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# **Evaluation of New Officer Training**

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*The views expressed are those of the author and should not be attributed to any member of the Correctional Institution Inspection Committee or any member of the Ohio General Assembly.*

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## **About CIIC**

*The Correctional Institution Inspection Committee (CIIC) is a legislative committee of the Ohio General Assembly that maintains a continuing program of inspection of each state correctional institution used for the custody, control, training, and rehabilitation of persons convicted of crime. Per Ohio Revised Code Section 103.73, CIIC has the authority to evaluate and assist in the development of programs to improve the condition or operation of correctional institutions.*

## Table of Contents

<b>Introduction</b>	<b>4</b>
<b>Key Findings</b>	<b>5</b>
<b>Overview of New Officer Training</b>	<b>7</b>
<b>Program Evaluation</b>	<b>14</b>
<b>Multi-State Comparison</b>	<b>18</b>
<b>Conclusion</b>	<b>29</b>
<b>Endnotes</b>	<b>31</b>

# INTRODUCTION

Effective prison management begins with the hiring and training of qualified candidates. There are few life experiences that can prepare a person to be responsible for the safety and security of two hundred or more convicted felons who are confined within a small space. Nor is there much opportunity for a slow adjustment to the work environment; with the exception of a very short period of on-the-job training, officers are almost immediately given a badge and a post. Furthermore, both inmates and staff have relayed to CIIC that most critical incidents occur on second shift, which is also the shift with the most inexperienced staff. New staff must be able to effectively respond to situations from the first day on the job. The only safeguard standing between a new officer and disaster is the pre-service training.<sup>1</sup>

Pre-service training is doubly important because it is the first opportunity that the Ohio Department of Rehabilitation and Correction (DRC) has to instill corporate beliefs and practices in its correctional officers. The traditional duties of a correctional officer have been to provide care, custody, and control. However, prison populations have changed, as have societal expectations that prisons should be a place of rehabilitation rather than simply a warehouse, both of which require new methods of management by officers.<sup>2</sup> These methods may not always be embraced by veteran staff or the institutional culture.<sup>3</sup> Thus, pre-service is a crucial time for instruction in policies at the central office level before the officer arrives at the institution. The pre-service training establishes expectations that define the roles of correctional officers throughout the system.<sup>4</sup>

The actual curriculum taught during pre-service training is also vital. Corrections has changed within the past few decades from primarily lock and feed operations to rehabilitative centers with a focus on reentry.<sup>5</sup> Whereas in the past force was generally an acceptable response to an inmate's failure to follow institutional rules, correctional staff now emphasize people management and interpersonal communication skills. Officers are now expected to know not only how to properly apply a restraint technique, but also how to talk an inmate down so that the restraint is not necessary in the first place. Correctional officers who were once considered to be "guards" with the sole purpose of enforcing institution policy are now seen as "professionals" trained to effectively manage inmates.<sup>6</sup>

This report will provide an overview of the DRC pre-service training for correctional officers, with an analysis of its curriculum and evaluation components. It will also provide a comparison with 16 other state and federal corrections agencies.

# KEY FINDINGS

***1. In 2011, the DRC overhauled its new officer training program. Primary benefits of the overhaul included improved training material, and reduced time needed for completion.***

- The DRC employed a collaborative approach of selecting subject matter experts from within its workforce who could provide improved and updated training material.<sup>7</sup>
- One of the goals for the redeveloped program was to reduce the total time that it took a new employee to move from the first day of hire to the first day on post. The new program reduced the training time period from seven weeks to three.<sup>8</sup>
- Due to the reduction in training hours and staff, the DRC created an estimated cost savings of \$20,623.36<sup>a9</sup>

***2. The DRC built in a strong evaluation component, including both quantitative and qualitative data, to measure both trainee learning and the quality of the program itself.***

- The DRC sets a high standard for passing assessments: 80 percent or higher on each of the two written exams<sup>b</sup> administered during training.<sup>10</sup>
- The DRC conducts focus groups of both recent completers of the training program, as well as experienced staff, to ensure that the information presented is useful and in line with institutional needs.

***3. The DRC uses several training methods to relay their message. The curriculum is a blended lesson approach in which various training methods are used to relay the message.***

- Training involves a mixture of in-class training at the Corrections Training Academy with full-time academy trainers and selected institution staff. In addition to the academy training, new hires also receive on-the-job training by institution “coaches”

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<sup>a</sup> Estimation is based on the current hourly training wage of CTA trainers multiplied by the current in-class hours and the number of CTA trainers. The second step is to multiply the same hourly training wage with the number of in-class hours and CTA trainers of the previous curriculum. On January 1, 2012 CTA reduced its training staff from 12 to 8 trainers. The hourly wage does not reflect the employee's salary. It reflects the cost of training as it pertains to CTA staff salary to conduct the training.

<sup>b</sup> The two written exams include one comprehensive final exam that covers the entire in-class curriculum and one exam regarding use of force tactics.

at their assigned institution. Coaches are experienced officers that provide mentoring and leadership for the new officers.

- Improvements could be made in teaching strategies, including utilizing role play, updating instructional videos, and enhancing the use of technology.

***4. The DRC's revised training program favorably compares to other states' and the Federal Bureau of Prisons' new officer training programs, both in its short length and its high level of self-evaluation.***

- Ohio requires 104 hours of basic training at CTA and 56 hours of institutional training including OJT and orientation.<sup>11</sup> Out of the 15 states surveyed, only Indiana required fewer hours.
- In comparison to Ohio's required 80 percent passage rate on both tests,<sup>12</sup> most of the surveyed correctional agencies required a passing rate of only 70 or 75 percent.
- Ohio also favorably compares in its provision of special amenities which includes providing three meals per day (Monday through Friday) and lodging for new hires. Travel reimbursement is offered to new hires of two Ohio correctional facilities.<sup>c</sup> Many Ohio institutions will offer a state vehicle if their institution is located 45 miles or further from the training facility.<sup>d</sup> Most of the other surveyed states provided only one or two of these amenities.

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<sup>c</sup> The Ohio Office of Management and Budget (OMB) manual states that travel reimbursement is available during pre-service/new hire training. However, according to CTA staff, only the Ohio State Penitentiary and Chillicothe Correctional Institution provide travel reimbursement. The Ohio State Penitentiary is located nearly 200 miles from the training academy.

<sup>d</sup> Ohio Corrections Training Academy, personal communication, September 19, 2012.

# OVERVIEW OF NEW OFFICER TRAINING

From FY 2007 to FY 2011,<sup>e</sup> 4,286<sup>f</sup> persons joined the DRC workforce.<sup>13</sup> Every correctional officer, both male and female, entering employment with the DRC attends some part of the NEO training.<sup>9</sup> The old training involved seven weeks<sup>14</sup> of in-class training at the Corrections Training Academy (CTA), significantly delaying the time between the day of hire and the actual first day that the staff could fill the post at the institution.<sup>15</sup> It also resulted in an overload of information for new staff that did not have the corrections experience to be able to make connections between policy and practice.<sup>16</sup>

In May 2011, under the leadership of DRC Director Gary Mohr, the new officer training program received a much-needed facelift, with an emphasis on providing skills that the new officers would need on the first day on the job and with a decreased timeframe.<sup>17</sup> Staff conducted focus groups and used subject matter experts from within the DRC community to pinpoint the most necessary skills.<sup>18</sup> The final product is a streamlined training program that provides necessary information that staff will immediately use at the institution and it includes a strong evaluation component that allows staff to make immediate adjustments based on participant feedback. In addition to these benefits, the streamlining resulted in an estimated cost savings of \$20,623.36 due to the reduction in training hours and staff.<sup>h19</sup>

## A. CURRICULUM

The new DRC training program was developed by a collaboration of subject matter experts, relying on American Correctional Association (ACA) standards and DRC policies and administrative rules. The directive given to the staff restructuring the program was that training should focus on what officers would need to know within the first weeks of the job. Topics include use of force, inappropriate relationships, interpersonal communication, and Security Threat Groups, among others.<sup>20</sup>

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<sup>e</sup> Fiscal Year 2007 through Fiscal year 2011 represents the most recent five-year period of workforce statistics provided by the ODR in the Ohio Administrative Knowledge System (OAKS). Statistics prior to 2008 were not documented in OAKS.

<sup>f</sup> Includes new hires, rehired staff, and transfers from other agencies not affiliated with the Department of Rehabilitation and Correction.

<sup>9</sup> CTA provides the same curriculum and training methods for both male and female new hires.

<sup>h</sup> Estimation is based on the current hourly training wage of CTA trainers multiplied by the current in-class hours and the number of CTA trainers. The second step is to multiply the same hourly training wage with the number of in-class hours and CTA trainers of the previous curriculum. On January 1, 2012 CTA reduced its training staff from 12 to 8 trainers. The hourly wage does not reflect the employee's salary. It reflects the cost of training as it pertains to CTA staff salary to conduct the training.

