIC*	PRIN*	NORM*	POMO*	
Participant Education					
Less than B. A.	3	2	0	3	8
B. A.	6	5	7	7	25
M. A.	13	5	7	5	30
Total participants	22	12	14	15	63
Participant Job Title					
Educational Department					
Supervisor/Director/Principal	4	5	4	4	17
Assistant Supervisor/Assistant Director	0	1	1	0	2
Coordinator/Specialist	2	1	1	1	5
Counselor	1	0	2	0	3
Teacher	8	1	4	6	19
Institutional Administration					
Program Director/Officer/Supervisor	3	1	0	0	4
Program Assistant Director	1	0	0	0	1
Program Coordinator/Analyst/Specialist	2	2	2	1	7
Training Officer	0	0	0	2	2
Agency Administration					
Program Director	0	1	0	0	1
Program Coordinator/Consultant	1	0	0	1	2
Total Participants	22	12	14	15	63

*CHIC - Chicago
*PRIN - Princeton
*NORM - Norman
*POMO - Pomona

Inspection of Table 14 reveals that the educational background of participants in the four seminars was roughly the same, with the exception of having more participants who had completed the Master's Degree enrolled in the Chicago Seminar. Comparing the educational background of the basic participants as revealed in Table 14 with the advanced participants as revealed in Table 2, it can be seen that whereas there were about the same number of participants with Master's Degree as with the Bachelor's Degree in the Basic Training Program, there were twice as many with Master's Degrees as with Bachelor's Degrees in the Advanced Participant group. The employment background, as revealed by analysis of the job titles of the basic and advanced participants (Tables 14 and 2) also shows that the advanced group were employed more in administrative positions than was the case with the basic participants where roughly one third were teachers. In comparing the employment background of the basic participants in the four seminars, it can be seen (Table 14) that the composition of the four groups was approximately the same.

Basic Training Program Output Evaluation

The objectives of the Basic Training Program were for participants (1) to acquire knowledge of adult career education and systems approach (Objectives 1d(1) and 1d(2), respectively); (2) to develop skills of using systems approach to design models of adult career education delivery systems (Objective 1e); and (3) to develop positive attitudes toward implementation of adult career education in corrections (Objective 1f).

Evaluation of the basic training program output, that is, the knowledge, skills, and attitudes of participants at the conclusion of the training program, was made by analyzing scores on a posttest given at the end of the training. These scores were analyzed in terms of the extent to which participants in each seminar reached the criterion level of achievement for the objectives related to acquisition of knowledge and development of skills. The scores were analyzed further to provide an index of improvement from pre- to posttest. Finally, an attempt to obtain some measure of validation was made by correlating the posttest scores against self-ratings made by the participants on achievement of the three objectives, acquisition of knowledge of adult career education and systems approach; development of skills in designing systems of adult career education; and development of positive attitudes for implementing adult career education in corrections.

The adjusted criterion level for achievement of Objectives 1d(1) and 1d(2), acquisition of knowledge aabout adult career education and understanding of concepts and principles of systems approach was set at 28, and the criterion level for development of skills of systems was set at 42. The criterion level for the achievement of the two objectives, combined, was established at 70. Table 15 shows the percent of participants reaching the criterion level at each of the seminar locations.

Table 15
Percent of Participants Reaching Criterion Level* on Posttest of Achievement of Objectives by Seminar Location

Total Score*	Seminar Location				TOTAL
	CHIC** n=19	PRIN** n=12	NORM** n=13	POMO** n=14	n=58
70 - 100	42	58	23	43	41
60 - 69	32	0	46	28	28
50 - 59	21	34	31	22	26
40 - 49	5	8	0	0	3
30 - 39	0	0	0	7	2

*Criterion Level = 70

**CHIC - Chicago
**PRIN - Princeton
**NORM - Norman
**POMO - Pomona

Inspection of Table 15 shows that a total of 41 percent of the participants reached the criterion level on the posttest over achievement of objectives related to acquisition of knowledge and development of skills. On further examination it can be seen that 69 percent, that is, over two-thirds of the participants, in fact did score above 60, that is, within 10 points of the criterion level. In comparing the achievement of participants by seminar location, it can be seen that roughly 70 percent of the participants in the Chicago, Norman, and Pomona seminars reached within 10 points of the criterion level. In the Princeton seminar, however, 58 percent actually reached the criterion level, with no scores falling in the band 10 points below the level. Thus, although fewer participants actually scored within 10 points of the criterion level at the Princeton seminar, in fact, a significantly greater number actually reached the criterion level. Over twice as many participants in the Princeton seminar reached criterion level, compared to the Norman participants.

The variance in achievement by participants in the four seminars is further elaborated in Table 16, which shows the results of the pre- and posttests in relation to achievement of the specific training objectives, for the four seminars.

Table 16

Mean Scores* on Pre- and Posttests for Achievement of Training Objectives** by Seminar Location

Objective**	Seminar Location														
	Pretest					Posttest					Gain				
	CHIC*** n=22	PRIN*** n=13	NORM*** n=14	POMO*** n=15	M	CHIC*** n=19	PRIN*** n=12	NORM*** n=13	POMO*** n=14	M	CHIC***	PRIN***	NORM***		M
1d(1)	7.73	9.54	9.57	6.27	8.28	15.63	15.25	15.62	14.86	15.34	7.90	5.71	6.05	8.59	7.06
1d(2)	9.45	11.15	10.57	9.40	10.14	16.26	16.00	15.77	14.50	15.63	6.81	4.85	5.20	5.10	5.49
1d	17.18	20.69	20.14	15.67	18.42	31.89	31.25	31.39	29.36	30.97	14.71	10.56	11.25	13.69	12.55
1e	12.63	8.92	9.71	8.79	10.01	34.24	34.75	32.30	34.78	34.02	21.61	25.83	22.59	25.99	24.00
Total	29.81	29.61	29.85	24.46	28.43	66.13	66.00	63.69	64.14	64.99	36.32	36.39	33.84	39.68	36.55

	Possible Score	Criterion Score
*Objective 1d(1)	20	14
1d(2)	20	14
Objective 1d	40	28
Objective 1e	60	42
TOTAL	100	70

*** CHIC - Chicago
*** PRIN - Princeton
*** NORM - Norman
*** POMO - Pomona

**Objective 1d(1) understanding adult career education
Objective 1d(2) understanding systems approach
Objective 1e skill in designing delivery systems

Examination of Table 16 reveals that mean scores on the posttest for participants' achievement of Objective 1d, understanding adult career education and systems approach, was above the criterion level of 28 for all seminars. Mean scores on the posttest for the participants' understanding of these concepts ranged from 29.36 for Pomona participants to 31.89 for participants in the Chicago seminar. Participants in Princeton and Norman scored about the same with mean scores of 31.25 and 31.39, respectively. The mean posttest score for achievement of Objective 1e, acquisition of skill in designing delivery systems of adult career education, was below the criterion level for all seminars. Participant performance on the posttest on acquisition of these skills was roughly the same for the Chicago, Princeton, and Norman seminars, with mean scores of 34.24, 34.75, and 34.78, respectively. The mean posttest score of 32.30 on skill development was about 2 points less for the Pomona participants than for participants in the other three seminars. The total mean scores on the posttest, including both knowledge and skill development, did not differ significantly for the four seminars. However, it can be seen from Table 16 that the achievement of participants in Princeton and Chicago was practically the same, with total mean scores of 66.00 and 66.13, respectively, and that the performance of participants in the Norman and Pomona seminars was about the same, with mean scores of 63.69 and 64.14, respectively. When the individual differences of participants at the beginning of the seminar are taken into account, it can be seen that the greatest gain was made by participants in the Pomona seminar. This is accounted for primarily by the gain in understanding of concepts and principles of adult career education. As revealed by the pretest score of 6.27 on Objective 1d(1), understanding of adult career education, Pomona participants were significantly lower than those in Norman and Princeton seminars, where the mean pretest scores over concepts and principles of adult career education were 9.57 and 9.54, respectively. Chicago participants scored only slightly above Pomona participants with a mean score of 7.73 on understanding of adult career education before the training program began. The posttest score of Norman participants, 63.69, which was roughly 2 points below that of Chicago and Princeton participants, is accounted for by a 2-point difference on the subtest over Objective 1e, skill in designing adult career education systems. Analysis of the performance of individual participants on this subtest revealed that the participants scored roughly 2 points lower than in the other seminars on the section of the test which was testing simulation skills. The 2-point difference between the total posttest score for Pomona participants and those in Chicago and Princeton can be seen (Table 16) to be a function of a 2 point discrepancy between the Pomona participants' mean score on the knowledge subtest and the mean scores of participants in the other seminars.

