

Symposium Summary

- 2.5 days of collaboration, content, and data collection
- 143 participants
- 43 states represented
- 6 correctional disciplines– jails, prisons, probation, parole, community corrections, pre-trial services – represented
- 2 correctional populations – adult and juvenile – represented
- 3 correctional jurisdictions – state, local, federal – represented
- 1 national needs assessment completed
- 5 collaborative needs assessment breakout and validation sessions
- 10 content sessions
- 11 professional presenters
- 8 NIC staff and technical resource providers from 3 NIC divisions
- 102 evaluation respondents
- 96% of evaluation respondents agree or strongly agree that the opportunity to network with other corrections professionals was a valuable component of the Symposium.
- 98% of evaluation respondents agree or strongly agree that they plan to use NIC as a Learning and Performance Resource

This event holds a unique place in history both in form and function. Not only was this was the largest gathering of learning and performance professionals ever hosted by the National Institute of Corrections, it was the first time a national, comprehensive, cross-discipline field training needs assessment was conducted in this manner. In addition to the impressive numbers listed above, the top ten needs across the country were identified as follows:

1. Innovation in Training Delivery
2. Mentoring/Coaching
3. Retention and Succession, (3 & 4 were tied)
4. Culture Shift from Training to Learning and Performance/Leadership Buy-in/Agency Support
5. Collaboration/Resource Sharing/Partnerships/Networking
6. Curriculum Development
7. Learning and Performance Measurement
8. Quality On-Going Training for Learning and Performance Professionals
9. Correctional Professional Training That Meets the Needs of the Learners
10. Quality Training for Trainers for Learning and Performance Professionals

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Symposium Planning and Design

Background

The vision for the Learning & Performance (L & P) Symposium originated in FY2012 when the Academy began planning strategically for how to address the multiple changes happening around corrections training including new technologies for delivery, emerging research on workplace learning, declining training budgets, four generations in the workplace with diverse needs and abilities, and the Academy's "new normal" of limited travel and budget restraints.

Our strategic challenges included how best to utilize technology to deliver services to the field, how to meet learning and performance needs in agencies, how to collaborate effectively with learning professionals in the field in order to leverage resources, how to lead the field of corrections learning professionals toward efficiencies and effectiveness using relevant research, how to break down the silos that keep learning professionals isolated in training academies, how to spread the message to leaders that their agency training professionals can be vital partners in creating a learning organization, how to convince those same leaders that training is not just about compliance, rather part of a learning process that enhances performance and that performance is linked to the agency mission and goals.

That strategic planning process was formalized into the NIC Academy Learning and Performance Initiative with the release in FY2012 of the white paper "*Corrections Learning and Performance: A Vision for the 21st Century*" and the crafting of an initiative vision statement.

Learning and Performance Initiative Vision Statement

The Learning and Performance Initiative exemplifies a research informed approach to organizational development. We capacitate the field to build cultures of performance through leadership, innovation, and collaboration.

Symposium Design Team

The Learning and Performance Initiative is staffed by a team of correctional program specialists at the NIC Academy. In addition to their experience as corrections training professionals, the team members are experienced practitioners in multiple corrections disciplines including prisons, parole, probation, community corrections, and juvenile corrections. An additional NIC staff member was recruited for subject matter expertise in the technology arena and the symposium design team was formed.

Symposium Focus Groups

Two virtual focus groups were held prior to the Symposium in order to gauge interest and need in the field. Volunteers from the field provided feedback regarding the proposed purpose and agenda for a national symposium. Focus group participants also provided feedback regarding the potential restructuring of the existing Regional Training Initiative and Training Directors Network.

Symposium Goals

The Symposium design team considered and incorporated the vision and overall goals of the Learning and Performance Initiative into the Symposium goals and objectives. Specifically, the goals of the Symposium were:

Outreach and Inclusion: the target audience should consist of a wide and varied base including all learning and performance professional roles and tasks- from the adjunct trainer to the training administrator- and training professionals from all disciplines- jails, prisons, community corrections, and juvenile services.

Expansion of Resources: the Symposium should serve the purpose of expanding relationships and creating capacity in the field through collaboration and sharing of resources.

Information Sharing and Professional Development: the Symposium should provide participants with useful, relevant information on current research, best practices, emerging trends, and innovative tools.

Symposium Objectives

In addition to the goals stated above, the team formulated the following objectives:

Conduct a national training needs assessment by capitalizing on the scope and diversity of the participant audience.

Introduce and strategize for the implementation of the Field Training Initiative (formerly the Regional Training Initiative) as the future means for NIC to build learning and performance capacity in the field.

Establish precedent and process for future annual symposia and initiative work.

Needs Assessment Process & Outcomes

The following are summaries and descriptions of the facilitated process used to garner data.

Opening Session

Through an interactive presentation, participants discussed the differences between training and learning and performance. The process for gathering data was explained and participants were asked to consider the following factors during the needs assessment sessions: the vision and mission of their home agency, stakeholders involved or impacted, the role of technology, various learning opportunities they have or have not taken advantage of, and the potential impact of the research findings as presented in *Corrections Learning and Performance: A Vision for the 21st Century*, including:

- 60-80 % of learning takes place outside of formal contexts.
- We must consider design, learner characteristics, context, content, and motivational and engagement strategies to achieve desired learning outcomes.
- For knowledge retention, quality of the learning design is most important.
- Online learning is as effective as face to face learning; blended and collaborative learning is most effective in distance learning.
- We need to move from measuring training activity to measuring learning results.

Additionally, participants were asked to consider employee development and retention issues, the implementation of effective and/or innovative learning strategies, the ability to work within fiscal constraints, and the need to consider the shift from being a training organization to becoming a learning and performance organization.

Participants were provided with an overview of the five needs assessment breakout sessions:

- Needs of learning & performance professionals (trainers)
- Needs by learning category or type of training offered to our staff
- Needs by staff roles and responsibilities
- Needs by agency type or jurisdictions
- Selection of top needs overall

In addition to developing need statements, participants were directed to discuss and denote the challenges and innovations associated with each of the needs identified.

Prior to moving to their first breakout session, participants worked individually to brainstorm what they initially believed to be the highest ranked need specific to training. That data was collected and is summarized below. An asterisk (*) denotes multiple responses with the same theme.

- Buy-in from administration and line staff to move towards a learning and performance agency; changing the culture. *
- Experienced and qualified trainers. *

- Resources, equipment, technology, and materials for quality training programs. *
- Professional development for trainers. *
- Retention and succession planning. *
- New learning management system (LMS).
- Strategies for training wide variety of learning types (generational, technology skills). *
- Hands on training opportunities; field training programs. *
- Creating a learning environment within a prison setting.
- Innovative training. *
- Cooperative training with other agencies. *
- E-learning; distance learning; on demand learning. *
- Training other than “required” training; relevancy of training topics. *
- A good measuring and evaluative process; quality assurance; follow-up post-training. *
- Coaching and support of individuals who are to deliver training in the field.
- Breaking out of the “course” paradigm.
- Evidence-based practices. *
- Communication and collaboration between other agencies/states and professional organizations. *
- Fresh ideas.
- Mid-level manager and supervisor training. *
- Long-term planning. *
- Making the entire agency the classroom.
- Funding; how to do more with less. *
- More time for training; development of new trainings. *
- Professionalism.
- Curriculum development. *
- Employee engagement.
- Cognitive behavioral training.
- Flexibility in the training plan. *
- Integrated content with learner driven design.
- Getting staff to training.
- The basics – security issues/safety/supervision. *
- Training to work with our population (mental health, case planning, alcohol/drugs, management, assessments, communication skills; interviewing skills). *
- Consistency in presentation/training. *
- Regionalize training.
- Meeting demands of stakeholders.
- Incentives.
- Staff wellness.
- Training rubric.