The new curriculum requires a total 160 hours of orientation training for correctional officers including 104 hours at CTA and 56 hours at the institution.<sup>21</sup> Currently, newly hired correctional officers spend their first day at their assigned institution, then report to CTA for training the remainder of the first week. During the second week, officers again spend their first day at the institution and then return to CTA for additional in-class training. Officers also return to CTA for their third and final week of training.<sup>22</sup> The intermixing of institutional and CTA training provides the opportunity for new officers to immediately apply in the institution what they learned within the classroom. According to CTA staff, the experienced “coaches” who assist the new hires on their days at the institution have been instructed to reinforce the material from the training modules with on-site examples.<sup>23</sup>

The following table provides a breakdown by hour of the NEO training curriculum for correctional officers:<sup>24</sup>

<b>Curriculum Topic<sup>i</sup></b>	<b>Hours</b>
<b>Unarmed Self-Defense</b>	<b>24.0</b>
<b>Firearms Training</b>	<b>20.0</b>
<b>Security, Safety, Contraband, and Searches</b>	<b>8.0</b>
<b>Transportation and Restraints</b>	<b>8.0</b>
<b>Inter-Personal Communication and Relationships</b>	<b>7.0</b>
<b>CPR</b>	<b>4.0</b>
<b>OC Chemical Spray</b>	<b>4.0</b>
<b>Unauthorized Relationships and Offender Manipulation</b>	<b>4.0</b>
<b>Use of Force</b>	<b>4.0</b>
<b>Weapon Retention</b>	<b>4.0</b>
<b>Mental Health (Suicide Prevention)</b>	<b>2.0</b>
<b>Security Threat Groups</b>	<b>2.0</b>
<b>Computer Practicum</b>	<b>1.5</b>
<b>Exam</b>	<b>1.5</b>

<sup>i</sup> Non-custody staff receives the same training as custody (correctional officers) staff. However, non-custody staff are not trained in firearms, weapons retention, transportation and restraints, CPR, and OC chemical spray. In 2012, **CTA added an additional 16 hours of healthcare academy training for new medical staff only.**

<b>Curriculum Topic<sup>j</sup></b>	<b>Hours</b>
<b>Critical Incident Management (CIM) Overview</b>	<b>1.0</b>
<b>CTA Orientation</b>	<b>1.0</b>
<b>Ethics</b>	<b>1.0</b>
<b>First-Aid</b>	<b>1.0</b>
<b>Prison Rape Elimination Act (PREA)</b>	<b>1.0</b>
<b>Unit Management</b>	<b>1.0</b>
<b>Welcome to the DRC Visions and Values</b>	<b>1.0</b>
<b>DRC Overview</b>	<b>0.5</b>
<b>Equal Employment Opportunity (EEO)</b>	<b>0.5</b>
<b>Formal Exam Review</b>	<b>0.5</b>
<b>Offender Discipline</b>	<b>0.5</b>
<b>Offender Grievance Procedure</b>	<b>0.5</b>
<b>Standards of Employee Conduct</b>	<b>0.5</b>

CTA commits 20 hours to firearms training to accommodate the numerous armed posts. Correctional officers are required to carry firearms as they transport inmates outside the facilities. The firearms' training also prepares officers for incidents that could occur at the prisons such as hostage situations and prison takeovers. Although prison takeovers and hostage situations are a rare occurrence, receiving the proper training of how and when to use weapons is vital for the safety and security of the prison. However, the DRC may need to evaluate the balance of the hours given to firearms training in comparison to other skills that are used on a daily basis, such as searches and seizures and interpersonal skills.

A unique and laudatory aspect of the DRC's pre-service training is that the DRC Director speaks to each training class on the first day of in-class training at CTA.<sup>25</sup> The Director takes the initiative to ensure each new class understands their importance to the DRC and the importance of proper management of inmates in the Ohio prisons. While some directors of other state corrections have periodically spoken to their training classes, many have relayed their message in a graduation speech.<sup>26</sup> The message from

<sup>j</sup> Non-custody staff receives the same training as custody (correctional officers) staff. However, non-custody are not trained in firearms, weapons retention, transportation and restraints, CPR, and OC chemical spray. In 2012, CTA added an additional 16 hours of healthcare academy training for new medical staff only.

the DRC Director in the first training class immediately sets the tone for what is expected of new staff.

If there is one criticism of the curriculum, it would fall in the arena of teaching strategies to more effectively communicate the material. Blended learning strategies are an effective method of training as they ensure that staff are receiving necessary information in a variety of formats, each of which may help individual learn better access the material.<sup>27</sup> For example, rather than a straight instructional or lecture-style format, CTA could place more of an emphasis on role-playing scenarios. Role-playing scenarios would be especially useful to train new staff on proper procedures for use of force, giving commands, inmate pat downs, and contraband searches. Role-playing can be an effective teaching method as each scenario can demonstrate the new hire's ability to react in a similar situation at a prison. Trainers could then give feedback as needed to correct any mistakes that the new hire may have made.

In addition, CTA may wish to consider updating its instructional videos, many of which are outdated and using online resources as low-cost extension training during new officers' first six months or year on the job.<sup>28</sup> The DRC already uses online learning for many of its in-service programs. Interactive online videos could allow CTA to continue to reinforce policies and procedures taught during pre-service training, with quick quizzes that could provide an immediate check on whether officers had retained their knowledge.

## **B. EMPHASIS ON COMMUNICATION**

Traditionally, the training of correctional officers has been aimed at safety and security, rather than effective communication strategies. It is important that staff are prepared to defend themselves as needed. However, it is also important that staff understand how to properly restrain an inmate without the need to use excessive force. Current correctional practice recognizes that communication skills are as important to maintaining security as knowing how to conduct a proper cell search. Officers who remain calm and apply effective communication skills can de-escalate critical situations with inmates.<sup>29</sup> The DRC has developed three theories of communication based on efforts of trainers and researchers from the field of corrections over the past 35 years.<sup>30</sup>

The first set of skills – pre-management or “sizing up” – refers to the ability of an officer to decide which action to take in any given situation. These include positioning, posturing, observing, and listening. Positioning includes establishing a safe distance, but still maintaining eye contact and verbal communication. Posturing refers to an officer's physical presence and nonverbal cues to an inmate regarding the officer's

control of and confidence in a situation. Observing involves evaluating the inmate's behavior, emotions, and environment. Last and most important, active and reflective listening skills allow an officer to communicate with the inmate and deescalate a situation.<sup>31</sup>

The second set of skills further develops verbal strategies that an officer can use to communicate and to deescalate. For example, the DRC instructs officers to respond to inmates by identifying the content, feelings, and meaning within the inmate's communication and then verbalizing them so that the inmate feels heard and understood. The DRC also emphasizes asking questions, such as the standard who, what, where, when, why, and how. Asking questions can stop the inmate from taking physical action against the officer and others and can assist the staff to work with the inmate to develop alternative solutions.<sup>32</sup>

Last, the DRC emphasizes application skills and the importance of interpersonal communication. Using verbal and nonverbal strategies rather than physical force reduces overall tension between inmates and staff, requires less force by staff, and results in less chance of harm to both inmates and staff.<sup>33</sup>

As a comparison, a recent survey of Texas state correctional officers found that a majority of them reported that they were not receiving adequate training to address issues at their prisons.<sup>34</sup> As a result, the Texas Criminal Justice Coalition recommended that more focus be placed on preventative methods that would identify and manage inmate concerns and develop de-escalation strategies to reduce conflict and assaults.<sup>35</sup> The DRC appears to have addressed this issue within their training.

Interpersonal communication can also provide a clear understanding of what is expected from inmates particularly as it relates to enforcing institution rules. CIIC staff have found that inmates often become frustrated by the lack of explanation from staff when rules are questioned.<sup>36</sup> Responses to inmate questions have often been met with a disrespectful tone that can escalate a situation.<sup>37</sup> Taking a few minutes to explain the purpose of a rule or why a decision was made can prevent an incident from occurring. If inmates know what is expected of them and why, it increases the probability that the inmate will feel as if they were treated fairly which could result in less tension.<sup>38</sup>

By emphasizing these skills, the DRC is teaching its new staff not only that force is not always the appropriate response, but that force can even be avoided altogether if a person is properly trained in his or her communication skills. This is a true paradigm shift in correctional philosophy that has the potential to positively impact the correctional environment, as well as to teach inmates nonviolent dispute resolution skills that will

assist them in achieving successful reentry. As of August 2012, several DRC institutions have seen a reduction in their use of force incidents.

### **C. ON-THE-JOB TRAINING**

In addition to the classroom training, new hires also must complete 40 hours of on-the-job training (OJT). New hires are assigned a “coach,” or a mentor, at their assigned institutions.<sup>39</sup> Staff meets with these coaches at various points during the pre-service training period and they shadow the coach as part of their first week on the job. Coaches are generally pulled from the ranks of experienced staff who have been recommended by the Wardens or other executive staff.<sup>40</sup> The average ratio of coaches to new staff is 3:1.<sup>41</sup>

Pairing a new officer with a veteran officer is an important part of OJT. Confrontation and incidents with inmates are part of the prison culture that can lead to a stressful environment, particularly with inexperienced officers. Many inmate concerns relayed to CIIC regarding staff disrespect have involved a younger correctional officer.<sup>42</sup> Institution coaches can provide valuable insight regarding how to address inmates and prevent confrontations from occurring. In addition, having a coach on-site provides feedback regarding issues that may need to be immediately resolved. Thus, the combination of both new and seasoned officers is essential in helping new officers adapt to their new environment.<sup>43</sup> According to CTA, some institutions have provided an additional 40 hours of OJT for their new hires to ensure they are prepared to work independently.

### **D. APPEARANCE**

Another unique aspect of the pre-service training is the emphasis on appearance, both of the officers themselves as well as the institutional environment.<sup>44</sup> Just as with the communication skills, the training emphasizes the importance behind this seemingly minor aspect of corrections.