In an effort to validate the results of the objective test of participant achievement of the training objectives, a self-evaluation was made by participants to assess their achievement of the two objectives: (1d) acquiring understanding of adult career education and systems approach; and (1e) developing skills in designing delivery systems of adult career education. The result of the self-evaluations made by participants to assess their achievement of these objectives is given in Table 17.

Table 17
Participant Self-Evaluation of Achievement
of Basic Training Program Objectives

Objective Number	Objective	Mean Scores* by Seminar Location				
		CHIC** n=19	PRIN** n=12	NORM** n=13	POMO** n=14	TOTAL n=58
1d	Knowledge of adult career education	17.25	19.10	18.45	18.45	18.30
1d	Knowledge of systems approach	16.75	18.65	17.30	18.10	17.75
	Subtotal - Objective 1d	34.00	37.75	35.75	36.55	36.05
1e	Skill in using systems techniques/designing systems of adult career education	51.75	53.85	49.05	51.90	51.60
	Total	85.75	91.60	84.80	88.45	87.65

*Possible Score:
Objective 1d = 40
Objective 1e = 60
Total Possible = 100

**CHIC - Chicago
**PRIN - Princeton
**NORM - Norman
**POMO - Pomona

When the results of the self-evaluation given in Table 17 are compared with the results of the objective posttest (Table 16), it can be seen that in general the self-evaluations are higher than the objective posttest results. On the achievement of Objective 1d, understanding adult career education and systems approach, participants' self-evaluations were on the average five points higher than the results of the objective test. The self-evaluations of the development of skills in designing delivery systems of adult career education were considerably higher than the posttest results, with an average difference of 21 points. These results appear to support results of the objective test on achievement of the training objectives. There is some suggestion that the results of the objective test over skill development may, in fact, be spuriously low.

One of the objectives (1f) of the basic training seminar was to develop positive attitudes of participants toward implementation of adult career education in their respective correctional institutions. The achievement of this objective was assessed by analysis of responses to

an attitude inventory. The results of the evaluation are shown in Table 18, which reports the mean ratings of the participants' feelings of pleasure and worth attached to concepts of adult career education.

Table 18
Mean Ratings* of Participants Feelings of Pleasure and Worth Attached to Adult Career Education Concepts by Seminar Location

Seminar Location	Mean Ratings on Pleasure and Worth										
	Pretest				Posttest				Gain		
	n	P**	W**	Total	n	P**	W**	Total	P**	W**	Total
Chicago	22	2.90	3.16	3.03	19	3.39	3.57	3.48	.49	.41	.45
Princeton	12	3.48	3.63	3.55	12	3.68	3.88	3.78	.20	.25	.23
Norman	14	3.07	3.60	3.33	12	3.48	3.77	3.63	.41	.17	.30
Pomona	15	3.27	3.57	3.42	14	3.34	3.56	3.45	.07	(.01)	.03
M for 4 seminars	63	3.18	3.49	3.33	57	3.47	3.70	3.58	.29	.21	.25

*Scale = 1.00 (very little) to 4.00 (very much)

**P = Pleasure
**W = Worth

Inspection of Table 18 reveals generally very favorable participant feelings in relation to implementing adult career education in corrections, as indicated by the responses to the attitude inventory. On a scale of 1.00 to 4.00, participant ratings for the four seminars at the conclusion of the basic training seminar ranged from 3.45 to 3.78, with all ratings significantly above the chance mean. The most favorable responses were from the basic training participants in the Princeton and Norman seminars, with mean ratings of 3.78 and 3.63, respectively. Participants in Chicago and Pomona had about the same feelings, with ratings of 3.48 and 3.45, respectively. The greatest change in attitudes was shown by the Chicago participants. This is accounted for by the relatively low ratings on feelings of pleasure and worth attached to adult career education concepts at the beginning of the program. Comparing basic participants to advanced participants (Tables 7, 18) it can be seen that advanced participants are more highly motivated and have developed more positive attitudes to adult career education in corrections.

Basic Training Program Process Evaluation

The process implemented in the basic training program was evaluated by means of participant ratings on three dimensions: (1) training activities; (2) training materials; and (3) program organization. The results of the participant rating of training activities are given in Table 19.

Table 19
Participant Evaluation of Basic Training Seminar Activities by Seminar Location

Activity	Seminar Location				M Rating*
	CHIC**	PRIN**	NORM**	POMO**	
Participating with team members	3.60	3.91	3.62	3.69	3.71
Participating in informal discussions	3.25	3.90	3.54	3.83	3.63
Engaging in dialogue with staff	3.10	3.60	3.54	3.62	3.47
Meeting others at social hour	3.30	3.91	3.23	3.38	3.46
Participating in discussion groups	3.10	3.73	3.31	3.54	3.42
Participating in task groups	3.15	3.55	3.15	3.54	3.35
Engaging in dialogue with resource persons	3.10	3.73	3.00	3.31	3.29
Listening to resource persons	2.93	3.82	2.92	3.38	3.26
Listening to staff presentations	2.90	3.55	3.08	3.46	3.25
Participating in general discussions	3.00	3.73	2.46	3.77	3.24
Participating in reaction panels	3.05	3.36	3.08	3.31	3.20
Participating in field trip or demonstrations	2.80	3.45	2.77	3.38	3.10
Listening at banquet session	2.50	3.27	2.92	2.85	2.89
Reading assigned references	2.61	3.00	2.67	3.23	2.88
Reading supplementary references	2.32	3.10	2.58	2.83	2.71
M Rating	2.98	3.57	3.06	3.41	3.26

*Rating Scale - 1.0 (low) to 4.0 (high)

**CHIC - Chicago
**PRIN - Princeton
**NORM - Norman
**POMO - Pomona

Examination of the ratings given in Table 19 reveals that team participation had the highest mean overall rating, with 3.71 on a scale of 1.00 to 4.00, and that it was the highest rated activity at three of the four seminars. Interaction with other participants and with staff was the next highest rated activity, with informal discussion with participants, dialogue with staff, meeting others at social hour, and participating in discussion groups rated next highest with mean ratings of 3.63, 3.47, 3.46, and 3.42, respectively. The passive activities were rated significantly lower, with ratings of 2.89, 2.88, and 2.71 for listening at banquet session, reading assigned references and reading supplementary references, respectively. Overall, activities which allowed for active participation were rated higher than those that were passive. When Table 19 is studied to determine differences in relation to seminar location, it can be seen that almost without exception the activities in the Chicago seminar were rated lower than in the other three seminars. The program was the same in the four seminars. Two exceptions to the low rating given to activities at Chicago were the field trips and general discussions which were rated next to lowest in Chicago, with the lowest ratings being given to the Norman seminar. In almost all instances the activities at the Princeton seminar were rated significantly higher than for the other three seminars.

The curriculum for the basic training program assumed that participants should have a core of relevant information, part of which would be provided through required readings. Reading assignments were made daily for the first seven days to contribute to achievement of the training program objectives. The evaluation by participants of the required reading materials for the four seminars is given in Table 20.