Breakout Session One – Needs Specific to Trainers

The focus for this session was trainer preparation and continuing education. Participants were asked to consider the needs of new trainers, trainers with 1-5 years of experience in the field, and trainers with 5+ years of experience in the field. Each group was tasked with developing the top five needs, challenges, and innovations for each of these categories of training staff.

Participants were broken up into five groups. Each group moved to a breakout room with an assigned staff recorder. Groups were asked to consider the following as they brainstormed:

- How prepared are you to do your job?
- Consider new technology and advances in the field.
- How are you kept up to date?
- What resources do you use?
- Type of training you received?
- Other items that effect being prepared to do your job.

Groups brainstormed for approximately one hour. Outcomes were reported by each breakout group to the large group and are summarized below. Due to rounding, may not total 100%.

Needs, Challenges, and Innovations for New Trainers

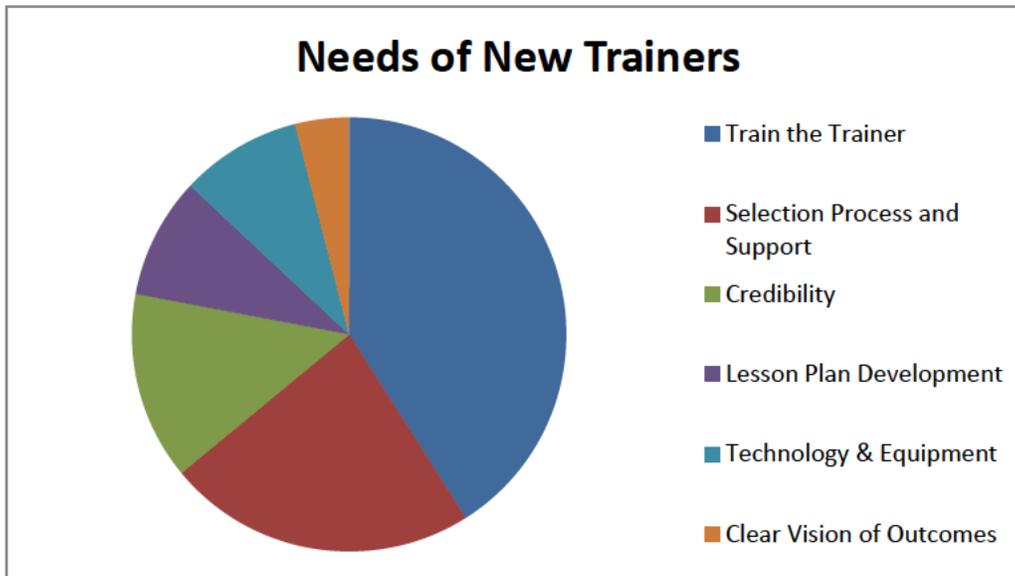


Figure 1: Needs of New Trainers

- **Importance of Train the Trainer (41%):** Group notes included revised foundation skills to include the movement towards Learning and Performance, being a classroom manager, understanding adult learning theory, delivery skills, how to prepare and present. Several groups also discussed that just because a person is a subject matter expert or really good at their job, they are not automatically a good trainer/presenter and are in need of foundation skills.
- **Proper Selection Process and Support (23%):** Group notes included utilizing a good selection process to get the right person into training, the person needs to have the desire to learn and train, receive support, coaching, and mentoring during their first year, working with managers on a training versus management issue, and time for a new trainer to learn their job duties (not thrown in with no preparation). One group discussed that a trainer sometimes is the person who couldn't hack it in the institution.
- **Credibility (14%):** Group notes included having street credibility with the staff being trained, having done the job/skills that the staff you are training do, having hands on experience and basic subject knowledge. It is important for training staff to understand what it is that the staff needs to learn.
- **Lesson Plan Development (9%):** Group notes included understanding why lesson plans are the way they are, following lesson plans (not teach a 2 hour lesson plan in 30 minutes), and quality control of lesson plans.
- **Technology and Equipment (9%):** Group notes included that the new trainer needs to have knowledge of how to use the various equipment involved in program delivery and how to be innovative in the use of technology.

- *Clear Vision of Outcomes (4%):* Group notes included that the new trainer needs to know what the desired outcomes of the training are as proposed by management.

Challenges for New Trainers

Each of the breakout groups also discussed the challenges new trainers face and potential innovations to be used to overcome these challenges. Challenges to meeting the needs of new trainers include:

- Financial constraints.
- Lack of time and time management skills.
- Lack of support.
- Lack of innovation.
- Being prepared academically, but not skilled in how to implement it into real work situations.
- Not understanding what the job really entails.
- Hesitation in dealing with upper management.
- Assignment to teach a subject they do not like.

Innovations for New Trainers

Potential innovations to combat these challenges and meet the needs of new trainers were discussed by each group and are summarized as:

- Use of shared resources for Train the Trainer and curricula via the National Institute of Corrections or a Sharepoint-type of system.
- Training to the new technology available.
- Recruit for new trainers; incentivize being an adjunct trainer.
- Re-think criteria and qualifications for trainers.
- Incorporate fresh ideas, energy, and a willingness to train into the selection process and curricula.
- Look for ideas from new sources.