Trainers teach that officers who exhibit a strong presence, particularly in their appearance, can have a lasting effect on the inmates they manage. For example, officers who walk upright, make eye contact, and maintain a clean professional appearance are more likely to be respected by inmates, which will ultimately result in a more positive workday, as inmates are less likely to challenge respected staff.<sup>45</sup>

Similarly, the appearance of the housing unit can reveal either the strengths or weaknesses of the officers on the unit. A clean housing unit indicates that staff holds inmate porters accountable, that the inmates respect the staff, and that the staff pays

attention to detail. Inmates themselves have often relayed to CIIC staff that they prefer clean housing units and that they have greater respect for the officers who maintain a sanitary living environment.<sup>46</sup> Along the lines of “broken windows theory,” maintaining a high standard for the appearance of the housing unit may result in fewer inmate rule infractions and lead to a more positive workplace.

# PROGRAM EVALUATION

Perhaps the most laudatory aspect of the new training is the DRC's high-level emphasis on consistent and ongoing self-evaluation and improvement. Establishing measurable learning objectives that are attainable and challenging are essential in evaluating the effectiveness of the program.<sup>47</sup> The evaluation of the NEO program takes two forms: quantitative, in the form of immediate assessments of trainee understanding of material and a high pass requirement, and qualitative, in the form of focus groups.<sup>48</sup>

## A. QUANTITATIVE EVALUATION

The most immediate method to measure program success is to require participants to take assessments at the completion of the program to determine participant learning. Previously, the NEO training required new staff to take a midterm exam at the end of the first week and a final at the conclusion of the second week. However, following feedback from the new hires, CTA decided to consolidate both exams into one comprehensive final that covers all topics discussed during training. CTA also developed a written exam regarding use of force tactics.

The final exam consists of 12 computer-based modules covered during the first two weeks of training. New hires are provided 90 minutes to take the exam and are required to pass each module with a score of 80 percent or above.<sup>49</sup> Individuals that score less than 80 percent will be scheduled for a re-take at CTA.<sup>50</sup>

The DRC is to be commended for its commitment to testing: when faced with the potential embarrassment of low test scores and the subsequent need for re-teaching, large bureaucracies such as the DRC might be tempted to be satisfied with performing the training, placing a certificate of completion in the employee's file, and passing the burden of assessing training to the institutions. Instead, the DRC has imposed a high level of accountability for the training conducted at CTA.

The higher standards established by the DRC indicates their officers must demonstrate an above average learning capacity. This is particularly important in regard to understanding the administrative rules and policies that provide guidelines for inmate rights and help define how the prisons are managed. In addition, as rules and policies may change, staff must show that they have the ability to quickly adapt to those changes.

Since the start of the new curriculum, each incoming class has achieved a passing score on the comprehensive exam prior to working alone.<sup>51</sup> This is an indication that CTA trainers have successfully relayed their message and that new officers have displayed an ability to quickly retain the information.

## **B. QUALITATIVE EVALUATION**

The most impressive aspect of the NEO training is staff's use of ongoing qualitative self-evaluation, including focus groups. As stated in the prior section, CTA staff developed the new curriculum by bringing together subject matter experts to serve as consultants on the training material. CTA maintains this collaborative approach by holding focus groups of both new staff that have recently completed the training program and with institutional staff.

The new trainees provided the following feedback regarding their first day of training:

- The new hires stated that they felt welcomed by their institutions on the first day. However, most new hires believed that one day at the institution was not enough to accomplish all the tasks on their checklist. The activities on the first day for the new hire staff include meeting with the Warden and personnel staff; uniform fitting; establishing usernames and passwords for state websites; introduction to their training coach and their unit staff; issuance of identification badges; and tour of the institution.<sup>52</sup>
- Several new hires reported feeling that they had to rush through the paperwork because it was not sent with their welcome package or they needed assistance from the personnel staff to complete the forms.<sup>53</sup>
- Many of the new hires stated that more on-the-job training would be beneficial to learn institution policies and procedures.<sup>54</sup>
- Some new hires, particularly the female officers, received uniforms that did not fit properly.<sup>55</sup>

The DRC focus group of various institution staff included training officers, administrative assistants, members of personnel, and security supervisors. In addition to the institution field trainers, members of the DRC Operation Support Center and the Equal Employment Opportunity (EEO) were also present. Institution staff relayed similar concerns that were previously expressed by the new hires. Institution staff provided the following feedback:

- The institution personnel staff relayed that they do not have enough time to explain the required personnel forms during the first day. In the past, personnel staff was provided enough time to assist new staff in completing the forms. However, personnel forms are sent to new hires in their welcome package and should be completed before their first day. Many new hires are unable to complete the forms without assistance from staff. As a result, it takes more time to correct the forms when the new staff arrives as opposed to when the new hire completed the form on-site.<sup>56</sup>
- Institution Field Trainers relayed concerns regarding the test re-take procedures. Previously, new staff would receive practice and coaching sessions through video conferencing at their assigned institution. However, field trainers believed it was best that new hires return to CTA to re-take any tests before reporting to their assigned institution. Institution staff relayed concern regarding possible liability if newly hired staff were forced to respond to incidents if they have not fully completed their training.<sup>57</sup>

After receiving feedback from new hires and institution staff, CTA developed new procedures to make the orientation process more efficient and productive for everyone. As a result, personnel staff have adapted to the new procedures by providing new staff with the option to complete required paperwork immediately following their interview or as part of a pre-employment meeting.<sup>58</sup>

Changes were also made to the curriculum such as implementing more role playing scenarios in the inter-personal communication training module. The CTA focus groups also resulted in changes to the non-custody curriculum such as requiring 24 hours of unarmed self-defense. CTA also developed a separate healthcare academy curriculum that is presented in the final week of training for all new medical staff. CTA developed a formal NEO training manual that is provided for all new hires as a point of reference.

CTA also implemented new test re-take procedures as well. As previously stated, institution staff relayed concerns regarding new hires reporting to their assigned institution before re-taking a failed test. Instead of scheduling practice and coaching sessions through video conference, CTA now provides coaching to new hires prior to leaving training for individuals who failed less than three modules. New hires who failed four or more modules are scheduled to return to CTA one week after the completion of NEO training.

Since CTA conducted the focus groups, they have reportedly experienced virtually no complaints from students, training officers or personnel directors about the structure of day one. CTA continues to conduct focus groups with each of its training classes to address any immediate concerns.<sup>59</sup>

In addition to requesting immediate feedback from its new hires, CTA also communicates with each new staff six months following the completion of the NEO training. The purpose of the follow-up communication is to ensure they have retained and applied the information learned during training.

Additional feedback is provided to CTA during monthly evaluations of the academy trainers and quarterly meetings with institution field trainers to ensure the message relayed during training is consistent with what is expected at the prisons.<sup>60</sup>

## MULTI-STATE COMPARISON

CIIC staff conducted a multi-state survey to compare the Ohio training curriculum with that of 16 other corrections agencies, including 15 state agencies and the Federal Bureau of Prisons. Overall, CIIC research found that Ohio's training compared favorably in several areas, including the curriculum, training methods, and program evaluation.

This section provides the key findings from the multi-state survey. The key findings are categorized by program curriculum and program evaluation.

- **Program curriculum** will provide information on each agency's program including length of training, curriculum, subject hours, and training methods. Training length pertains to the numbers of hours dedicated to basic training and the difference between custody and non-custody training. Comparisons regarding the curriculum will focus on peace officer service training (POST), decision-makers involved in developing the curriculum and the resources used to ensure the curriculum addresses each area of corrections including standards and policies. The number of hours dedicated to important subject matter as it relates to managing inmates. Training methods will provide a comparison of the methods and materials used by staff.
- **Program evaluation** will focus on the qualitative and quantitative differences used by each agency to determine if the effectiveness of their program. Quantitative and qualitative measures are important to determine how well the message is relayed by instructors and how much information the new hires are able to retain. The measurables that are used to document program effectiveness include test scores. Additional variables of program evaluation include the revision of curriculum material, classroom size, staffing, the training budget, and amenities offered during pre-service training.

A full table with all of the responses to the multi-state survey follows each section of key findings.

## A. PROGRAM CURRICULUM

- The hours of basic training required by each correctional agency represented the most significant differences between each agency. Ohio requires 104 hours of basic training at CTA and 56 hours of institutional training including OJT and orientation.<sup>61</sup> Ohio new trainees are expected to learn their material in a much shorter period than most other states. Only two agencies, the Bureau of Prisons (104 hours) and Indiana (144 hours), required less hours of basic training and OJT.<sup>62</sup> In comparison, California requires their new hires to receive 640 hours of basic training (16 weeks) and 3600 hours of OJT over a two-year period.<sup>63</sup> It should be noted that more hours of training are costly, they delay the filling of the post at the institution, and they do not necessarily result in a more effective officer.
- Only four of the agencies interviewed by CIIC required their new staff to receive their peace officer training (POST) certificate as part of their firearms training. Ohio does not require a POST certificate from its new hires.<sup>64</sup>
- Subject matter experts (SMEs) play an important role in developing the training curriculum for 13 of the correctional agencies, including Ohio. SMEs provide a level of expertise that ensures the curriculum contains valid subject matter for the new staff. In addition to the SMEs, others that have influence on the curriculum include the training academy staff, institution trainers, evaluations of previous training classes, and annual needs assessments.
- Several departments of corrections, including Florida, Indiana, Pennsylvania, and Missouri, use staff development groups to ensure the curriculum is up-to-date. The Indiana Department of Corrections established the Staff Development Emergency Operations to annually review the curriculum and monitor changes in departmental practices, procedures, and policies. The Missouri Department of Corrections receives a detailed lesson plan that is developed and approved by their Curriculum Design Manager or the Chief of Staff Training.
- Many of the correctional agencies have used the ACA standards as a guideline for the training material. Each of the agencies interviewed by CIIC are accredited by the ACA. Other resources that were used to develop the curriculum were changes in state policy, updated department rules and regulations, research and consultation from National Institute of Corrections (NIC), an organization under the U.S. Department of Justice.