Table 20
Participant Evaluation*of Required Reading Materials
by Seminar Location

Required Reading Materials	Seminar Location				M
	CHIC**	PRIN**	NORM**	POMO**	
Ryan, T. A. (Ed.) Model of adult career education in corrections.	3.70	4.00	3.75	3.85	3.83
Ryan, T. A. Adult basic education in corrections: Training and model implementation.	3.42	3.80	3.45	3.73	3.60
Silvern, L. C. LOGOS language for systems modeling.	3.29	3.33	3.17	3.50	3.32
Silvern, L. C. Systems engineering applied to training.	3.07	3.56	3.08	3.20	3.23
Systems analysis? What's that? Changing Times.	2.80	3.30	2.92	3.20	3.06
U. S. Department of Health, Education, and Welfare. Career education.	2.44	3.11	2.91	3.00	2.87
Mean Rating	3.06	3.48	3.17	3.41	3.27

*Scale = 1.0 (low) to 4.0 (high)

**CHIC - Chicago
**PRIN - Princeton
**NORM - Norman
**POMO - Pomona

Examination of Table 20 reveals that two of the required readings were rated significantly higher than the others, the Model of Adult Career Education in Corrections, which is the generalized planning model used by participants in designing delivery systems for their respective institutions, and the article by Ryan on adult basic education in corrections. All of the required references were rated high, indicating that each contributed to achievement of training program objectives. With only one exception, the required readings were rated higher by the participants in the basic training seminar at Princeton than by participants in the other three seminars. The workbook by Silvern used in developing proficiency in using the LOGOS language for system modeling was rated highest by Pomona participants, followed by the rating given by Princeton participants.

A set of supplementary references was available for use by participants on a voluntary basis. The traveling library of supplementary references constituted an important part of each seminar. These references were rated in terms of usefulness in achieving the training objectives only by the participants who used them. Table 21 shows the results of this evaluation, including the number of participants who used and evaluated each reference.

Table 21
Participant Rating* of Supplementary References by Seminar Location

Supplementary References	Seminar Location								Total	
	Chicago		Princeton		Norman		Pomona			
	n	M	n	M	n	M	n	M	n	M
Systems techniques for programs of counseling & counselor education by T.A. Ryan	12	3.08	9	3.78	12	3.50	6	3.33	39	3.42
Preparing instructional objectives by R.F. Mager	11	3.36	7	3.57	11	3.09	7	3.29	36	3.33
Career education: Handbook for implementation by U.S. Office of Education	9	3.11	5	3.40	11	3.09	5	3.40	30	3.25
Developing vocational instruction by R.F. Mager & K.M. Beach	4	3.25	6	3.33	10	2.09	2	3.00	22	3.12
The honest politician's guide to crime control by K. Morris & G. Hawkins	6	3.33	4	3.25	10	2.80	7	2.86	27	3.06
The modern practice of adult education by M.S. Knowles	7	3.00	4	3.25	9	3.00	3	3.00	23	3.06
Educational system planning by R.A. Kaufman	5	3.20	5	3.20	10	2.80	4	3.00	24	3.05
Career education: What it is and how to do it by K.B. Hoyt, et al.	7	3.29	6	3.00	10	3.20	3	2.33	26	2.96
Materials and methods in adult education by C. Klevins	6	2.67	5	3.40	10	2.70	2	3.00	23	2.94
The crime of punishment by K. Menninger.	9	3.22	7	2.86	11	3.18	3	2.33	30	2.90
Evaluative research strategies and methods by American Institute for Research	6	2.67	4	2.75	11	2.73	4	3.25	25	2.85
Instructional systems by B.H. Banathy	3	2.00	4	3.00	10	2.90	2	3.00	19	2.73
Administration of instructional materials organization by J.C. Church	5	2.60	3	3.00	10	2.70	2	2.50	20	2.70
Seminar M	6.8	2.96	5.3	3.21	10.3	2.94	3.7	2.96	26.1	3.02

*Scale = 1.0 (low) to 4.0 (high)

Examination of Table 21 shows that the three supplementary references which were most widely used were the highest rated. Ryan's article on systems techniques for counseling and counselor education, Mager's book, Preparing Instructional Objectives, and the U.S. Office of Education publication, Career Education: Handbook for Implementation, were the highest rated of the supplementary references, with ratings of 3.42, 3.33, and 3.25, respectively. All references included in the supplementary group received ratings above the chance mean. The Norman seminar had the highest percentage of participants making use of the supplementary references, with about 74% or the participants in the Norman seminar reporting that they used these materials. The Pomona seminar had the least use of the supplementary materials, with only 25% of the participants making use of these references.

In order to provide an environment conducive to learning, and to effectively deliver learning experiences which were relevant, reinforcing, and placed responsibility on the learners, attention was given to dissemination of pre-seminar information to participants, arrangement of conference facilities to optimize learning, allocation of time to achieve objectives. These factors in the program organization were rated by participants in the four seminar locations. The ratings are given in Table 22.

Table 22

Participant Evaluation*.of Basic Training Program Organization

Organization Factor	Item	Seminar Location				M	Factor M
		CHIC**	PRIN**	NORM**	POMO**		
Program Information	Adequacy of pre-seminar information	2.26	3.00	2.54	2.08	2.47	2.59
	Accuracy of pre-seminar information	2.74	3.27	2.54	2.23	2.70	
	Seminar M	2.59	3.14	2.54	2.16		
Conference Facilities and Services	Seminar location	3.28	3.73	3.31	3.77	3.52	3.57
	Coffee service and meals	3.63	4.00	3.62	3.69	3.74	
	Living accommodations	3.50	4.00	3.54	3.92	3.74	
	Meeting rooms: tables and chairs, lighting, ventilation, heating	3.45	3.64	3.77	3.77	3.66	
	Working facilities in living areas: desks, chairs, lighting, heating, ventilation	2.85	3.73	3.23	2.85	3.17	
	Seminar M	3.34	3.82	3.49	3.60		
Time Allocation	Time for group activities	2.15	2.73	2.38	2.00	2.32	2.38
	Time for informal meetings with other participants	2.05	2.27	2.23	2.08	2.16	
	Time for meeting with staff	2.40	2.80	2.23	2.08	2.38	
	Length of the seminar, ten days	2.32	2.82	2.00	2.69	2.46	
	Daily schedule	2.60	2.93	2.31	2.38	2.56	
	Seminar M	2.30	2.71	2.23	2.25		
Total Program Factor M		2.74	3.22	2.75	2.67	2.96	2.85

*Scale = 1.0 (low) to 4.0 (high)

**CHIC - Chicago
**PRIN - Princeton
**NORM - Norman
**POMO - Pomona

Examination of Table 22 reveals that participants in the Chicago and Pomona seminars felt pre-seminar information was not adequate. The four conference centers at which the seminars were held were rated very high, justifying the decision to hold future seminars at these locations. The Henry Chauncey Conference Center of the Educational Testing Service at Princeton, New Jersey was judged the most satisfactory of all, with a rating of 3.73 on a scale of 1.00 to 4.00. The working facilities in the living areas where most of the team activities took place were held slightly less than optimal at Pomona and Chicago, where desk space and lighting were not as satisfactory as at the other seminar locations. Ratings in general on time allocation reflected a desire for more time, and lengthening of the seminar.

In addition to these organization factors, two of the most critical elements insofar as delivering an effective training program are staff and resource personnel. At the basic training programs the staff was made up of the director and the intern team of advanced seminar participants. At each seminar, resource persons contributed to the program through their written papers on assigned topics and their presentations or demonstrations at the seminars. The intern team members made formal presentations, monitored task group activities, tutored individuals, and directed individualized activities.

The ratings of the intern teams serving at the four seminars, given in Table 6, show that the interns' mastery of the subject matter, skill in communicating, and skill in giving technical assistance and supervision, ranged from 2.99 at the Chicago seminar to 3.49 at Princeton, with a rating of 3.17 for the intern teams at Norman and Pomona. These ratings are sufficiently high to indicate a strong staff component in the delivery system.