Needs, Challenges and Innovations for Trainers with 1-5 Years of Experience

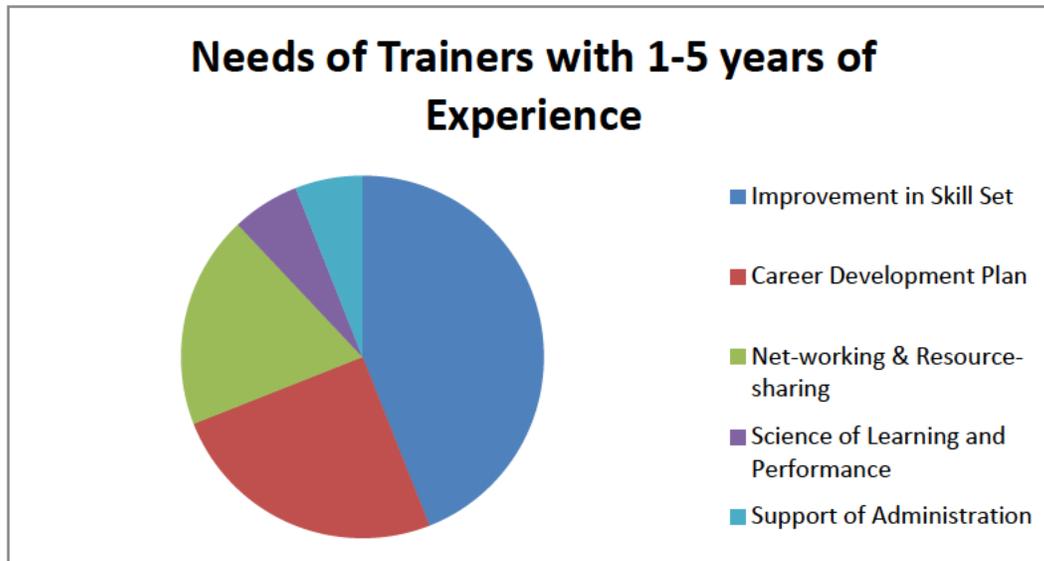


Figure 2: Needs of Trainers with 1-5 Years of Experience

- **Improvement in Skill Set (44%):** Group notes included that established trainers need to stay motivated to continuously improve their skill set, avoid burn-out, remain up to date on new technology and effective techniques, make the shift from instructor to facilitator, and learn to take feedback to improve. Trainers need to make the paradigm shift from traditional classroom to other effective strategies available. The need for clinical supervision and evaluation was discussed as a need to know what areas the trainer needs to improve in. Established trainers need to remain current in the learning styles of the ever-changing make-up of our correctional staff. It was noted that the time for adjuncts to improve their skills is not easily given by the adjunct's supervisor – they are often on shift/in the field.
- **Career Development Plan (25%):** Trainers need to know where they can go from the training department, and this needs to be identified in a career development plan. Also discussed were professional development opportunities, incentives to remain in training, and conducting a self-assessment.
- **Networking and Resource-sharing (19%):** Group notes included that local and national networking is important to improve services and in making the move from training to learning and performance. At times, instructors do not have access to curricula locally, and a national database of curricula would be of great assistance. Collaborating within our own system and also outside of our system/state is critical to advancing training.
- **Science of Learning and Performance (6%):** Groups discussed that established trainers need to understand how to move from training to learning and performance as the basis of their work. How do we measure learning to improve our staff's abilities? Also discussed was how to develop effective curricula to move in this direction.

- *Support of Administration (6%):* The support of administration is critical to not only move towards learning and performance, but in having time provided to develop quality curricula, to be proactive instead of reactive, to train adjuncts/trainers, and to receive their own professional development.

Challenges for Trainers with 1-5 Years of Experience

Each of the breakout groups also discussed the challenges trainers with 1-5 years of experience face and potential innovations to be used to overcome these challenges. Challenges to meeting the needs of trainers with 1-5 years of experience include:

- Time management – meeting the expectations of administration, training requirements, researching new topics, and learning/incorporating new technologies.
- Remaining current in their field. Locating resources to accomplish this.
- “Death by PowerPoint” and the need to be innovative.
- Getting comfortable with facilitating curricula the person may not be the subject matter expert in.
- Financial constraints and limited resources to conduct effective learning and performance.
- Disconnect between theoretical training and application training.

Innovations for Trainers with 1-5 Years of Experience

Potential innovations to combat these challenges and meet the needs of trainers with 1-5 years of experience were discussed by each group and are summarized as:

- “Boots on the floor” – get back in the field to remain current. Rotate back into the facility/work a shift regularly. Visit other facilities to get ideas and network. Job-shadowing.
- Individually change your thinking and be a part of the culture shift to learning and performance.
- Obtain on-going professional development.

Needs, Challenges, and Innovations for Trainers with 5+ Years of Experience

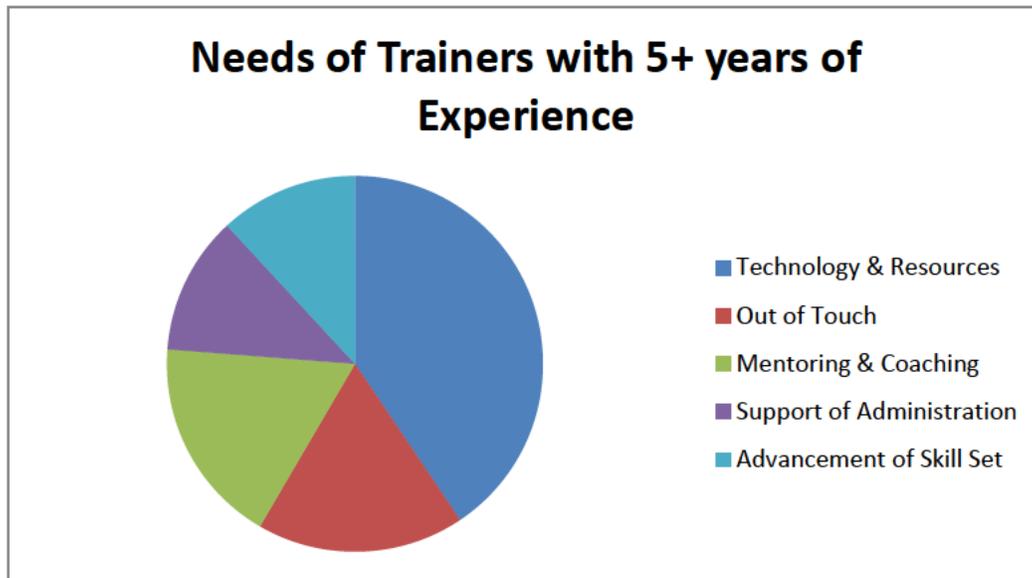


Figure 3: Needs of Trainers with 5+ years of Experience

- **Technology & Resources (41%):** Groups discussed that technology and access to resources is paramount to trainers. Remaining current on new technologies, teaching techniques, obtaining fresh ideas, networking and methods of delivery will improve the outcomes. Tools are needed to measure outcomes for learning and performance. Groups also discussed that at this level, this may be accomplished using opportunities for training located outside of one's facility/agency.
- **Out of Touch (18%):** Groups discussed that having been out of the field for so long, they feel out of touch with the field. What happens in the field may not be what happened when they were last in the field. A needs assessment is needed to determine what is needed versus what we think is needed.
- **Mentoring & Coaching (18%):** Having been in training for so long, participants reported that they need mentoring and coaching to continue to develop. Incentives need to be provided to continue their professional development and become leaders.
- **Support of Administration (12%):** Support of administration not only related to training, but in technology needs to advance the field and move towards learning and performance.
- **Advancement of Skill Set (12%):** Trainers in this category need new foundation skills that include learning and performance. Refresher training in basic skills that may not have been used recently are also needed.

Challenges for Trainers with 5+ Years of Experience

Each of the breakout groups also discussed the challenges experienced trainers face and potential innovations to be used to overcome these challenges. Challenges to meeting the needs of trainers with 5+ years of experience include:

- Burn out and stagnation.
- Few/no incentives.
- “Death by PowerPoint.”
- Using newer technologies and having technology support. Leadership not being tech-savvy.
- Staff turnover.
- Maintaining credibility.
- Out of touch with field and with policy.

Innovations for Trainers with 5+ Years of Experience

Potential innovations to combat these challenges and meet the needs of trainers with 5+ years of experience were discussed by each group and are summarized as:

- Create different advancement levels for trainers.
- Obtain grant writing skills.
- Go back out into the field regularly. Use job-shadowing.
- Utilize the National Institute of Correction’s corrections community to network and share resources. Use the National Institute of Correction’s Learning Management System and e-courses.
- Collaborate with other staff and agencies.

Breakout Session Two – Needs by Type of Training

The focus for this breakout session was needs related to each of five main types of training offered to staff: New Employee Orientation/Pre-Service, Field Training Officer/On the Job Training, In-service/Annual Training, E-learning & Technology, and Specialized Training/Emergency Response.