- Indiana uses the NIC “Developing A Curriculum” (DACUM), which is a job analysis resource that is used to develop job profiles and determine the competencies covered that should be included in the training curriculum.<sup>65</sup>
- Ohio dedicates 20 hours of their curriculum to firearms training.<sup>66</sup> In comparison, both Alabama and Florida dedicates 80 hours to firearms as each correctional officer is required to receive the POST certificate.<sup>67</sup> Nine of the agencies dedicated more than 20 hours to firearms training including California (48), Indiana (52.5), New York (40), Oklahoma (22), Texas (24), Virginia (40), West Virginia (32), and the Bureau of Prisons (28).<sup>68</sup> Although there are a significant number of hours placed on firearms training by these states, only California and New York require their correctional officers to be certified peace officers.
- Ohio uses instructional videos to provide visual examples of proper search and seizures techniques and use of force. However, several of the videos appeared to be out-of-date. CIIC research found that many of the other agencies also use videos as part of their teaching methods. Several of the agencies acknowledged that their videos were also out-of-date as some were produced in the early 1980s. In comparison, several departments of corrections have videos that are slightly more than ten years old. Other institutions produced their own videos as changes to state statutes and department policies occurred.

	Ohio <sup>69</sup>	Alabama <sup>70</sup>	California <sup>71</sup>	Florida <sup>72</sup>	Illinois <sup>73</sup>	Indiana <sup>74</sup>
<b>Length</b>						
Basic Training Hours	➤ 104 hrs.	➤ 480 hrs.	➤ 640 hrs.	➤ 420 hrs.	➤ 240 hrs.	➤ 144 hrs.
OJT/Orientation Hours	➤ 56 hrs.	➤ 12 hrs.	➤ 3600 hrs. ( 2 years)	➤ 240 hrs. (FTO)	➤ 40 hrs.	➤ Varies per job
Non-Custody Training Delineation	➤ Basic: 48 hrs. ➤ OJT: 32 hrs.	➤ Non-custody staff not trained by the Academy.	➤ Custody: 40 hrs. ➤ Non-custody: 8 hrs.	➤ Same as Basic Trainees	➤ Non-custody: 40hrs. basic & no OJT	➤ No difference
<b>Curriculum</b>						
POST/Peace Officer Certification	➤ No	➤ Yes	➤ Yes	➤ Yes ➤ FDLE	➤ Yes	➤ No
On-Line Training	➤ No	➤ No	➤ No	➤ No	➤ No	➤ No
Curriculum Development	➤ SMEs	➤ SMEs ➤ Alabama Peace Officer Standards	➤ SMEs	➤ FDLE Office of Pro Development ➤ SMEs ➤ Work Groups	➤ SMEs ➤ Training Standards Board	➤ IDOC Division of Staff Development ➤ Focus Groups ➤ Surveys ➤ NIC Consultants
Development of Resources	➤ ACA Mandate ➤ DRC Director Mandates ➤ Legal/AR Mandate ➤ SMEs	➤ ACA Standards ➤ Consultants ➤ Department Policies ➤ Focus groups ➤ State research	➤ Knowledge skills & abilities ➤ State Standards ➤ Authority Guidelines ➤ Corrections Standard Authority	➤ ACA Standards ➤ Consultants ➤ Department Policies ➤ Focus groups ➤ Rules & Job Tasks ➤ Analysis ➤ State Research ➤ State Statutes	➤ DOC policies ➤ NIC Consultants ➤ U.S. Department of Justice	➤ ACA Standards ➤ IDOC Policy ➤ Indiana Administrative Code ➤ Federal Statutes
<b>Subject Hours</b>						
Self-Defense	➤ 24.0 hrs	➤ PPCT-50 hrs/SSGT-18 hrs.	➤ 60.0 hrs.	➤ 80.0 hrs	➤ 40.0 hrs	➤ 22.5 hrs.
Firearms Training	➤ 20.0 hrs.	➤ 80.0 hrs.	➤ 48.0 hrs.	➤ 80.0 hrs.	➤ 56.0 hrs.	➤ 52.5 hrs.
Contraband	➤ 8.0 hrs.	➤ 6.0 hrs.	➤ 36.0 hrs.	➤ 32.0 hrs.*	➤ 20.0 hrs.	➤ 22.5 hrs.
IPC	➤ 7.0 hrs.	➤ 6.0 hrs.	➤ 200.0 hrs.	➤ 40.0 hrs.	➤ 4.0 hrs.	➤ 22.5 hrs.
Use of Force	➤ 4.0 hrs.	➤ 4.0 hrs.	➤ 32.0 hrs.	➤ Part of self-defense	➤ 12.0 hrs.	➤ 1.0 hr.
Weapons Retention	➤ 4.0 hrs.	➤ 2.0 hrs.	➤ Part of self-defense	➤ Part of Firearms	➤ 2.0 hrs.	➤ 7.5 hrs.
<b>Methods</b>						
Methods & Materials Used to Train Staff	➤ Instructional Videos ➤ Lesson Plans ➤ Power Point ➤ Role Playing ➤ Study Guides	➤ Case studies ➤ Handouts ➤ Instructional Videos ➤ Lecture ➤ Power Point, ➤ Role-playing	➤ Instructional Videos ➤ Lecture ➤ Scenarios	➤ Instructional Videos ➤ Lecture ➤ Power Point, ➤ Role-playing ➤ FDLE Resources	➤ Case studies ➤ Curriculum books ➤ Handouts ➤ Instructional Videos ➤ Lecture ➤ Power Point, ➤ Role-playing	➤ Handouts ➤ Instructional Videos ➤ Lecture ➤ Power Point ➤ Role-playing ➤ Study Guides ➤ Workbooks

	Kentucky <sup>75</sup>	Michigan <sup>76</sup>	Missouri <sup>77</sup>	New York <sup>78</sup>	Oklahoma <sup>79</sup>	Pennsylvania <sup>80</sup>
<b>Length</b>						
Basic Training Hours	➤ 240 hrs.*	➤ 320 hrs.	➤ 160 hrs.	➤ 320 hrs.	➤ 160 hrs.	➤ 400 hrs.
OJT Hours	➤ 40 hrs.	➤ 320 hrs.	➤ 80 hrs. (minimum)	➤ 120 hrs.	➤ Up to 30 days	➤ 80 hrs.
Non-Custody Training Delineation	➤ Varies according to position	➤ Contact: 80 hrs CBT* ➤ Non-Contact: 40 hrs CBT	➤ 120 hrs of training	➤ 40 hrs of OJT ➤ No Academy Training	➤ 80 hrs of Basic training	➤ Non-Contact: 80hrs ➤ Contact: 320 hrs.
<b>Curriculum</b>						
POST/Peace Officer Certification	➤ No	➤ No	➤ No	➤ Yes ➤ Annual Training	➤ Only for Probation Officers. No for Corrections Officers.	➤ No
On-Line Training	➤ Yes ➤ 40 hrs of NEO Training ➤ Specialized Training	➤ No, unless holiday. ➤ Up to 8 hrs if holiday.	➤ No	➤ No	➤ No	➤ No
Curriculum Development	➤ Institution Trainers ➤ Corrections Professionals ➤ Wardens ➤ Staff Recommendations	➤ SMEs ➤ Surveys & Analysis ➤ Institution Feedback	➤ SMEs ➤ Curriculum Design Team ➤ Program Evaluations	➤ Academy Staff ➤ SME input	➤ DOC Executive Staff. ➤ Board of Corrections. ➤ SMEs	➤ ACA ➤ Development Unit ➤ HR Analyst ➤ PA Office of Admin. ➤ SMEs
Development of Resources	➤ State Statutes ➤ Administrative Regulations	➤ ACA Standards ➤ DOC Policies ➤ Focus Groups ➤ NIC Consultants ➤ State Research	➤ ACA Standards ➤ DOC Policies ➤ Focus Groups ➤ U.S. Department of Justice ➤ NIC Consultants ➤ State Research	➤ ACA Standards ➤ NYS Criminal Justice ➤ State Statute	➤ ACA Standards ➤ Consultants ➤ DOC Policies ➤ Focus Groups ➤ State Research	➤ ACA ➤ Curriculum Development Unit ➤ HR Analyst ➤ PA Office of Admin. ➤ SMEs
<b>Subject Hours</b>						
Self-Defense	➤ 18.0 hrs.	➤ 40.0 hrs.	➤ 20.0 hrs.	➤ 16.0 hrs	➤ 40.0 hrs.	➤ 6.5 hrs.
Firearms Training	➤ 28.0 hrs.	➤ 12.0 hrs.	➤ 6.0 hrs.	➤ 40.0 hrs.	➤ 22.0 hrs	➤ 9.0 hrs.
Contraband	➤ 7.0 hrs.	➤ 8.0 hrs.	➤ 8.0 hrs.	➤ 7.0 hrs.	➤ 40.0 hrs.	➤ 3.5 hrs.
IPC	➤ 3.0 hrs.	➤ 80 hrs.	➤ 8.0 hrs.	➤ 4.0 hrs.	➤ 10.0 hrs.	➤ 12.0 hrs.
Use of Force	➤ 3.0 hrs.	➤ 2.0 hrs.	➤ 8.0 hrs.	➤ 7.0 hrs.	➤ 50.0 hrs.	➤ 1.5 hrs.
Weapons Retention	➤ 3.5 hrs.	➤ N/A	➤ N/A	➤ 4.0 hrs.	➤ 8.0 hrs.	➤ 2.0 hrs.
<b>Methods</b>						
Methods & Materials Used To Train Staff	➤ Blended Learning ➤ Hands On/ Role Playing ➤ Instructional Videos ➤ Lecture	➤ Handouts ➤ Videos ➤ Lecture ➤ Power Point ➤ Skills Exercises ➤ Scenarios ➤ Workbooks	➤ Adult Learning Principles ➤ Power Point	➤ Lecture ➤ Power Point ➤ Role Play ➤ Instructional Videos	➤ Handouts ➤ Videos ➤ Lecture ➤ Power Point ➤ Skills Exercises ➤ Scenarios ➤ Workbooks	➤ Lecture ➤ Power Point ➤ Videos