Resource persons constituted an important element in contributing to achievement of the training objectives. Resource persons were rated by participants on their mastery of subject matter and skill in communication. The results of these ratings are given in Table 23.

Table 23
Participant Rating* of Resource Persons in the
Basic Training Program by Seminar Location

Resource Person	Seminar Location											
	Chicago			Princeton			Norman			Pomona		
	Content Mastery	Communi-cation Skill	M	Content Mastery	Communi-cation Skill	M	Content Mastery	Communi-cation Skill	M	Content Mastery	Communi-cation Skill	M
A	2.63	2.84	2.73	3.22	3.09	3.15	4.00	3.92	3.96	2.75	2.83	2.79
B	2.63	2.88	2.75	3.44	3.09	3.27	3.38	3.46	3.42	3.33	3.25	3.29
C	3.26	3.16	3.21	2.89	2.82	2.85	2.67	2.50	2.58	3.00	3.00	3.00
D	3.07	3.13	3.10	3.89	3.73	3.81				3.33	3.42	3.37
Seminar M	2.90	3.00	2.95	3.36	3.18	3.27	3.35	3.29	3.32	3.10	3.13	3.11

*Scale = 1.00 (low) to 4.0 (high)

Inspection of Table 23 reveals there was little variance in competencies of the resource persons at the different seminars. Those at the Chicago seminar were rated lowest, overall, with a rating of 2.95 on a scale of 1.00 to 4.00. The highest overall rating, 3.52, was for the resource persons at the Norman seminar. The rating of 3.27 for resource persons at the Princeton seminar was only slightly lower than the top rating at Norman, and the rating of 3.11 given for resource persons at Pomona was well above the 3.00 level which is considered minimal for optimal contribution to the program objectives.

When all of the factors in the training process are combined, the relative consistency in delivery of the basic training program can be seen. This synthesis of ratings on the training process by seminar location is given in Table 24.

Table 24
Mean Rating* of the Process in the Basic Training Program by Seminar Location

Training Factors	Seminar Location				M
	CHIC**	PRIN**	NORM**	POMO**	
Resource Personnel	2.85	3.27	3.32	3.12	3.14
Intern Team	3.08	3.73	3.04	3.39	3.31
Information	2.59	3.14	2.54	2.16	2.59
Facilities	3.34	3.82	3.49	3.60	3.57
Schedule	2.30	2.71	2.23	2.25	2.38
Activities	2.98	3.57	3.06	3.41	3.26
Materials	3.06	3.48	3.17	3.41	3.27
Seminar M	2.89	3.39	2.98	3.05	3.07

*Rating = 1.0 (low) to 4.0 (high)

**CHIC - Chicago
**PRIN - Princeton
**NORM - Norman
**POMO - Pomona

Examination of the ratings in Table 24 of the basic training process as it was implemented in the four seminar locations clearly shows the consistency which was maintained across the Chicago, Norman, and Pomona seminars. Differences in ratings for these seminar locations were not significant. However, the rating of 3.39 for the seminar which was conducted

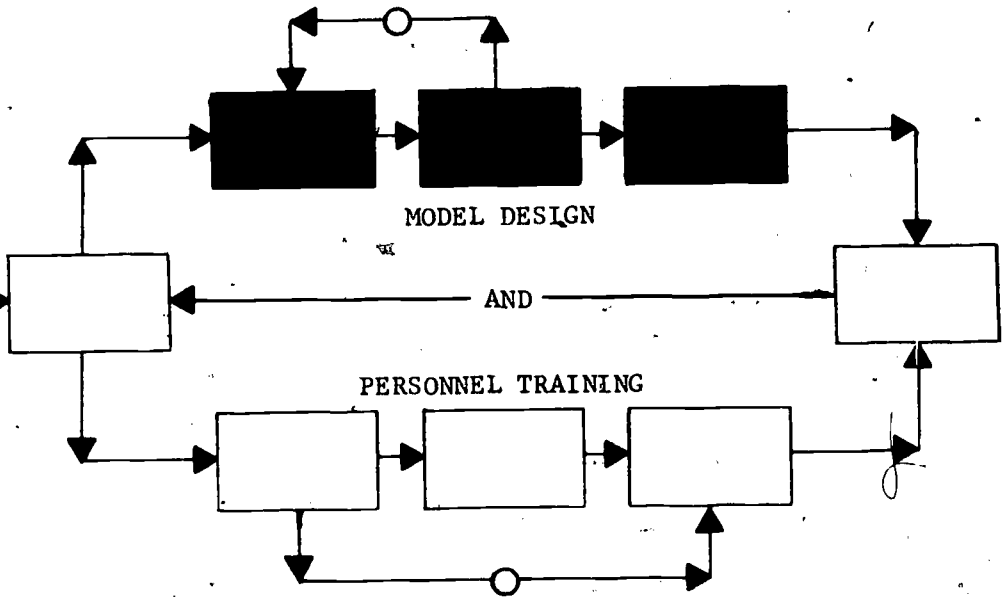
in Princeton is significantly higher than the other three. Overall, Chicago had the lowest rating, with 2.89, followed by Norman and Pomona, with ratings of 2.98 and 3.05 respectively.

Participant comments about the basic training seminar further substantiate the high ratings which were given on the training process:

> The fact that this is a new series of seminars does not detract from the obvious skill in organization and planning making up the entire program sequence. (Chicago)
>
> Overall the program was fantastically planned down to the smallest detail. (Chicago)
>
> All the experiences, activities, discussions have fostered an awakening of some of my own strengths. (Princeton)
>
> It was a great program. (Norman)
>
> Content of seminar is outstanding! (Pomona)

A C E C

MODEL DESIGN



Methods and Results of Model Design Activities

A systematic effort was made to accomplish Goal 2, Development of a generalized planning model, of adult career education, with designs for implementing delivery systems for 24 correctional institutions. The methods which were implemented to develop a generalized planning model of adult career education and produce designs for 24 implementing delivery systems were related closely to the methods carried out to achieve the training objectives.

The Adult Career Education in Corrections Program implements a basic assumption that both training and model design are essential for the accomplishment of long-term, lasting effects. It has been held that both components are essential, that either by itself is not sufficient. Therefore, at the same time that an articulated training program involving both basic and advanced levels of training was being carried out, a generalized planning model was being developed, and delivery system models were being produced. The basic thesis of the Program is that delivery systems of adult career education are needed in correctional institutions and that development of staff for effective implementation of the system models is equally important if the needs of society and offenders are to be met.

> It is incumbent upon society to provide diverse, yet more efficient and better coordinated delivery systems to assure the participation of the educationally disadvantaged. . . . The need is for a system of continuous career guidance and training, whereby the individual's personal aspirations, avocational and vocational needs may be reconciled. (Worthington, 1972)

Method of Developing a Generalized Planning Model

The development of a generalized planning model is accomplished through a five-stage process. The five steps involved in developing the planning model are shown in Figure 1.