Participants were broken up into five groups. Each group moved to a breakout room with their assigned staff recorder. Groups were asked to identify the top five challenges associated with their assigned training category. Groups were asked to consider the following as they brainstormed:

- What are the challenges?
- How can we overcome the challenges?
- What are the opportunities?
- What do we need to move toward becoming a learning and performance agency?

Groups brainstormed for approximately one hour. Outcomes were reported by each breakout group to the large group and are summarized below.

Common Themes for Five Main Types of Training

Three main themes were identified from this breakout session.

1. Use of a variety of innovative delivery methods, including blended learning, e-learning, and expanded use of technology.
2. Develop fresh, innovative, and effective curricula and program design that utilize available technology. This was identified as important for staff retention and as being learner-centered as well as cost-effective.
3. Use online communities, resource sharing between agencies, co-training, collaborative training, and development of an e-learning guild to assist the field in training the staff through a variety of training opportunities.

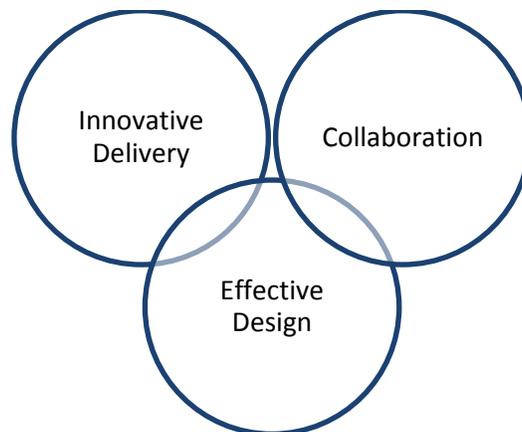


Figure 4: Three Themes for Training

Needs, Challenges, and Innovations by Type of Training

Table 1: New Employee Orientation/Pre-Service Training

Needs and Challenges	Potential Innovations
Resource investment up-front instead of dedicated to retention and performance	Blend the delivery method to save money that can be dedicated to in-service; Evaluation of content – match content to needs.
Pre-employment screening and recruiting – getting the right recruit	Challenge our agencies to examine the hiring policies.
Hours drive content	Improve training design, stop thinking of it in terms of hours and start thinking of it in terms of competency demonstration: focus on outcomes.
Learner characteristics – how to meet the needs of different learners	Diversity of instructors; team facilitation; Responsivity to the needs of the learner – match the instructor to the student; Ensure that instructors are skilled in learner-centered instruction.
Fidelity to the curriculum	Coaching and quality assurance; Incorporate mentoring.

Table 2: Field Training / On-the-Job Training

Needs and Challenges	Potential Innovations
Making the FTO role important	Incentivize the job through various incentives, competitive process, application process, and acknowledgement of value.
On-going FTO development	Coaching, mentoring, and make FTO's part of research and development process.
Improve measurability and benchmarking of FTO program	Use to market for retention and training cost reduction.
FTO networking	Online community or resource center.
Training methods	Use technology and blended learning approaches.

Table 3: In-Service/Annual Training

Needs and Challenges	Potential Innovations
Delivery methods	Develop exciting, positive, entertaining, informative, fresh curricula, menu of training, and scenario-based training.
Assessment	Tap into resources to include all staff.
Business plan approach	“Sell” the training - how training impacts the department as a whole.
Market the training	Use informational videos, posters, and email tidbits.
Establish performance measures	Allow “test outs” for information-type training to open up time for skill building.

Table 4: E-Learning and Technology

Needs and Challenges	Potential Innovations
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Where to even start	Develop an e-learning guild. Network with others using the technologies.
Older generation – intimidated by technology	Provide a tutorial on using the computer. Match different generations.
E-learning	Quality design. Measure what they learn.
Bandwidth	Work with another agency/state agency with more bandwidth. Use after hours.
Cost	Sell administration on cost. Use Uber-conference or other delivery methods. Use free software, You-tube, etc.

Table 5: Specialized / Emergency Response Training

Needs and Challenges	Potential Innovations
Limited instructors and space	Collaborate with another site. Use collaborative arrangements with trainers or joint ventures.
Getting participants to the training	Use under-utilized resources – Public Safety Training Centers, community colleges, EMT groups, Supreme Court (at the state level); Use blended learning; Take the trainer to the participants rather than the participants to the training.
Coverage and overtime	Allow flex time.
Communities of practice	Make practice motivational; Build in content for skills updates.
Time	Complete pre-requisite training via e-learning.

Breakout Session Three – Needs by Staff Role and Responsibilities

The focus for this session was to identify the top five needs for each of five roles or ranks of staff that receive training: Administration/Leadership Staff, Custody Staff, Programs Staff, Support Staff, and Mid-Managers. Discussion occurred to provide examples of typical positions within each of these categories.

Participants were broken into five groups. Each group moved to a breakout room with their assigned staff recorder. Groups were asked to identify the top five needs with corresponding innovations or ways to deliver the training for their assigned staff rank/role. Groups were asked to consider the following as they brainstormed:

- What does the agency need from this rank/role?
- What do the staff in this rank/role need?
- What do we need to do to move toward becoming a learning and performance agency?

Groups brainstormed for approximately one hour. Outcomes were reported by each breakout group to the large group and are summarized below.

Primary Themes in Role-Specific Training Needs



Figure 5: Training Opportunities

Needs, Challenges, and Innovations by Role

Table 6: Administration / Leadership

Top Five Needs and Challenges	Potential Innovations for Addressing Needs
<ul style="list-style-type: none"> • Having vision, being forward thinking, proactive, and strategic. • Embodying leadership and courage. • Providing support for the value of learning and performance. • Being a change agent or champion. • Creating and maintaining a collaborative environment. 	<ul style="list-style-type: none"> • Assist with building collaborative networks through facilitating leadership retreats or roundtables. • Provide visioning or trends workshops. • Develop cross-discipline teams. • Make training a process to promote continuous learning. • Think beyond corrections for expertise in what it means to be a leader.

Table 7: Custody Staff

Top Five Needs and Challenges	Potential Innovations for Addressing Needs
<ul style="list-style-type: none"> • Empowerment on the job. • Setting clear expectations. • Defining their role. • Providing a supportive environment. • Mentoring and coaching to increase learning and performance. 	<ul style="list-style-type: none"> • Each staff person is to have an individual learning plan. • Be proactive in training staff. • Utilize real work examples during training. • Involve all levels of staff in developing the strategic plan. • Market and promote training.

Table 8: Programs Staff

Top Five Needs and Challenges	Potential Innovations for Addressing Needs
<ul style="list-style-type: none"> • Collaboration and cooperation between Program and Custody staff to develop an understanding of each other’s roles. • Understanding boundaries. • Scenario-based training for their specific role, i.e. mental health or education. • Provide Continuing Education Credits for licensed professionals. • The need for time to provide meaningful training. 	<ul style="list-style-type: none"> • Utilize cross-training, particularly with Custody staff. • Development of non-traditional, non-classroom-based training, such as scenarios, blended learning, and e-learning formats. • Provide opportunities for professional development by utilizing other professionals to deliver the training (i.e. mental health professionals).