	Tennessee <sup>81</sup>	Texas <sup>82</sup>	Virginia <sup>83</sup>	West Virginia <sup>84</sup>	Bureau of Prisons <sup>85</sup>
<b>Length</b>					
Basic Training Hours	➤ 240	➤ 216	➤ 200	➤ 208	➤ 104
OJT Hours	➤ 80	➤ 108	➤ 40 ➤ + 2 weeks at Institution	➤ 80	➤ 80
Non-Custody Training Delineation	➤ 80 hrs of Basic Training	➤ Clerks receive 40 hrs of Correctional Awareness	➤ No difference in training	➤ Non-custody do not receive defensive tactics	➤ No, all institution staff attends same training
<b>Curriculum</b>					
POST Training	➤ No	➤ No	➤ No	➤ No	➤ No
On-Line Training	➤ No	➤ No	➤ No	➤ Yes	➤ No
Curriculum Development	➤ Focus Groups ➤ Needs Assessments ➤ SMEs ➤ Training Advisory Committee	➤ Lesson plans reviewed before training completed ➤ Needs Assessments ➤ SMEs	➤ Evidence Based Practices ➤ Focus Groups ➤ SMEs ➤ Post-training evaluations	➤ Training Advisory Board	➤ Lesson Plan Review ➤ Review of Policies ➤ SMEs
Resources Development	➤ Focus Group	➤ ACA Standards ➤ U.S. Department of Justice ➤ DOC Policies ➤ NIC Consultants ➤ State Research	➤ ACA policies ➤ Department of Criminal Justice. ➤ DOC policies	➤ ACA Standards ➤ DOC Policies ➤ External Consultants ➤ Focus Groups ➤ State Research	➤ ACA Standards ➤ BOP Policies & Procedures ➤ OPM Regulations ➤ U.S. Department of Justice
<b>Subject Hours</b>					
Self-Defense	➤ 27.5 hrs.	➤ 34.0 hrs.	➤ 40.0 hrs.	➤ 32.0 hrs.	➤ 10.0 hrs.
Firearms Training	➤ 17.0 hrs.	➤ 24.0 hrs.	➤ 40.0 hrs.	➤ 32.0 hrs.	➤ 28.0 hrs.
Contraband	➤ 10.0 hrs.	➤ 6.0 hrs.	➤ 8.0 hrs.	➤ 4.0 hrs.	➤ 2.0 hrs.
Use of Force	➤ 23.0 hrs.	➤ 8.0 hrs.	➤ 6.0 hrs.	➤ 16.0 hrs.	➤ 2.0 hrs.
IPC	➤ 13.0 hrs.	➤ 6.0 hrs.	➤ 3.0 hrs.	➤ 17.0 hrs.	➤ 10.0 hrs.
Weapons Retention	➤ N/A	➤ 4.0 hrs.	➤ 2.0 hrs. (w/ Self-defense)	➤ 4.0 hrs.	➤ N/A
<b>Methods</b>					
Methods & Materials Used to Train Staff	➤ Instructional Videos ➤ Lecture ➤ Lesson Plans ➤ Power Point ➤ Role Playing	➤ Handouts ➤ Instructional Videos ➤ Lesson Plans ➤ Power Point ➤ Role Playing ➤ Study Guides ➤ Workbooks	➤ Handouts ➤ Instructional Videos ➤ Lesson Plans ➤ Power Point ➤ Role Playing ➤ Study Guides ➤ Workbooks	➤ Handouts ➤ Instructional Videos ➤ Lesson Plans ➤ Power Point ➤ Role Playing ➤ Study Guides ➤ Workbooks	➤ Instructional Videos ➤ Lecture ➤ Power Point ➤ Role Playing ➤ Slide Printouts ➤ Workbooks

## B. PROGRAM EVALUATION

- As part of the evaluation process, DRC requires each new staff to successfully complete two written exams with a passing score of 80 percent.<sup>86</sup> The required passing rate for the DRC is higher than many states. By establishing a required passing score of 80 percent, the DRC presents a challenging yet attainable goal for their new hires. In comparison, other states require a passing rate of only 70 or 75 percent which is considered “average” on most grading scales.<sup>87</sup> Only Virginia requires their new staff to score 100 percent on all their exams and skills assessments.
- Ohio trainees are provided one opportunity to re-take an exam in which they scored below 80 percent. If the trainee fails the re-take, the person can be removed from the program at the Warden’s discretion of their assigned institution. Most of the agencies also permit their new hires one opportunity to re-take a failed exam. However, some states only permit new staff to re-take skills training tests. Alabama only permits one re-take of the legal and first-aid skills tests. In comparison, the Virginia Department of Corrections, which requires new hires to score 100 percent on all exams, allows new trainees two attempts to pass a failed exam.<sup>88</sup> However, Virginia officers are only required to correctly answer the questions they missed as opposed to re-taking the entire exam.
- Ohio’s in-class student to staff ratio is 31-to-1.<sup>k</sup> Ohio, Illinois, and Florida each trained more than 800 new officers in the 2011 calendar year.<sup>89</sup> In comparison, Pennsylvania trained more than 1,200 new staff during the 2011 calendar year.<sup>90</sup>
- The number of classes conducted during the 2011 fiscal year varied between each department. Ohio conducted 27 classes with an average of nearly 31 students per class.<sup>91</sup> In comparison, Alabama, California, and Michigan each conducted three classes in 2011.<sup>92</sup> The Texas Department of Corrections conducted the most training classes in 2011 with 138.<sup>93</sup>
- Ohio uses full-time academy trainers and institution staff to train new hires. Most of the other agencies also used academy or institution trainers. Several agencies used subject matter experts to instruct new hires. Other agencies, such as Florida, Indiana, and Kentucky, use seasoned correctional officers who are also certified trainers.

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<sup>k</sup> The Ohio “in-class” student ratio does not include skills tests such as firearms, weapons retention, transportation and unarmed self-defense.

- Ohio provides for a higher average salary range for its trainers than many other states, which may result in better quality of instruction. The average reported salary range of the agencies was \$35,455 to \$54,420 per year for full-time academy trainers.<sup>1</sup> Several agencies offer salaries according to the position titles and level of experience of their instructors. The salary range for Alabama training supervisors (\$35,589-\$53,995) is slightly higher than the salary range of their training instructors (\$33,086-\$50,119).<sup>94</sup> Indiana also offers a slightly higher pay scale to its correctional officer 3 (\$29,614-\$51,168) positions compared to their correctional officer 4 (\$26,614-\$46,964) positions.<sup>95</sup> The difference in pay is based on the level of experience.
- Ohio provides special amenities including three meals per day (Monday through Friday), and lodging. According to CTA staff, only two Ohio institutions offer travel reimbursement for new hires.<sup>96</sup> Although many of the states also provided some combination of food and lodging, only five states offered some form of travel reimbursement. Also, only five agencies provided each of the three amenities.
- The overall training budget and the cost to train each new trainee appears to be competitive among the reported agency budgets. However, there are several variables that affect the budget of each training academy including the department size, the overall department budget, and the number of new trainees. Virginia has its own training budget separate from the Virginia Department of Corrections.<sup>97</sup> In West Virginia, each prison has its own budget separate from the training academy.<sup>98</sup> Each of the prisons is responsible for paying for its own new staff. Four agencies including Alabama, Michigan, Missouri, and Oklahoma reported that less than five percent of their department's budget is used for training.<sup>99</sup> The different variables and the small sample size make comparing the budgets nearly impossible particularly since a number of agencies did not provide their information.

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<sup>1</sup> Average salaries are based on the reported salaries of each of the state correctional agencies that provided their salary information.