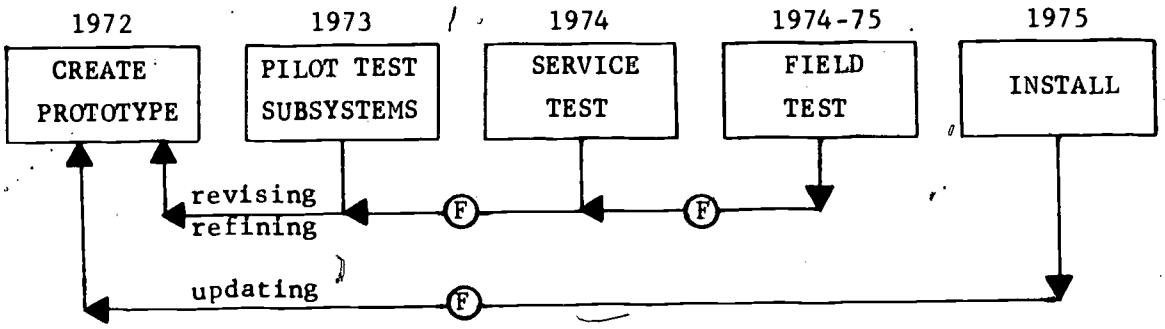


Figure 1. Process of Developing a Planning Model

The first version of a generalized planning model for adult career education in corrections was produced in 1972. This was accomplished by first conducting a national work conference to establish a conceptual framework for the model, followed by a needs assessment to determine needs for adult career education in correctional institutions in the nation, and, finally, by synthesizing a prototype, that is, a model which implemented the conceptual framework and would meet the assessed needs. The National Work Conference of Career Education in Corrections was held in Chicago, October 25 to 28, 1972. The Conference opened on a note of challenge, as the Recommendations for Action proposed by the National Advisory Council on Adult Education in 1972 were presented:

> *The Council recommends the immediate development of a national plan providing individuals in correctional institutions every type of educational opportunity which research and experience indicate may be of benefit in the self-renewal process.*
>
> *The Council further recommends that special professional retraining and training opportunities be made available to individuals employed in the correctional field.*
>
> *The Council supports the concept of career-oriented education for adults. By adding its voice to the many already joined in developing career education directions, the Council strongly urges inclusion of countless numbers of adults who will benefit from adult education with a career renewal approach. (p. 13)*

The Conference on Career Education in Corrections was action-oriented, reflecting a synthesis of thought provocation, idea exploration, and concept testing. A concentrated effort was made to stimulate and provoke participants to think, to create, to conceptualize. To stimulate thinking information was provided in the form of selected publications on career education. To provoke participants to explore new ideas, a set of six papers was prepared, each on the same topic, representing six points of view: corrections, education, economics, offenders, justice, and labor. To set the stage for confrontation and idea-testing, a panel of participants reacted to the six papers. To optimize intellectual resources and maximize participant contribution, task groups were formed to identify elements for a conceptual framework of adult career education in corrections. Participants in the conference brought a broad background of experience and points of view, coming as they did from labor, industry, management, manpower economics, psychology, sociology, education, corrections, political science, social and community service. Participants, nominated by a panel of experts in their respective fields, included representation from both sexes, various minority groups, offenders, all age levels from youth to mature adults, and all geographic regions of the nation. The result of the work conference was publication of a conceptual framework of adult career education in corrections (Ryan, 1972).

A needs assessment was conducted by surveying a representative sample of adult correctional institutions in the United States to determine

the need for programs of adult career education in the correctional institutions of the nation. The results of the survey revealed that by and large adult offenders were lacking in employability skills, were inadequately prepared for carrying out civic responsibilities, did not contribute to their communities, were lacking in work-oriented values, lacked the skills of decision-making, and generally had warped self-concepts. Some of the elements of career education were found operating in a few institutions, but no programs in which these elements were purposefully contrived and related in career education systems were found.

The conceptual framework established as a basic premise the assumption that clients in corrections should be afforded the opportunity to be fully prepared for family, citizenship, social, vocational, and avocational roles. The needs assessment pointed up the lack of integration of experiences in the corrections settings to contribute to self and career development. In the conceptual framework four goals of adult career education in corrections were synthesized. These goals were for offenders to

1. develop employability skills
2. develop decision-making skills
3. acquire work-oriented values and attitudes
4. develop capabilities for civic and social responsibilities
5. achieve self-fulfillment.

A preliminary version of the generalized planning model of adult career education was synthesized, incorporating the five goals and reflecting the conceptual framework established by the work conference. The preliminary planning model was simulated to test the subsystems of the model. In this pilot test, carried out in 1973, 32 simulations were made. This was accomplished by using the preliminary version of the planning model in simulations, with the real-life situations in 32 correctional settings. The results of the simulations provided the basis for validating the subsystems in the planning model. Following the completion of the simulations made in 1973, and using the results of evaluative feedback from the simulations, the preliminary version of the model was revised.

The model, incorporating modifications to the preliminary version, then was subjected to a service test, in order to validate the total system. This was accomplished through evaluations made by four outside evaluators, and twenty-one simulations made in 1974, during which time the planning model was used to simulate the real-life situation in twenty-three correctional institutions. The service test of the model, which resulted in pointing up the need for minor modifications and refinements was followed by field testing, carried out in late 1974 in two correctional institutions. The results of model testing carried out between 1973 and 1975 provided the basis for revising and refining the preliminary

version of the prototype and completed development of the planning model.

Results of Developing a Planning Model of Adult Career Education

The model which was synthesized finally in 1975 is ready for installation in correctional institutions, and can be expected to be a viable product for planning effective programs of career education for adult offenders.

The final stages in testing and revising the model were completed in 1973, 1974, and 1975. During this time the model was tested by assessing results from using the model to simulate 23 real-life corrections settings and by analyzing results from evaluations made by outside evaluators as well as users. Table 25 presents mean ratings for the subsystems which made up the planning model in 1973-74: (1.0) establishing a conceptual framework; (2.0) processing information; (3.0) assessing needs; (4.0) implementing management responsibilities; (5.0) implementing program; and (6.0) evaluating the system.

Table 25
Evaluations* of Model of Adult Career Education in Corrections
by User Groups

Rating Criteria	User Group	n	Subsystems 1.0	2.0	3.0	4.0	5.0	6.0
1. Conceptualization of Ideas	1	22	4.13	4.19	3.99	3.91	4.08	4.09
	2	12	4.31	4.33	4.51	4.43	4.37	4.42
	3	14	4.26	4.32	4.34	4.32	4.38	4.40
	4	15	4.31	4.42	4.39	4.07	4.42	4.45
	M		4.25	4.32	4.31	4.18	4.31	4.34
2. Logical Organization	1	22	4.29	4.23	4.20	4.21	4.23	4.23
	2	12	4.21	4.46	4.15	4.37	4.13	4.40
	3	14	4.27	4.25	4.26	4.23	4.43	4.20
	4	15	4.35	4.34	4.38	3.90	4.21	4.41
	M		4.28	4.32	4.25	4.18	4.25	4.31
3. Style	1	22	4.45	4.45	4.37	4.41	4.36	4.36
	2	12	4.27	4.33	4.41	4.28	4.33	4.38
	3	14	4.29	4.29	4.21	4.32	4.35	4.36
	4	15	4.34	4.29	4.30	4.17	4.25	4.33
	M		4.34	4.34	4.32	4.30	4.32	4.36
4. Usability	1	22	4.19	4.42	4.30	4.23	4.28	4.30
	2	12	4.45	4.37	4.44	4.36	4.31	4.50
	3	14	4.26	4.28	4.18	4.38	4.53	4.47
	4	15	4.44	4.19	4.50	4.36	4.36	4.38
	M		4.34	4.32	4.36	4.33	4.37	4.41
M for criteria 1, 2, 3, & 4			(4.30)	(4.33)	(4.31)	(4.25)	(4.31)	(4.36)

*Rating Scale = 1 to 5

1 = Poor
2 = Excellent

Inspection of Table 25 reveals a generally strong model in all areas, suggesting the need for refinement more than major revision. Comments by evaluators pointed to some confusion in the area of goal definition. This subsystem was given special attention in the synthesis of the final model. The result was to establish the function of goal definition as a separate subsystem. The final model, then, was made up of seven subsystems, instead of six, as was the case during the service testing in 1974. The field testing, done in 1974 and 1974, validated the seven-stage planning model.

The generalized planning model, in its final form including both flowchart and narrative, provides a guide for systematically carrying out seven stages deemed essential for establishing and maintaining effective delivery systems of adult career education in correctional institutions. The model provides operating guidelines for implementing each of the seven stages:

(1.0) Establishing a conceptual framework in the particular setting in which the career education program is to be implemented

(2.0) Processing information to analyze the real life situation in the corrections setting

(3.0) Assessing needs in the setting in which the program is to be implemented

(4.0) Defining management subgoals and client objectives to implement the five goals of adult career education

(5.0) Formulating a plan for an adult career education program in the specified setting

(6.0) Implementing the adult career education program

(7.0) Evaluating the system operation.