Table 9: Support Staff

Top Five Needs and Challenges	Potential Innovations for Addressing Needs
<ul style="list-style-type: none"> • Understanding the roles and responsibilities of a corrections professional and being a team member. • Communication skills. • Self-care (vicarious trauma, corrections fatigue). • Professional growth and development. • Providing agency support – elevating the value and importance of support staff. 	<ul style="list-style-type: none"> • Utilizing blended learning approaches. • Self-paced trainings; on the job training. • Expansion of mentoring and coaching opportunities. • Cross train with other staff with specific modules or content relevant to support staff. • Use M-learning, when possible. • Offer “just in time” training. • Include support staff in the delivery of training.

Table 10: Mid Managers

Top Five Needs and Challenges	Potential Innovations for Addressing Needs
<ul style="list-style-type: none"> • Communication and collaboration skills: In the broadest spectrum to allow for 360 degree influence. • Coaching, mentoring, teaching, and situational leadership. • Organizational, time management, and holding effective meetings skills. • Professionalism; integrity and ethics. • Resiliency training. 	<ul style="list-style-type: none"> • Stakeholder networking (external to the agency). • Blended learning, scenario-based training, mentoring and job-sharing. • Use mid-managers as trainers. • Develop communities of practice to discuss issues. • E-learning, online scenario-based training. • Utilizing corrections fatigue assessments and developing peer support groups.

Breakout Session Four – Needs by Jurisdiction and Population

The focus for this session was the training needs of the agency types that participants represent: Adult Jails, Adult Prisons, Community-Based Agencies, and Juvenile Services.

Participants were broken into four groups, aligning with the agency they represent. Each group moved to a breakout room with their assigned staff recorder. Groups were asked to identify the top five global

needs with corresponding innovations for their agency type. Groups were asked to consider the following as they brainstormed:

- What are the global needs of the agency?
 - Resource sharing?
 - Inter-agency collaboration?
 - Technology?
 - E-learning?
 - Obtaining grants?
- What's possible?
- What do we need to do to move toward becoming a learning and performance agency?
- Other considerations?

Groups brainstormed for approximately one hour. Outcomes were reported by each breakout group to the large group and are summarized below.

Three Primary Themes that Cross Jurisdictions



Figure 6: Cross-Jurisdiction Themes

Global Needs and Innovative Responses by Jurisdiction and Population

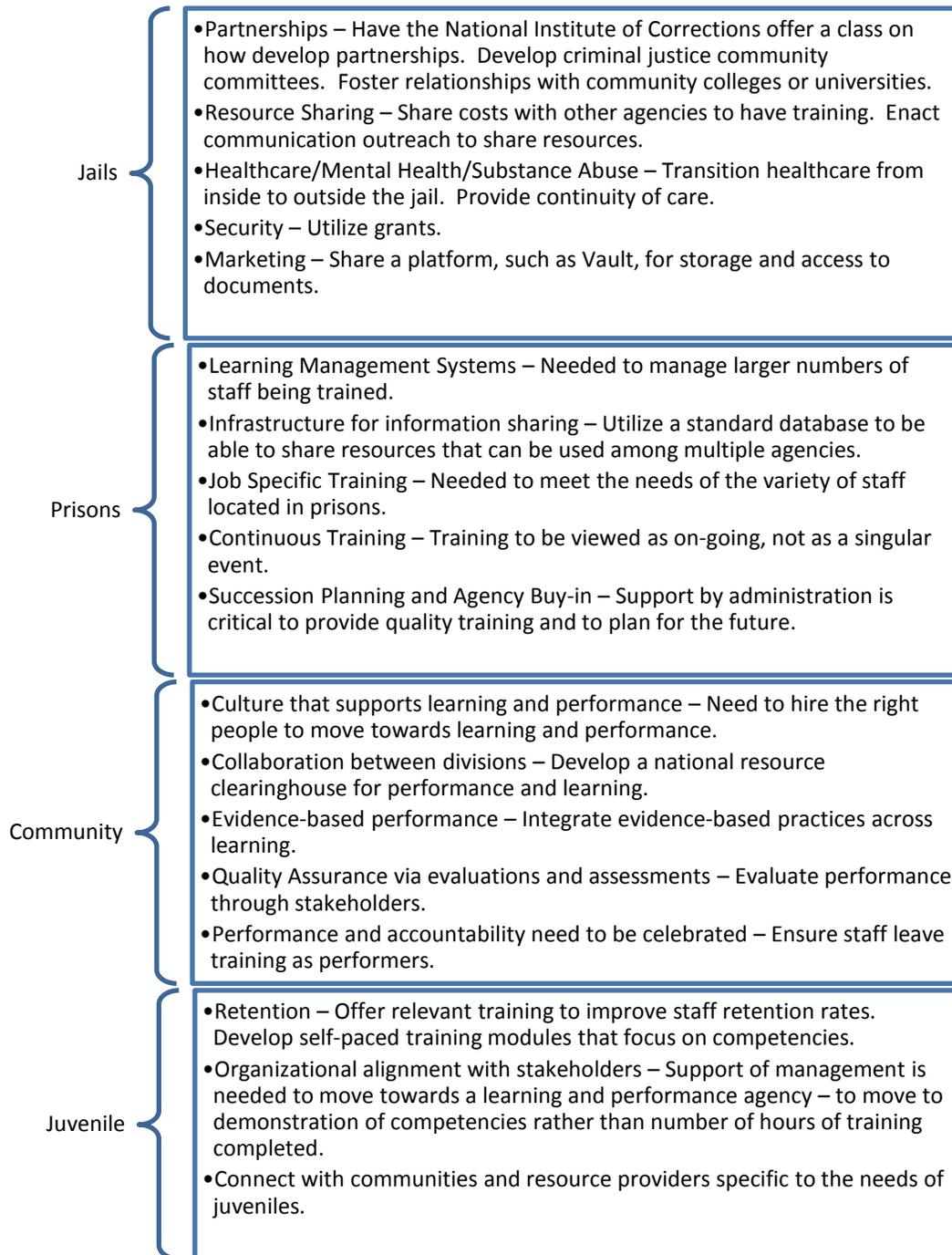


Figure 7: Responses by Jurisdiction and Population

Session Five – Validation

The focus for this session was to prioritize and rank the top ten themes identified during the four breakout sessions. In no particular order, the top ten themes were:

- Innovation in Training Delivery
- Collaboration/Resource-sharing/Partnerships/Networking
- Learning and Performance Measurement
- Culture Shift/Buy-in/Support
- Retention and Succession
- Quality Train the Trainer for Learning & Performance Professionals
- Quality on-going Training for Learning & Performance Professionals
- Curriculum Development
- Mentoring/Coaching
- Correctional Professional Training

Participants were asked to discuss with others at their table and to consider individually their thoughts on the top ten themes, how the themes specifically impact their agencies, and how the identified themes move agencies and staff closer to becoming learning and performance oriented.

In a collective voting exercise, participants were asked to individually pick their top three from the top ten themes and “vote” by placing an adhesive note on the flip charts titled with their choices. On each adhesive note, participants were to write how to best accomplish each of the themes they voted for.

Additionally, participants were asked if there were no restrictions or limitations (such as financial), what idea or concept would best help the field move forward professionally. This “Out of the Box” idea was recorded on a fourth adhesive note and placed on a separate chart. While posting their responses, participants were encouraged to review the ideas of others.