	Ohio <sup>100</sup>	Alabama <sup>101</sup>	California <sup>102</sup>	Florida <sup>103</sup>	Illinois <sup>104</sup>	Indiana <sup>105</sup>
<b>Measurables</b>						
Number of exams	➤ 2	➤ 4 exams ➤ + Legal, First aid	➤ 4 exams	➤ 11 exams ➤ 1 certification	➤ 8 exams ➤ Firearms test	➤ 9 exams
Required Passing Score	➤ 80%	➤ 70%	➤ 75%	➤ 80%	➤ 70%	➤ 70%
Corrective Action/ Re-Take Procedure	➤ One re-take is permitted.	➤ Re-take legal & First-Aid only	➤ Meet w/ Remediation Council. One re-take	➤ Corrective action based on Instructor discretion	➤ No re-take. Average score of all 8 exams	➤ One re-take is permitted.
<b>Revision of Material</b>						
Process for Revision/ Update of Written Material	➤ NEO Feedback. ➤ Trainers Feedback. ➤ Institution Feedback.	➤ NEO Feedback ➤ Course Evaluations ➤ Course Data Analysis	➤ NEO Feedback ➤ Course Evaluations ➤ Course Data Analysis	➤ NEO Feedback ➤ Course Evaluations ➤ Course Data Analysis	➤ Trainers feedback ➤ Policy Changes ➤ Modules	➤ Focus Groups ➤ NEO Feedback ➤ Needs Assessments ➤ Monthly Statistics
Follow-Up Communication	➤ During training ➤ Six-months following training. ➤ Annual review	➤ Weekly reviews of new hires during training.	➤ Currently re-writing training curriculum.	➤ Immediate follow-up with staff at conclusion of training.	➤ No follow-up ➤ Training modules changed after 3 months.	➤ Annually
Revision/ Update of Lecture Videos	➤ NR ➤ Under evaluation.	➤ Videos are from 2010 decade	➤ NR	➤ Videos are produced by FDOC as needed.	➤ Produce own videos	➤ 1960's to present
<b>Classroom Size</b>						
Yearly Classes	➤ 27	➤ 3	➤ 3 (FY2012)	➤ 25	➤ 4-6	➤ 12
Average Class Size	➤ 31	➤ 105	➤ 160	➤ 30	➤ 140	➤ Up to 50
Student/staff Ratio	➤ 31/1	➤ 7.8/1	➤ 4/1	➤ 30/1	➤ 40/1	➤ Classroom: 50/2
Staff trained in CY 2011	➤ 842	➤ 234	➤ NR	➤ 800	➤ 560-840	➤
<b>Staffing</b>						
Trainers	➤ Academy Trainers ➤ Field Trainers	➤ Academy Trainers ➤ SME's	➤ Academy Trainers ➤ SME's	➤ Institution Staff	➤ Academy Instructors ➤ SME's	➤ Certified Instructors ➤ SME's
Education/ Experience For Trainers	➤ Previous Prison or Training Exp.	➤ 1 yr. Corr. Officer ➤ Additional training after selection	➤ State of CA. Teaching Credentials ➤ "Trained for Trainers"	➤ Certified by Criminal Justice Training Curriculum	➤ Bachelor's Degree	➤ HS Diploma ➤ 5 yrs exp. In training & education
Average Salary/ Annual Salary Range	➤ \$47,923-\$62,670 <sup>106</sup>	➤ \$33,086-\$50,119 ➤ \$35,589-\$53,995	➤ NR	➤ Based on the Instructor's salary at their prison.	➤ \$45,000- \$78,000	➤ CO4: \$26,614-\$46,964 ➤ CO3: \$29,614-\$51,168
Other Responsibilities Of Trainers	➤ In-service Training	➤ No	➤ Employee Resolution ➤ In-Service Training ➤ Supervisor Training	➤ Correctional Officer Duties at their institution.	➤ In-service training ➤ Training Development	➤ Curriculum Development
<b>Budget</b>						
Training Budget	➤ NR	➤ \$888,547	➤ NR	➤ N/A	➤ NR	➤ NR
% of Overall Budget	➤ NR	➤ 2.0 %	➤ NR	➤ N/A	➤ NR	➤ NR
Cost Per Trainee	➤ NR	➤ NR	➤ \$85,000	➤ \$600	➤ NR	➤ \$3,160
<b>Amenities</b>						
Food	➤ Yes	➤ Yes	➤ Yes	➤ No	➤ No	➤ Yes
Lodging	➤ Yes	➤ Yes	➤ Yes	➤ No	➤ No	➤ Yes
Travel Reimbursement	➤ No	➤ No	➤ Yes	➤ No	➤ No	➤ No

	Kentucky <sup>107</sup>	Michigan <sup>108</sup>	Missouri <sup>109</sup>	New York <sup>110</sup>	Oklahoma <sup>111</sup>	Pennsylvania <sup>112</sup>
<b>Measurables</b>						
Number of exams	➤ 3 exams	➤ 3 exams ➤ Practical Skills tests	➤ 4 exams, CPR ➤ 5 proficiency test	➤ 7 exams ➤ CPR & First-Aide	➤ 4 exams ➤ CPR & First-Aide	➤ 5 exams ➤ 4 skills test
Required Passing Score	➤ 70%	➤ Written: 70% ➤ Skills tests: 100%	➤ Written: 70% ➤ CPR: 80%	➤ Written: 70% ➤ Skills: 80%	➤ 80%	➤ 70%
Corrective Action/ Re-Take Procedure	➤ One re-take permitted. ➤ If fail, institution decides if new hire remains.	➤ Continued Training from instructors	➤ One re-take ➤ Re-train, additional studying	➤ One re-take permitted. ➤ Review session with staff as needed.	➤ Mentoring ➤ One re-take.	➤ One Re-take within one week of test
<b>Revision of Material</b>						
Process for Revision/ Update of Written Material	➤ Input from Training Staff ➤ Input from Institution Staff ➤ Test Scores	➤ Court Orders ➤ DOC Policies ➤ NEO Feedback ➤ Evidence Based Practices ➤ Health Industry Practices	➤ Lesson Plans ➤ Power Point ➤ Workbooks	➤ State Mandates ➤ Test Scores	➤ Focus Groups ➤ Test Scores ➤ Evaluations by students.	➤ 54 modules used on a 3-year cycle. ➤ Recently completed a 3-year cycle.
Follow-Up Communication To Determine Effectiveness	➤ Monthly meeting with prison leaders including Warden & Deputy Warden.	➤ New hires evaluated after 4, 8, & 12 mos. ➤ Staff evaluated every 12 mos.	➤ Curriculum Design Team contacts new hires & institution staff	➤ Annual reviews by the Academy Executive Team.	➤ 6-month evaluations after training.	➤ Class evaluations before completion of training.
Revision/ Update of Lecture Videos	➤ Produce own videos ➤ Updated annually	➤ DOC produced videos in 2005. Videos from 1980.	➤ NR	➤ NYDOC produce videos as needed.	➤ Over 10 years old.	➤ More than 10 years old.
<b>Classroom Size</b>						
Yearly Classes	➤ 29	➤ 3	➤ 12	➤ 18	➤ 12-24 per year	➤ 10-12
Average Class Size	➤ 40	➤ 105	➤ 50	➤ 60-80	➤ 20	➤ 100-200
Student/staff Ratio	➤ 16/1	➤ 7.8/1	➤ 25/6	➤ 5/1	➤ 20/1	➤ 25/1
Staff trained in CY 2011	➤ 100	➤ 315	➤ 600	➤ 95	➤ 300-340	➤ 1200-1300
<b>Staffing</b>						
Who Conducts Training	➤ Institutional Training Coordinators	➤ Department Trainers SME's	➤ Academy Trainers Adjunct Trainers	➤ Certified Agency Instructors	➤ Academy Trainers	➤ Academy Trainers Adjunct Trainers
Education/ Experience For Trainers	➤ H.S. Diploma ➤ 4 yrs Corrections exp.	➤ Bachelor's Degree (any major)	➤ Bachelor's degree 2yrs corrections exp.	➤ H.S. Diploma ➤ General Topics certificate ➤ First-Aid certificate	➤ Bachelor's degree ➤ Prison experience	➤ H.S. Diploma ➤ Previous instructor exp.
Average Salary / Annual Salary Range	➤ Average: \$42,656 ➤ Entry Level: \$32,042	➤ \$39,208- \$63,211	➤ Average: \$38,000 ➤ \$35,952- \$51,156	➤ \$62,000	➤ \$33,444- \$45,564	➤ NR
Other Responsibilities Of Trainers	➤ In-Service Training ➤ Specialized Training ➤ Mobile Training	➤ Audits, surveys, records maintenance, file maintenance, workshops, & seminars.	➤ In-Service Training ➤ Curriculum Develop ➤ Specialized Training ➤ "Training for Trainers"	➤ In-service Training ➤ Security Duty	➤ On-site Training ➤ Employee Assistance	➤ Coordinators for special courses. ➤ Operational duties
<b>Budget</b>						
Training Budget	➤ NR	➤ \$19,000,000	➤ \$1,200,000	➤ Varies by class	➤ \$260,000	➤ 2%
% of Overall Budget	➤ NR	➤ 1 %	➤ 2%	➤ NR	➤ Less than 5%	➤ \$1,337/week
Cost Per Trainee	➤ NR	➤ \$12,000-\$15,000	➤ \$100	➤ NR	➤ NR	
<b>Amenities</b>						
Food	➤ Yes	➤ Yes	➤ Yes	➤ Yes	➤ Yes	➤ No
Lodging	➤ Yes	➤ Yes	➤ Yes	➤ Yes	➤ Yes	➤ Yes
Travel Reimbursement	➤ Yes	➤ Yes	➤ No	➤ No	➤ As needed	➤ No