In the generalized planning model, each of the seven stages is described. In a supplementary volume which was prepared to accompany the generalized planning model, examples and illustrations are given for each of the seven stages. Together these two publications, the model and supplementary volume, together with the Model of Adult Basic Education and its companion volume, offer any correctional institution or agency a viable set of tools for establishing and maintaining effective programs of adult career education, thereby, implementing the recommendation of the National Advisory Council on Adult Education (1974).

> *The undereducated adult in a correctional institution has to be a most likely candidate for adult educators. Society, in general stands to benefit, as well as the individual. Accordingly, the adult educator should give priority to attempting to learn steps and procedures. . . . The federal government should provide leadership . . . in providing individuals in correctional institutions every type of adult education opportunity which may be of benefit in the rehabilitation process (p. 61).*

The adult educator, the correctional staff member, can find in the following set of publications the guidelines to steps and procedures for effectively planning and implementing career education programs for adults in the nation's correctional institutions:

Model of Adult Career Education in Corrections, by T. A. Ryan, R. S. Hatrak, D. Hinders, J. C. V. Keeney, J. Oresic, J. B. Orrell, and H. G. Wells. Honolulu: University of Hawaii, 1975. A generalized planning model for use in planning and implementing programs of adult career education in correctional settings.

Perspectives for Career Education in Corrections, edited by T. A. Ryan. Honolulu: University of Hawaii, 1975. A companion volume to the Model of Adult Career Education in Corrections, with supplementary information, illustrations, and examples to eluciate each chapter in the Model.

Model of Adult Basic Education in Corrections, by T. A. Ryan, D. W. Clark, R. S. Hatrak, D. Hinders, J. C. V. Keeney, J. Oresic, J. B. Orrell, A. R. Sessions, J. L. Streed, and H. G. Wells. Honolulu: University of Hawaii, 1975. A generalized planning model of adult basic education in correctional settings.

Education for Adults in Correctional Institutions, edited by T. A. Ryan. Honolulu: University of Hawaii, 1975. Two volumes. A companion publication to accompany the Model of Adult Basic Education, containing supplementary information, illustrations, and examples to eluciate each chapter in the Model.

Method of Designing Adult Career Education Delivery Systems

Goal 2 of the Adult Career Education in Corrections Program called for development of a generalized planning model with 24 implementing delivery systems of adult career education in corrections.

In 1974-74 the objective was to design 24 delivery systems of adult career education implementing the generalized planning model.

The method employed in order to accomplish this objective was to provide supervision and guidance to participating teams of basic seminar participants to assist each team in designing a delivery system model for the correctional institution or agency of the team's choice. The advanced seminar participants, who were serving internships at the basic seminars, were assigned to supervise the various teams of basic seminar participants. Each complete delivery system consisted of a narrative and a flowchart model for delivering an adult career education program to the offenders in the designated correctional setting. Each team of participants prepared a complete information processing form, to provide all available data on the real-life situation at the designated correctional setting. This information was run through the generalized planning model in order to produce the delivery system model for the designated correctional setting.

The intent was to produce 24 delivery system models. Twenty-four teams were selected for participation in the basic seminars, and each team was responsible for producing a delivery system model. The participant teams came from local, state, and federal institutions and agencies. Table 26 reports the affiliation of the participant teams selected for the 1974 basic training seminars.

Table 26
Affiliation of Participant Teams
Selected for Basic Seminars

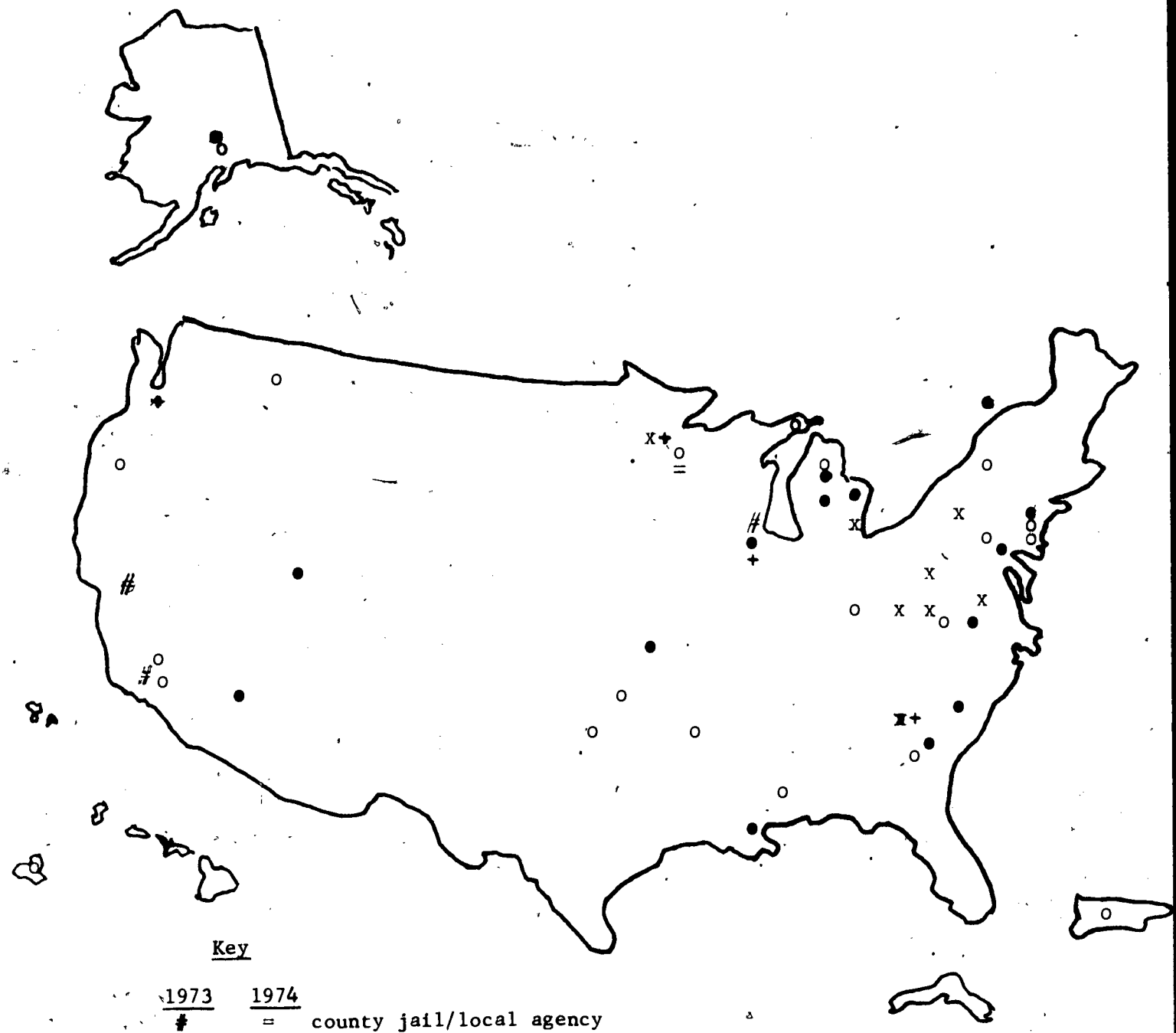
Seminar Location	Team Affiliation			Total
	Federal	State	Local	
Chicago	2	5	1	8
Princeton	1	4	0	5
Norman	0	6	0	6
Pomona	1	4	0	5
Total	4	19	1	24

Inspection of Table 26 reveals that one-sixth of the participant teams selected for the basic seminars were from state correctional institutions or agencies.