Responses to the voting and charting activities from this session were collected and tallied.

Closing Session

The 369 votes from the validation session were tallied and the top ten needs in ranked order were identified as:

1. Innovation in Training Delivery
2. Mentoring/Coaching
3. Retention and Succession (tie between #3 and #4)
4. Culture Shift/Buy-in/Support (tie between #3 and #4)
5. Collaboration/Resource-sharing/Partnerships/Networking
6. Curriculum Development
7. Learning and Performance Measurement
8. Quality on-going Training for Learning & Performance Professionals
9. Correctional Professional Training
10. Quality Train the Trainer for Learning & Performance Professionals

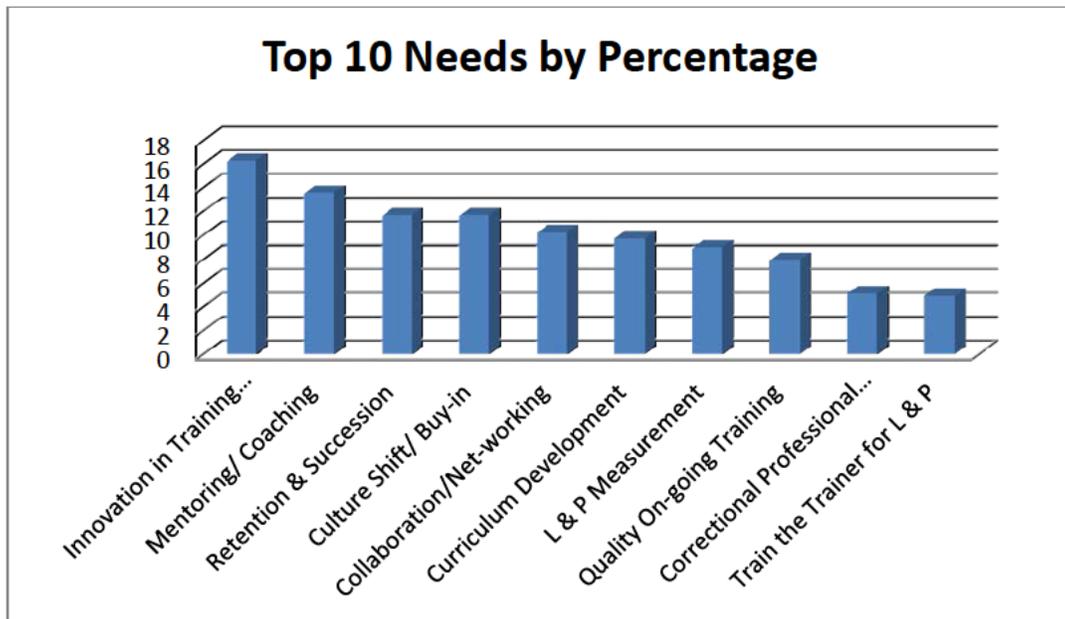


Figure 7: Top 10 Needs by Percentage of Vote

Top Ten Needs

Each of the top ten votes contained several ideas or innovations on the subject and are summarized below. An asterisk (*) denotes ideas/innovations with a similar theme.

1. Innovation in Training Delivery (60 votes)

- Developing a learning portal (Learning Management System) having case law, scenarios, and instructor development through a partnership with other organizations. *
- Move training from a classroom into areas where learning actually takes place – more informal setting. Re-evaluate what training can be taught outside of the classroom. *
- Use technology/more access to technology to provide more quality learning.*
- Revamp outdated lesson plans with current/relevant info and integrating more hands-on, coaching, and scenario-based training. *
- Take classes from a variety of sources.
- Energize the training to engage the learner. *
- Follow-up training a week or two after formal training to monitor learning.
- Collaborate with the National Institute of Corrections and other states/agencies to use/develop shared/free technologies and online/blended courses. *
- Utilize cost-effective programs through centralized web-based access with a pre- and post-test for immediate measurability, as well as continuous follow-up.
- Use more blended, e-learning, video-conferencing, and new technologies to be learner-centered. *
- Change policies to allow technology in the workplace.
- Network with other training professionals from the business world.
- Self-paced, individualized, anytime, any shift short content bites.
- Have National Institute of Corrections' network for Learning Management System administrators and e-learning design specialists to share and collaborate.
- E-learning symposium/forum; clearinghouse of innovative training initiatives. *
- Resource discs staff can use in housing units.
- Focus less on hours and more on content.

2. Mentoring/Coaching (50 votes)

- Professional development, i.e. master level officer.
- Coach/mentor both staff and offenders – youth and veteran program.
- Continue to mentor/coach the learner after delivery; on-going feedback. *
- Mentoring/coaching via the hierarchy – warden/assistant warden to mentor the mid-level staff, mid-level staff to mentor front-line employees. *
- Identify staff with credibility, competency, etc., who will act as change agents. *
- Link new officers to veteran officers who have excellent ratings; positive mentors; appropriately train the mentors. *

- Create a formal plan for mentoring; develop formal, outside of the classroom coaching opportunities. *
- Have the National Institute of Corrections develop a mentoring and coaching program. *
- Use a clinical supervision approach where both coaches and learners develop a learning plan.
- Partner with community organizations to gain mentoring skills and strategies.
- Have mentors who can provide “just in time” training with virtual job aids.
- Evaluate staff (new and veteran) as to whether they are on the right track.
- Mentor all staff, not just new custody officers. *
- Have yearly workshops for the mentors.

3. Retention and Succession (43 votes)

- Have all personnel within 2 years of potential retirement select or elect a mentee(s) to begin to cross train in duties to develop a pool of potential interviewees when a position opens. *
- Develop and implement a 1-3-5 year plan for coaching, mentoring, and shadowing individuals in all/key positions within the agency. *
- Work smarter; focus on what’s critical.
- Develop effective recruitment and selection requirements that bring in more qualified staff, including advertising, marketing, and agility testing; develop tools to use during interviews that bring out characteristics needed for the job. *
- Mentor and coach staff. *
- Train, hire, and promote for roles, not necessarily rank. *
- Encourage buy-outs and early retirements to manage/encourage change via a changing of the guard.
- Show new staff their possible futures – to see past the glass ceiling. *
- Conduct a cost analysis to hire one new staff person vs. developing an intentional retention/succession program.
- Use successful business leaders to show what we are not seeing; outside assessments. *
- Wider variety of training for each level of staff in order to prepare staff for their position.
- Have the National Institute of Corrections (or a multi-state team) develop a succession planning guide for corrections. *
- Have a different scheduling system to allow for better training, time off, etc.; staff recognition (it’s not always money that gets people to stay with an agency).
- Develop a training track for women working in corrections for retention and succession of females in the field.
- Retention of adjuncts/trainers – be selective; have instructor school; train each year or lose your certification; interviews for all training positions (adjuncts, FTO’s). *
- Create a leadership plan.
- Initiate a needs assessment of why people leave. *

4. Culture Shift/Buy-in/Support (43 votes)

- Communication with the community/judges to bring education and awareness of corrections. *
- Establish training as an organizational priority. *
- Executive leadership must lead the way. *
- Be a cheerleader for training; be positive yourself; modeling of the desired culture shift. *
- Utilize a training focus group.
- Market learning and performance for success. *
- Use a multi-media approach. *
- Use cost/benefit data, research, and workshops to show how shifting to more evidenced-based practice trainings and e-learnings will impact department outcome measures and improve retention. *
- Define what we want the culture to be.
- It will help the state/county/city agencies to move towards a learning and performance culture if the National Institute of Corrections continues with this initiative.