	Tennessee <sup>113</sup>	Texas <sup>114</sup>	Virginia <sup>115</sup>	West Virginia <sup>116</sup>	Bureau of Prisons <sup>117</sup>
<b>Measurables</b>					
Number of exams	➤ 2 exams	➤ 5 exams ➤ 4 practical	➤ 3-4 exams	➤ 5 exams ➤ Deadly Force Skills	➤ 3 exams ➤ 6 non-written
Required Passing Score	➤ 75%	➤ 75%	➤ 100%	➤ Written: 80% ➤ Deadly Force: 100%	➤ 70%
Corrective Action/ Re-Take Procedure	➤ One re-take next day with staff study assistance	➤ Allowed one re-take ➤ Self-study only	➤ 2 attempts to answer only questions that were incorrect.	➤ Assigned to trainer for additional study assistance	➤ One re-take for physical ability test only.
<b>Revision of Material</b>					
Process for Revision/ Update of Written Material	➤ Director of DOC	➤ Needs Assessments ➤ Handouts ➤ Power Point ➤ Study guides ➤ Workbooks	➤ Training Staff Feedback ➤ Course Evaluations	➤ Curriculum Review Committee	➤ Job Task Analysis ➤ Course Evaluations ➤ Analysis of Test Scores
Follow-Up Communication To Determine Effectiveness	➤ No follow-up. ➤ Considering follow-up strategies.	➤ OJT Questionnaires ➤ Exit polls to new hire & staff at conclusion of training.	➤ Evaluations after 1 year. ➤ Academy staff visits to institution ➤ Feedback from trainees	➤ Academy follows-up with new staff after first year. ➤ Staff receives annual training.	➤ No follow-up communication.
Revision/ Update of Lecture Videos	➤ Will consider upgrades to lecture videos	➤ Every 4 yrs as needed	➤ At least 32 yrs old. ➤ However, still relevant.	➤ Some are current/ ➤ Some from late 1980's	➤ Reviewed every 2 yrs for accuracy.
<b>Classroom Size</b>					
Yearly Classes	➤ 16	➤ 138	➤ 30	➤ 7	➤ 65
Average Class Size	➤ 65	➤ 45	➤ 35	➤ 45	➤ 44
Student/staff Ratio	➤ NR	➤ 50/1	➤ 12/1	➤ 10/1	➤ 12/1
Staff trained in CY 2011		➤ 4,442			
<b>Staffing</b>					
Who Conducts Training	➤ FT Academy Trainers ➤ OJT Officers ➤ Field Training Officers	➤ FT Academy trainers ➤ Institution Trainers	➤ Academy Trainers ➤ Institution Trainers	➤ Certified Academy Trainers ➤ SME's	➤ Full-Time BOP Instructors
Education/ Experience For Trainers	➤ Bachelor's degree ➤ 5 yrs corrections exp.	➤ H.S. Diploma ➤ 2 yrs exp. Criminal Justice	➤ Bachelor's degree ➤ 2 yrs. exp. in State Agency	➤ H.S. Diploma/ 5yrs exp –or- 4 yr. CJ Degree/ 2 yrs exp.	➤ Correctional Institution exp.
Average Salary / Annual Salary Range	➤ \$31,620-\$50,604	➤ \$38,880- \$42,864	➤ \$43,000 ➤ \$41,000- \$63,000	➤ \$32,000	➤ \$84,000
Other Responsibilities Of Trainers	➤ Trainee evaluations ➤ Trainee testing ➤ Train other trainers	➤ In-Service Training	➤ Certifications ➤ Curriculum Development ➤ Defensive Tactics ➤ In-Service Training ➤ Monitor Inst. Trainers	➤ Specialized annual certification training	➤ Coordinate& instruct: ➤ Special Advance Training ➤ Disturbance Control Training
<b>Budget</b>					
Training Budget	➤ \$5,000,000	➤ NR	➤ Separate Budget	➤ Each facility has own budget.	➤ NR
% of Overall Budget	➤ 7%	➤ NR	➤ NR	➤ NR	➤ NR
Cost Per Trainee	➤ \$15.68/hr per trainee	➤ \$2,600	➤ \$900	➤ \$5,000	➤ NR
<b>Amenities</b>					
Food	➤ Yes	➤ No	➤ Yes	➤ Yes	➤ Yes
Lodging	➤ Yes	➤ Yes	➤ Yes	➤ Yes	➤ Yes
Travel Reimbursement	➤ Yes	➤ No	➤ No	➤ No	➤ Yes

## CONCLUSION

The new officer training program of the DRC is an excellent example of successful collaboration between institutional staff from a variety of facilities, Operation Support Center staff, and CTA staff. The DRC has several factors in place that provide a productive learning environment for new staff including dedicated CTA instructors, experienced institution staff, adequate class sizes, and a curriculum that addresses concerns related to today's prison culture. The current program blends both institutional experience and classroom education and the topics comprehensively cover the range of issues that an officer might experience in his or her first week on the job.

In comparison to other states, the DRC training curriculum appears to be more efficient and therefore ultimately more cost-effective for state taxpayers. By reducing the number of pre-service training hours, the CTA is able to produce well-trained officers in a quicker time period. This allows new staff to start their positions and provide immediate support at their assigned institutions quicker than the training curriculum of most states. The fact that all of the officers since the restructuring of the curriculum have passed their tests indicates that CTA trainers are effectively communicating the information.

Furthermore, the DRC has employed a rigorous evaluation component to ensure that the training remains relevant and high quality. Many states conduct follow-up communication with their new staff and trainers several months after the completion of their training,<sup>18</sup> but they lack the strength of the continuous evaluation process that CTA has implemented. The benefit of the CTA focus groups is that immediate changes were made to the program. More than simply a bureaucratic exercise, CTA staff use the feedback to quickly make necessary improvements.

The success of the new training program will be based on new hires' consistent application of knowledge learned in the classroom once they are working in a facility. It is vital that there is an ongoing dialogue between the institutional staff and CTA, as the new hires need to be given the opportunity to use their classroom skills in the real world of institutions and institutional staff need to relay what skills are most needed to be included within the training.

Overall, the importance of the new officer training program cannot be understated, as high quality training will allow new officers to respond more effectively to situations impacting institutional security. The DRC has already proven its recognition of the importance of the program, given the large-scale restructuring of the program and the

introduction of the Director to each incoming class. The DRC, particularly the CTA training staff, should be commended for the level of work that they have put into restructuring the program and for building a strong self-evaluation component. The new program will ultimately benefit the entire system and improve the quality of corrections in Ohio.

## ENDNOTES

<sup>1</sup> Hobbs, A. (Jan. 2012) "Modern Training in Corrections," Arkansas Department of Corrections website, accessed from: [https://www.aca.org/fileupload/177/ahaidar/Commentary\\_Jan2012.pdf](https://www.aca.org/fileupload/177/ahaidar/Commentary_Jan2012.pdf)

<sup>2</sup> Maghan, J. (2002). "Correctional Officers in a Changing Environment 21<sup>st</sup> Century-USA." Forum for Comparative Correction. Accessed from: <http://www.jmfcc.com/CorrOfficersChangingEnvironmnt.pdf>.

<sup>3</sup> Personal communication relayed throughout CIIC interviews of staff. Staff have relayed that when they have arrived at their institutions following training, they have been told by veteran staff that they learned one way at the training academy, but they will learn a different way at the institution.

<sup>4</sup> Ruddell, R. and Cecil, L. (2010). Ten Steps to Developing Effective Leadership Training.

<sup>5</sup> See the "Ohio Plan," Ohio Department of Rehabilitation and Correction, January 2012.

<sup>6</sup> Brown, Sean. (2010). Juvenile Justice News: Training Program Holds Officers Accountable. *Corrections Today*, 74-75.

<sup>7</sup> Ohio Corrections Training Academy, personal communication, November 2, 2011.

<sup>8</sup> Ohio Corrections Training Academy, personal communication, September 19, 2012.

<sup>9</sup> Ohio Corrections Training Academy, personal communication, October 26, 2012

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Legislative Services Commission Library through personal communication with Ohio Department of Rehabilitation and Correction, February 29, 2012.

<sup>14</sup> Ohio Corrections Training Academy, personal communication, September 19, 2012.

<sup>15</sup> Ohio Corrections Training Academy, personal communication, December 14, 2011 and February 16, 2012.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> Ohio Corrections Training Academy, personal communication, October 26, 2012

<sup>20</sup> Ohio Corrections Training Academy, personal communication, December 14, 2011 and February 16, 2012.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> "New Employee Orientation Topic Sheet," Ohio Corrections Training Academy, November 22, 2011.

<sup>24</sup> Ohio Corrections Training Academy, personal communication, February 16, 2012.

<sup>25</sup> Ohio Corrections Training Academy, personal communication, November 2011.

<sup>26</sup> Georgia Department of Corrections Training Academy, Indiana Department of Corrections Training Academy, Maryland Department of Corrections Training Academy, Michigan Department of Corrections Training Academy, Missouri Department of Corrections Training Academy, New York Department of Corrections Training Academy, Oklahoma Department of Corrections Training Academy, Tennessee Department of Corrections Training Academy, Texas Department of Corrections Training Academy, and Virginia Department of Corrections Training Academy, personal communication, May 2012- August 2012.

<sup>27</sup> Atherton, E. and Sheldon, P. (Jan. 2012) "Correctional Training and Technology: Keys to the Future," Essential Learning, accessed from: [https://www.aca.org/fileupload/177/ahaidar/Atherton\\_Sheldon.pdf](https://www.aca.org/fileupload/177/ahaidar/Atherton_Sheldon.pdf)

<sup>28</sup> Ibid.