Results of Designing Delivery Systems of Career Education

Twenty delivery system models were completed and one design was partially completed. Team 19, which had been selected to represent the state of Kansas, did not appear at the basic seminar, and it was too late to call an alternate team. Team 04 had to leave the seminar early, and was unable to complete the flowchart model. Teams 02 and 03 produced model designs, but at the time the models were simulated on Day 8 of the basic seminar it was found that the two models had major design errors which would necessitate practically a complete redesign. The teams were not able to complete the redesign task within the time limits of the seminar. Thus, the objective of producing twenty-four delivery system designs was not met.

The delivery system designs were for a wide geographic range. The locations of correctional institutions for which delivery system designs were made in 1973 (Ryan, 1973) and 1974 is shown in Figure 2.



Key

1973	1974	
#	=	county jail/local agency
o	o	state/territory
x	+	federal

Figure 2. Locations of Delivery Systems of Adult Career Education

Examination of Figure 2 reveals that over the two-year period during which delivery system of adult career education were designed for correctional institutions, more system models were produced for midwest, southern, and eastern states than for the Rocky Mountain, western, or southwestern areas. The institutions for which delivery system models were made in 1974 are listed in Table 27.

Table 27
Delivery System Designs by Geographic Region and State

Region	State	Institution/Agency
Northeast	New Jersey	New Jersey State Prison, Rahway New Jersey State Prison, Trenton Youth Correctional Institution, Bordentown
	New York	Eastern Correctional Facility, Napanoch
	Canada	Joyceville Institution, Kingston, Ontario
Southeast	Georgia	Federal Penitentiary, Atlanta Lowndes Correctional Institution, Valdosta
	Kentucky	Frenchburg Correctional Facility, Frenchburg
	Louisiana	Louisiana State Penitentiary, Angola
	South Carolina	Women's Correctional Institution, Columbia
Midwest	Illinois	Federal Penitentiary, Marion Pontiac Correctional Facility, Pontiac
	Michigan	Cassidy Lake Technical School, Chelsea Michigan Reformatory, Ionia
	Minnesota	H.I.R.E., Inc., Minneapolis Sandstone Vocational School, Sandstone
	Missouri	Missouri Training Center for Men, Moberly
	Wisconsin	Oregon State Farm, Oregon
Northeast	Alaska	State Correctional Center, Eagle River
	Washington	Federal Penitentiary, McNeil Island
Southwest	Arizona	Arizona State Prison, Florence
	California	Youth Training School, Chino
	Utah	Utah State Prison, Draper

Inspection of Table 27 reveals that five delivery systems were designed for institutions in both the Northeast and Southwest, with eight designs produced for Midwestern states, and only two and three for the Northwest and Southwest, respectively.

The delivery system models were evaluated by outside rating on the extent to which they met criteria of effective system design. Each model was rated on three dimensions: flowchart, narrative, and system principles. The flowchart was rated on technical grounds. The narrative was rated on conceptualization of ideas, logical organization of ideas, completeness, writing style, and practicality. The complete model, including both flowchart and narrative, was rated on extent to which it implemented four basic principles of systems approach: (1) wholeness, that is, the extent to which the model includes all essential elements for an effective adult career education delivery system; (2) compatibility, that is, the extent to which the delivery system model is uniquely designed to meet the express needs of offenders in the particular correctional institution and to function within the parameters of that setting; (3) optimization, that is, the extent to which the delivery system model can achieve the five goals of adult career education: developing decision-making skills, developing employability skills, developing work-oriented values, developing capabilities for civic responsibility, and achieving self-fulfillment; (4) systematization, that is, the extent to which there is integration across departments and functions and articulation from pre- to post-release in achieving career education goals. The maximum rating possible for the three components, flowchart, model, and principles was 5.0, 15.0, and 20.0, respectively. The maximum rating possible for the complete model was 40. The ratings of the twenty models completed in 1974, given in Table 28, show mean ratings of 20.66, 21.16, 22.25, and 24.04 for models produced at Chicago, Pomona, Princeton, and Norman seminars, respectively.

Table 28
Ratings of Completed Delivery System Models by
Basic Training Seminar Location

Seminar Location	Team Number	Flowchart Rating	Narrative Rating	Principles: System Rating	Total Model Rating	M Model Rating
Chicago	01	4.20	7.87	10.30	22.37	20.66
	05	2.55	7.72	8.20	18.47	
	06	3.20	11.19	9.95	24.34	
	07	1.82	4.97	11.80	18.59	
	08	2.42	8.25	8.85	19.52	
Princeton	09	3.06	9.41	11.55	24.02*	22.25
	10	3.32	10.22	9.25	22.79	
	11	2.15	8.10	6.35	16.60	
	12	3.12	10.97	8.95	23.04	
	13	4.55	11.41	8.85	24.81*	
Norman	14	4.29	10.70	14.[illegible]	29.64*	24.04
	15	4.61	9.83	10.[illegible]	24.59*	
	16	2.64	8.16	5.85	16.65	
	17	3.60	7.77	9.55	20.92*	
	18	2.57	9.92	15.90	28.39*	
Pomona	20	3.96	5.56	6.40	15.92	21.16
	21	2.61	4.81	10.80	18.22	
	22	4.76	8.79	10.20	23.75	
	23	4.46	11.82	15.05	31.33	
	24	1.76	7.80	7.00	16.56	
M Rating		3.28	8.76	9.98	22.03	22.03
Range		1.76-4.76	4.81-11.82	5.85-15.90	15.92-31.33	
Rating Scale		0-5.0	0-15.0	0-20.0	0-40.0	

*Teams who had special delegates working with them

Inspection of Table 28 reveals the completed models produced at Chicago, Princeton, and Pomona were rated roughly the same. The models produced at the Norman seminar, rated relatively higher than models produced at the other three seminars.

When the mean ratings for the three components of the model evaluation are compared by seminar location, it is possible to explain more completely the higher mean rating for the models produced at Norman. Table 29 shows the model ratings by rating component for the four seminar locations.

Table 29
Mean Ratings of Delivery System Models
by Rating Component and Seminar Location

Seminar Location	Flowchart Rating	Narrative Rating	System Principles Rating	Total Model Rating
Chicago	2.84	8.00	9.82	20.66
Princeton	3.24	10.02	8.99	22.25
Norman	3.54	9.28	11.22	24.04
Pomona	3.51	7.76	9.89	21.16
M for all 4 Seminars	3.28	8.76	9.98	22.03
Rating Scale	0-5.00	0-15.00	0-20.00	0-40.00

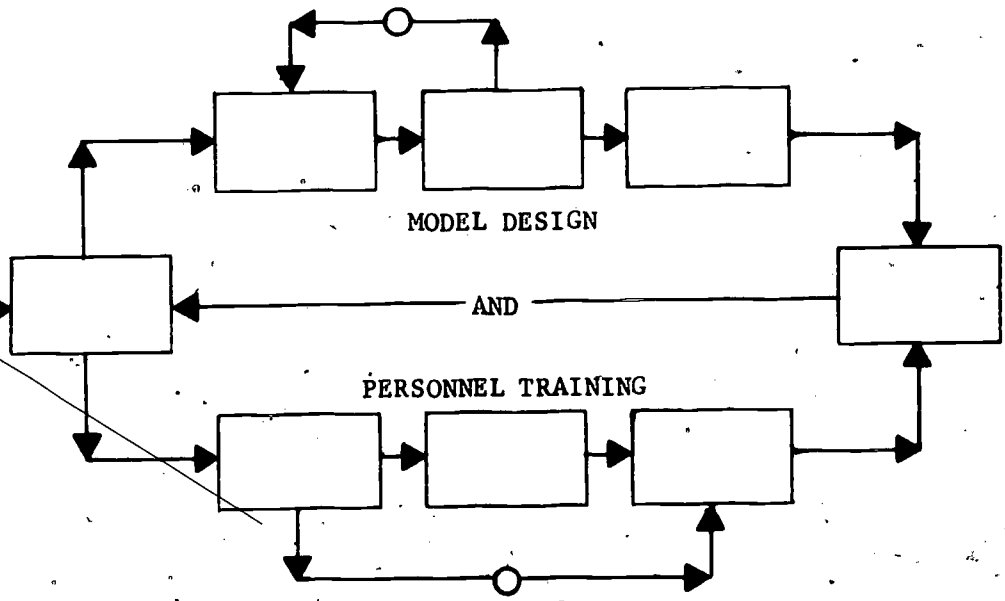
Inspection of Table 29 reveals that the Norman Seminar models rated higher than the models in the other three seminars on all components except the model narratives, where the Princeton models were slightly higher than the Norman models. The superiority of Norman models is reflected particularly in the higher ratings on the application of system principles, where the Norman rating was significantly higher than for the other three seminars. The flowcharts produced by the Chicago participants were noticeably lower in rating on technical grounds than for the other three seminar locations.