5. Collaboration/Resource Sharing/Partnerships/Networking (38 votes)

- Share with other managers how you accomplish your work using social media groups.
- Reach out to other jurisdictions/internal agents/external agencies to get information on their training and resources. *
- Provide staff with access to the internet.
- Develop regional/area training task forces.
- Have a vault/central source/web-based system to share information. *
- Have the National Institute of Corrections host a mock Learning Management System to allow all agencies to post e-learning. Host and provide forums for information sharing. *
- Utilize cross-disciplinary teams within the agency to review incidents, purchases, trends, etc., to identify patterns and solve problems.
- Develop agency-wide lesson plans to ensure integrity.
- Have a list of contacts (local, state, regional, and national) for support. *
- Utilize skills within the agency, program, or state – a basic catalog of who has certifications/skills in what areas.
- Continue and expand the Trainer Roundtable and incorporate learning and performance concepts.
- Collaborate with other like agencies to offer one large training vs. several smaller trainings. *
- Additional opportunities like this one to bring learning and performance professionals together. Continue these conversations online/via a forum. *

6. Curriculum Development (36 votes)

- Partner with businesses, agencies, and university systems to see what works in their system. *
- Share curricula – online, symposiums. *
- Utilize technology via I-pads or e-books; e-learning. *
- Have quality assurance to preserve the program’s integrity; ensure use of a curriculum review cycle.*
- Increase the expertise of the curriculum developers to include best practices in blended learning, learner engagement and instructor success; dedicated curriculum developers. *
- Research costs to hire or contract staff for needed skill sets.
- Include staff so you can see what they or need help with prior to curriculum development.*
- Develop a national model that shows the learning and performance process; NIC standards for curriculum development. *
- Restructure core lesson plans for less lecture/PowerPoints and more showing and doing (practice and check for learning).

7. Learning and Performance Measurement (33 votes)

- Develop the ability to inform the agency and individuals in the core/critical areas of performance for improved results and evaluation of whether what we’re doing is working. *
- Define what we are trying to measure; develop competencies; establish performance measures for each training.*
- Track incidents.
- Identify problems with performance and match the person to the training needed. *
- Have an on-going 360 degree evaluation as part of the annual performance evaluation.
- Create an evaluation tool, collect and analyze data, and use results to further the learning and performance culture. Continuously re-visit the evaluation tool and update as needed.*
- Have the National Institute of Corrections develop a white paper on how to measure Kirkpatrick’s level 4 of performance evaluation – agency impact; conduct Web-ex event for agency leaders on measuring learning and performance. *
- Evaluate staff 3-4 months after pre-service academy to ensure effectiveness.
- Obtain technical assistance from the National Institute of Corrections.
- Utilize Field Training Officers to assist with tracking and mentoring employees before and after trainings.
- Develop a training for impact program to aggressively track results and evaluate programs.
- Involve supervisors in the process. *

8. Quality on-going Training for Learning & Performance Professionals (29 votes)

- Competency testing and certification; well defined task and skill sets for each level of competency. *
- Field Training Officer program for trainers.
- Pool instructors regionally to attend this type of training. Network with other agencies.*
- Have leadership symposiums. *
- Have a National Institute of Corrections-sponsored learning and performance academy and continuing education. *
- Invest in continuing education for learning and performance professionals. *
- Subscribe to e-newsletters, blogs, and other free resources. *
- Train in the whole human performance model.
- Identify training needs that match an agency's annual goals.
- Hold an annual Trainer's conference for all full-time and adjunct instructors. *
- Hold quarterly instructor online training snip-its regarding adult learning techniques.
- Require trainers to spend time each year in the facility as a correctional officer.
- Train with other departments to sharpen skills and remain informed.

9. Correctional Professional Training (19 votes)

- Review incident reports and have a committee review whether this is a training issue and if so, develop a training around it.
- Have a multi-discipline team develop a comprehensive training needs assessment. From the results, develop training using a variety of delivery methods. *
- Focus on scenarios for vulnerabilities and role-play type activities for responding to offender manipulation.
- Consult with other agencies and departments to reform new hire academies to ensure topics, duration, and delivery modes are best practices-based and relevant.
- Collaborate with other agencies to share professional development training, e-learning, etc. *
- Train for competency, not hours. *
- Focus on standards that help define the roles of various correctional staff. *
- Ask leadership to introduce and support training by their presence at new employee and in-service events. *
- Have the National Institute of Corrections identify and disseminate standards for performance.
- Identify what classes are required for each facet of corrections and develop a basic academy, similar to the military's boot camp, then send them to specialty schools to learn their specific roles.

10. Quality Train the Trainer for Learning & Performance Professionals (18 votes)

- Ensure that Train the Trainer includes the expanded roles of “trainer” to include content curation, performance, consultant, and management consultant. Ensure quality, meaningful, updated, and effective train the trainer programs. *
- Gain the support of administration for full and effective train the trainer programs. *
- Ensure there are on-going quality assurance mechanisms in place to encourage buy-in.
- Utilize the National Institute of Corrections’ core competencies assessment tool to assess current instructors and those applying for positions. Incorporate this tool into evaluations and job descriptions.
- Utilize a selection process for instructors. *
- Include use of new technologies in train the trainer. *

Outside the Box Ideas and Suggestions

- Develop regional or national core e-learning trainings that all departments can access and track learning for employees.
- Have a database (similar to the Regional Training Initiative) to provide opportunities for ongoing dialogue and collaboration for Learning & Performance professionals.
- Provide tablets to field training units to allow staff to complete training outside of the classroom.
- Use QR codes on equipment to provide job aid information to be read by cell phones.
- Create a national training exchange program where staff can immerse themselves in a similar sized agency to learn, share resources, and bring back new practices.
- Have a course based almost entirely on scenarios which would build on each other, such as how a student deals with a minor rule infraction today impact on interaction with the same offender in a scenario next week.
- The chance for agencies to go to other states and help train.
- Regionalized learning and performance forums such as this one.
- Web-ex for roll outs of core competencies and new train the trainer courses.
- Visit other states to learn their best practices for training staff. Invite learning and performance professionals to evaluate our training program.
- Have the National Institute of Corrections spearhead a program to have a common means to share information and send invitations.
- On-going National Institute of Corrections support and guidance.
- Utilize block training (2-4 hours) instead of full day training.
- Train a training team to go to each facility to conduct training.
- Hire additional staff to assist with technology, create forums, and web-based trainings.
- Develop a state-wide leadership program that emphasizes what leadership is, who leaders are, and what they do.