<sup>29</sup> McCombs, J. (2010). Newcomer Offers Insight on Careers in Corrections. *Corrections Today*. October, 44-48.

<sup>30</sup> NEO Employee Orientation Student Manual: "Interpersonal Communication and De-Escalation Skills in the Correctional Setting." Corrections Training Academy. November 2011.

<sup>31</sup> Ibid.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

- <sup>34</sup> Texas Prison Officials Struggle with High Turnover Rates, Staff Shortage,” Lubbock Avalance-Journal, August 6, 2012 accessed from: <http://lubbockonline.com/filed-online/2012-08-06/texas-prison-officials-struggle-high-turnover-rates-staff-shortage#.UCBfDqDGBEM>.
- <sup>35</sup> Ibid.
- <sup>36</sup> Inmate communication relayed during CIIC inspections, January 1, 2011- December 31, 2011.
- <sup>37</sup> Ibid.
- <sup>38</sup> Keller, K. (2002). NIC Update: Implementing Effective Inmate Supervision in Jails. Corrections Today. July, 106-107.
- <sup>39</sup> Ohio Corrections Training Academy, personal communication, November 2011.
- <sup>40</sup> Ibid.
- <sup>41</sup> Ibid.
- <sup>42</sup> Inmate communication relayed during CIIC inspections, January 1, 2011- December 31, 2011.
- <sup>43</sup> Maghan, J. (2002). Correctional Officers in a Changing Environment 21<sup>st</sup> Century-USA. Forum for Comparative Correction. Retrieved from: <http://www.jmfcc.com/CorrOfficersChangingEnvironmnt.pdf>
- <sup>44</sup> Ohio Corrections Training Academy, class lecture, November 2011.
- <sup>45</sup> Ohio Corrections Training Academy, personal communication, November 2011.
- <sup>46</sup> Inmate communication relayed during CIIC inspections, January 1, 2011- December 31, 2011.
- <sup>47</sup> Ruddell, R. and Cecil, L. (2010). Ten Steps to Developing Effective Leadership Training.
- <sup>48</sup> Ohio Corrections Training Academy, personal communication, November 2, 2011.
- <sup>49</sup> Ibid.
- <sup>50</sup> Ohio Corrections Training Academy, personal communication, November 22, 2011.
- <sup>51</sup> Ohio Corrections Training Academy, personal communication, February 16, 2012.
- <sup>52</sup> Ohio Corrections Training Academy, personal communication, December 7, 2011.
- <sup>53</sup> Ibid.
- <sup>54</sup> Ibid.
- <sup>55</sup> Ibid.
- <sup>56</sup> Ohio Corrections Training Academy, personal communication, December 14, 2011.
- <sup>57</sup> Ibid.
- <sup>58</sup> Ohio Corrections Training Academy, personal communication, February 16, 2012.
- <sup>59</sup> Ibid.
- <sup>60</sup> Ibid.
- <sup>61</sup> Ohio Corrections Training Academy, personal communication, September 19, 2012.
- <sup>62</sup> Federal Bureau of Prisons Training Academy, personal communication, June 2012, and Indiana Department of Corrections Training Academy, personal communication, June 2012.
- <sup>63</sup> California Department of Corrections Training Academy, personal communication, June 2012.
- <sup>64</sup> Ohio Corrections Training Academy, personal communication, November 2011.
- <sup>65</sup> “Competency Profile of Community Resource Liason,” U.S. Department of Justice, National Institute of Corrections, December 1997. accessed by: <http://static.nicic.gov/Library/014689.pdf>
- <sup>66</sup> Ohio Corrections Training Academy, personal communication, February 16, 2012.
- <sup>67</sup> Alabama Department of Corrections Training Academy, personal communication, July 2012 and Florida Department of Corrections Training Academy, personal communication, June 2012.
- <sup>68</sup> California Department of Corrections Training Academy, Federal Bureau of Prisons Training Academy, Indiana Department of Corrections Training Academy, New York Department of Corrections Training Academy, Oklahoma Department of Corrections Training Academy, Texas Department of Corrections Training Academy, Virginia Department of Corrections Training Academy, and West Virginia Department of Corrections Training Academy, personal communication, May 2012- July 2012.
- <sup>69</sup> Ohio Corrections Training Academy, personal communication, November 2011.
- <sup>70</sup> Alabama Department of Corrections Training Academy, personal communication, July 2012.
- <sup>71</sup> California Department of Corrections Training Academy, personal communication, June 2012.
- <sup>72</sup> Florida Department of Corrections Training Academy, personal communication, June 2012.
- <sup>73</sup> Illinois Department of Corrections Training Academy, personal communication, July 2012.
- <sup>74</sup> Indiana Department of Corrections Training Academy, personal communication, June 2012.
- <sup>75</sup> Kentucky Department of Corrections Training Academy, personal communication, July 2012.
- <sup>76</sup> Michigan Department of Corrections Training Academy, personal communication, July 2012.
- <sup>77</sup> Missouri Department of Corrections Training Academy, personal communication, May 2012.

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- <sup>78</sup> New York Department of Corrections Training Academy, personal communication, July 2012.
- <sup>79</sup> Oklahoma Department of Corrections Training Academy, personal communication, June 2012.
- <sup>80</sup> Pennsylvania Department of Corrections Training Academy, personal communication, June 2012.
- <sup>81</sup> Tennessee Department of Corrections Training Academy, personal communication, May 2012.
- <sup>82</sup> Texas Department of Corrections Training Academy, personal communication, May 2012.
- <sup>83</sup> Virginia Department of Corrections Training Academy, personal communication, July 2012.
- <sup>84</sup> West Virginia Department of Corrections Training Academy, personal communication, June 2102.
- <sup>85</sup> Federal Bureau of Prisons Training Academy, personal communication, June 2012.
- <sup>86</sup> Ohio Corrections Training Academy, personal communication, September 19, 2012.
- <sup>87</sup> California Department of Corrections Training Academy, Georgia Department of Corrections Training Academy, Michigan Department of Corrections Training Academy, Tennessee Department of Corrections Training Academy, and Texas Department of Corrections Training Academy, personal communication, May 2012- July 2012.
- <sup>88</sup> Virginia Department of Corrections Training Academy, personal communication, July 2012.
- <sup>89</sup> Florida Department of Corrections Training Academy, Illinois Department of Corrections Training Academy, and Ohio Corrections Training Academy, personal communication, May 2012- September 2012.
- <sup>90</sup> Pennsylvania Department of Corrections Training Academy, personal communication, June 2012.
- <sup>91</sup> Ohio Corrections Training Academy, personal communication, September 17, 2012.
- <sup>92</sup> Alabama Department of Corrections Training Academy, California Department of Corrections Training Academy, and Michigan Department of Corrections Training Academy, personal communication, May 2012- July 2012.
- <sup>93</sup> Texas Department of Corrections Training Academy, personal communication, May 2012.
- <sup>94</sup> Alabama Department of Corrections Training Academy, personal communication, July 2012.
- <sup>95</sup> Indiana Department of Corrections Training Academy, personal communication, June 2012.
- <sup>96</sup> Ohio Corrections Training Academy, personal communication, September 19, 2012.
- <sup>97</sup> Virginia Department of Corrections Training Academy, personal communication, July 2012.
- <sup>98</sup> West Virginia Department of Corrections Training Academy, personal communication, June 2102.
- <sup>99</sup> Alabama Department of Corrections Training Academy, Michigan Department of Corrections Training Academy, Missouri Department of Corrections Training Academy, and Oklahoma Department of Corrections Training Academy, personal communication, May 2012- September 2012.
- <sup>100</sup> Ohio Corrections Training Academy, personal communication, September 19, 2012.
- <sup>101</sup> Alabama Department of Corrections Training Academy, personal communication, July 2012.
- <sup>102</sup> California Department of Corrections Training Academy, personal communication, June 2012.
- <sup>103</sup> Florida Department of Corrections Training Academy, personal communication, June 2012.
- <sup>104</sup> Illinois Department of Corrections Training Academy, personal communication, July 2012.
- <sup>105</sup> Indiana Department of Corrections Training Academy, personal communication, June 2012.
- <sup>106</sup> Salary range is based on the state of Ohio salary for Management Analyst Supervisor I positions. CTA trainers are classified as "Management Analyst Supervisor I".
- <sup>107</sup> Kentucky Department of Corrections Training Academy, personal communication, July 2012.
- <sup>108</sup> Michigan Department of Corrections Training Academy, personal communication, July 2012.
- <sup>109</sup> Missouri Department of Corrections Training Academy, personal communication, May 2012.
- <sup>110</sup> New York Department of Corrections Training Academy, personal communication, July 2012.
- <sup>111</sup> Oklahoma Department of Corrections Training Academy, personal communication, June 2012.
- <sup>112</sup> Pennsylvania Department of Corrections Training Academy, personal communication, June 2012.
- <sup>113</sup> Tennessee Department of Corrections Training Academy, personal communication, May 2012.
- <sup>114</sup> Texas Department of Corrections Training Academy, personal communication, May 2012.
- <sup>115</sup> Virginia Department of Corrections Training Academy, personal communication, July 2012.
- <sup>116</sup> West Virginia Department of Corrections Training Academy, personal communication, June 2102.
- <sup>117</sup> Federal Bureau of Prisons Training Academy, personal communication, June 2012.
- <sup>118</sup> California Department of Corrections, Maryland Department of Corrections Training Academy, and Virginia Department of Corrections Training Academy, personal communication, May 2012-July 2012.