When the ratings for the models produced in 1974 are compared against ratings for delivery system models produced in 1973, a significant difference is found. The overall mean rating for the 1973 delivery system models was 16.46 (Ryan, 1973), compared to an overall mean rating of 22.03 for the 1974 models. The range is slightly less for the 1974 models, also, with ratings of 15.92 to 31.33, compared to ratings of 8.83 to 26.73 for 1973 models. It is highly possible that in part the higher ratings may be accounted for by improvements made in the planning model following the 1973 simulations and evaluations of the planning model. It also may be that having special delegates assigned to work with participant teams contributed to higher performance. This seems likely in light of the fact that, as shown in Table 28, the models produced by teams having special delegates in general averaged higher than models produced by teams without special delegates. The highest mean rating for a set of models by seminar location was 24.04 for the models produced at Norman, where four of the five teams had special delegates. The second highest rating, 22.25 was for the set of models produced at the Princeton seminar, where two of the five teams had special delegates assigned to them. The two lowest ratings, 21.16 and 20.66 were for the models produced at Pomona and Chicago, respectively where no special delegates were assigned.

When the ratings on the models are considered in light of the participant achievement of training objectives, it is not surprising that the model ratings were as near alike as they were. It will be remembered (Tables 15 and 16) that the participants in the four seminars were not significantly different on achievement of the training objectives. When compared to the ratings of delivery system models and participant achievement of training objectives in 1973, the importance of an integrated program of training and model design becomes increasingly apparent. In 1973 the achievement of training objectives at the Pomona seminar was significantly lower thatn at the other three seminars, and the delivery system models produced at the Pomona seminar were rated significantly lower than at the other three seminars.

A C E C

OUTCOMES



Program Outcomes

The Adult Career Education in Corrections Program was a national effort to equip offenders in the nation's correctional institutions with the knowledge, skills, and attitudes for productive participation in society. The Program was a massive undertaking designed to implement the recommendations of the 1972 National Advisory Council on Adult Education for "development of a national plan providing individuals in correctional institutions every type of educational opportunity which research and experience indicate may be of benefit in the self-renewal process" (p. 13).

The Program was designed to achieve two major goals: (1) training of selected corrections personnel in the theory and practice of systematically planning, implementing, and evaluating career education for adult correctional institutions; and (2) development of a generalized planning model of adult career education with design of 24 implementing delivery systems.

The Program provided training to eighty-one individuals, 64 having received basic training and 17, advanced training. The Program was responsible for developing a generalized planning model and a supplementary volume, and for producing twenty-one delivery system models of adult career education in corrections. A related model of Adult Basic Education in Corrections and a companion supplementary volume developed in the Adult Basic Education Program from 1969 to 1972, (Ryan, 1972a) were prepared for dissemination.

Training Outcomes

When the results of the training component of the Adult Career Education in Corrections Program are interpreted in light of the process evaluation, it can be said with assurance that the staff development model implemented in the Adult Career Education Corrections Program has been unequivocally demonstrated to be successful. The training program consists of an articulated program of basic and advanced seminars, closely integrated with the function of designing delivery system models of adult career education for correctional settings.

The training objectives for both basic and advanced seminars appear to have been achieved close to, if not beyond, the criterion level set for the participants in the 1974 seminars. The results of the self-evaluation for both basic and advanced seminars strongly suggest that the results on the objective posttest are depressed. The follow-up of participant performance upon their return to their respective institutions and agencies strongly substantiates the higher level achievement as indicated on the self-evaluations, as opposed to the relatively lower scores reported on the objective tests. The discrepancy in scores between objective test and self-evaluations no doubt could be accounted for in large measure by the conditions of testing. The constraint of time coupled with the intensive schedule for five to ten consecutive days result in undue effects of fatigue factor. In the basic program a tradeoff is made. In order for

each participating team to be provided with a completed, typed copy of a delivery system model for its institution, before leaving the seminar, a late night of arduous work on the part of the participants is required the night before the posttest is administered. This follows nine days of intensive study. It is felt that the impact which can be made on the corrections setting through implementation of a completed model of an adult career education delivery system is increased manyfold by virtue of making it possible for each team member to have in hand the completed model on return to the corrections setting. This assumption has been borne out many times over in the years during which this Program has been operating. Thus, it has been conceded that the loss of points on a posttest score is more than counterbalanced by the actual implementation activities which take place because participants are able at the end of the seminar to take back to their respective institutions a completed delivery system model.

The results of the posttest administered to advanced training seminar participants appear not to reach criterion level, but this must be interpreted in light of the testing time. The posttest was administered at the conclusion of the five-day seminar, when, in fact, it should have been given at the conclusion of the internship. The advanced program is a fifteen-day program, and, therefore, it would not be expected that criterion level on achievement of objectives would be reached at the end of the first third of the program. This is borne out by the ratings of advanced participants given by the basic participants at the conclusion of the internships. These ratings, given at the end of the advanced program, do, in fact, show attainment of the program goals.

The process evaluations for both advanced and basic training programs reveal viable models. The only factors which appear to warrant consideration for modifications are time and information. The time factor actually can be interpreted to be a positive evaluation, although the rating appears lower than for other process variables. The fact that participants want the program to be of longer duration suggests that they want to learn more, that they are highly motivated. This is borne out by the highly positive ratings given on the attitude inventories. The information factor reflects in large measure a problem of late processing of enrollments. A number of participants were assigned to teams late in the training year. In many cases it was necessary to call alternates, due to unforeseen contingencies arising at the various correctional institutions. This meant that those participants who were enrolled late in the year actually did not have time to receive the pre-seminar information sufficiently far in advance to adequately study it.

In general, the training model, incorporating both advanced and basic training programs, has been proven to be viable, as demonstrated by participants developing the knowledge, skills, and attitudes to implement the program objectives, and even more importantly by the participant performance in implementing the goals of adult career education in their respective correctional institutions and agencies. When the training components of the Program is considered in light of the accomplishments in designing delivery system models of adult career education, the real payoff

from the investment in this Program can be seen.

Model Design Outcomes

Over a three-year period, the development of a generalized planning model of Adult Career Education in Corrections has been completed. The planning model has been thoroughly tested, revised, tested again, and further revised and refined. The model has had the basic subsystems, or components tested, as well as having the complete prototype both pilot tested and field tested. The final product from this development process is a viable planning model for use in designing effective and efficient systems of career education for the adult correctional institutions in this nation. The Program also produced between 1972 and 1974, a total of 52 delivery systems of adult career education for implementation in 28 states, Guam, Puerto Rico, and Canada.

Future Challenge

Between 1972 and 1974, the Adult Career Education in Corrections has provided basic training to 142 persons and advanced training to 35 individuals from corrections. These 177 graduates from the Adult Career Education in Corrections Program constitute a cadre of highly qualified, competent individuals capable of implementing leadership roles in the continued efforts to install adult career education in the correctional institutions of the nation. The fruits from the Adult Career Education in Corrections Program are this group of leaders and the generalized planning model with its implementing delivery systems.

The challenge now is to implement an effective program of dissemination and technical assistance so the potential for widespread and lasting effects can be realized.

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