- Utilize staff volunteers to be videotaped for vignettes to be used in training.
- To have an expert from every field in corrections to train all of the correctional officers in my Department.
- Increased budget for the training department, staff and equipment.
- Accessible and active resources for learning and performance professionals to interact on a regular basis to remain engaged and on the cutting edge.
- More outreach to legislators.
- Monthly training sessions for line staff.
- Every position would have coaching.
- Reward performance at an individual, unit, region, and organizational level.
- National Institute of Corrections to open access to web VILTs so states can utilize the platform to conduct VILTs.
- Train all supervisors to be trainers so they can train all staff job expectations and succession planning.
- Develop a focused needs assessment tool with the assistance of the National Institute of Corrections.
- Create learning and performance teams to support formal training and evaluate performance within the organization.
- Competency testing to be able to test out of the full version of annual training.
- Cross train all staff members.
- Send all my staff to a national training for the networking opportunities.
- Individual learning plans.
- Curriculum development that emphasizes bridging the gap between behavioral change and public safety.

Content Presentation Summaries

Content presentations for the Symposium were deliberately delivered in a “micro-content” or “short-form” content format in an effort to manage mental load. Short-form content is focused on a single, specific topic and offers small pieces of information that can be processed quickly.

Professional Development Series

Attendees at the symposium were provided with a first look at NIC’s new Learning Professionals series of curricula. All four curricula were overviewed: The Learning Professional, The Learning Designer, The Performance Coach, and The Learning Administrator. NIC developed these curricula through a cooperative agreement in direct response to assessed needs of the field. The new series at once revived several “Training for Trainers” courses from the past, and brought those courses into the 21st Century, employing blended delivery methods and relying on evidence based learning principles. Since one of the symposiums prime objectives was to advise the field about NIC’s push toward evidence based learning, and to invite participants to join in that journey, the introduction of the Learning Professionals series permitted attendees to see how the NIC Academy is implementing its strategic direction and offered them a chance sign up for piloting the curricula in their agencies.

Learning and Performance Core Competency Model

NIC’s soon-to-be-released Core Competencies for Corrections Learning and Performance Professionals was introduced during this session. This model, developed by and for corrections staff, moves away from the traditional, more restrictive “training” paradigm and takes a systems approach to learning and performance in corrections.

The model has multiple components including a narrative publication that identifies the competencies and associated knowledge, skills, attitudes, characteristics, and traits (KSACTs) as well as the behavioral indicators of the KSACTs, a resource section for each of the KSACTs, and,an assessment instrument for each of the roles included in the model. The model can be directly leveraged for hiring needs, performance assessments, and self/peer/employee developmental feedback. The model addresses emerging trends and changes in corrections as a means to identify necessary adaptations by Learning and Performance staff.

A Session with Jane

The Learning and Performance Symposium welcomed Jane Bozarth, Ph. D., international trainer, speaker and author for an energetic innovation session focusing on technology that brings learning to our fingertips so that we can plan and practice Learning Everywhere!

Showcasing examples, Jane highlighted that 60-80% of learning is informal in nature, actually occurring in between structured learning events, over the lifetime of an employee's career with an organization.

Featured examples included North Carolina's Corrections and Detention Officers Facebook page, Pinterest for Learning pages, Library Success Best Practices Wiki, and SnapGuides for Learning.

Resiliency in the Face of Climate Change

This session was presented in the Symposium as an emergent issue that begs an innovative response. Though it may not appear at first glance to be related to Learning and Performance, the Symposium design team felt that innovation, leadership, and collaboration are all key ingredients required for dealing with the impact of climate change and that training staff will be called upon to respond to the policy and practice changes that agencies may soon face.

Dr. Michael Connelly discussed the need for corrections to develop and improve flexibility and resiliency in operations in order to weather the impact of climate change while maintaining its core function of protecting the public, staff, and offenders.

Information and Resources

On the final morning of the symposium, attendees were treated to a “town hall” style interview and conversation with two key members of NIC’s Information Center. Questions ranged from, “What is the difference between an information center and a library?” to “How has the NIC Information Center changed over the years?” and “What does the future hold for the NIC Information Center?” Other areas addressed included the Information Center’s target audiences and how the Information Center can support NIC Technical Resource Providers and learning and performance professionals. This session was a far cry from the run-of-the-mill overview of services; rather, it actively engaged participants in an exploration of a valuable and often underestimated resource.

Research in Learning and Performance

“Stop Talking! Stop Power Point! Stop Creating Training Events!

This short form learning was designed to provoke thought around some standard practices within corrections training that are really counter to what the research tells us regarding effective learning, including: 1) Lecture without activities that process information are minimally effective in transferring learning to the workplace. 2) Power point can be an effective learning aid, but becomes ineffective when the presenter reads the words on the slide, when the slides are all words, or when the slides are unreadable. 3) Training events should be part of a learning process that includes preparation before a training event and follow up after a training event

“KSA -> ASK”

Attitude, from Knowledge, Skills, and Attitude, really needs to come first when designing and delivering training. Attitude affects what the participant hears and understands. If the participant does not have an

open mind regarding the training subject- the odds of learning transfer back to the workplace is minimized. This can be accomplished with pre-work to prepare the learner and also with the Anticipatory Set.

508 Compliance

Instructional Design Specialist Milan Hatch provided participants with basic information regarding implementation and compliance issues with Section 508 of the Federal Rehabilitation Act as amended by the Workforce Investment Act of 1998. Participants were shown examples of instructional content that were compliant with the standards and provided with resources for further information regarding implementation at their own agencies.

Collective Visioning

The purpose of the collective visioning activity was to solicit feedback and information regarding the transformation of the Regional Training Initiative (RTI) into the Field Training Initiative (FTI). Participants worked at table teams to identify core concepts for the operationalization of the FTI including how to prioritize delivery of services, how to best leverage resources, and how to structure membership. Table teams were asked to produce a graphical representation of their vision for the FTI. Each team's chart was posted and all participants voted for the best plan using a cumulative voting process.

Next Steps

As the end of the Symposium approached, it was time to pull all activities together for participants, individually and collectively. As a means to harness individual interest in Learning and Performance Projects that would launch post Symposium, participants circulated around the room and dropped their name/contact information into Project Pockets that they were interested in being a part of post Symposium. Below are Project Pockets:

- Resiliency Virtual Information Session
- Resiliency Deliberative Focus Group
- Competency Model Assessment Pilot
- Pilot Learning Professional (Foundation Skills)
- Pilot Learning Designer
- Pilot Performance Coach
- Pilot Learning Administrator
- Test T4T Template
- Webex with Jane Bozarth: Informal Learning Strategies
- Developed as a Trainer for Learning Professional Curriculum
- Developed as a Trainer for Learning Designer
- Developed as a Trainer for Learning Administrator
- Developed as a Trainer for Performance Coach
- Develop a Communication Plan for L and P Network
- Field Training Initiative (FTI) Workgroup
- Next L and P Symposium Workgroup (6/2015)

As a personal closing activity, participants worked individually to complete a Personal Next Steps plan, focusing on what leadership, innovation and collaboration will be needed from them to make their plan a reality. The Next Steps session culminated with a table group caucus to summarize the essence of the Symposium in one word, which was shared with the Symposium group in a one word exclamatory burst!

Appendices

Appendix A – Final Agenda

Wednesday September 3, 2014				
0800 – 1700				
0800	90 minutes	Intro / Welcome Session	Bernie Iszler	Vail
0930	15 minutes	Break		
0945	45 minutes	Needs Assessment General Session	Nicole Doctor	Vail
1030	90 minutes	Needs Assessment Breakout Session 1 1130 return to Vail for report out	Multiple Facilitators	Breakout
1200	60 minutes	Lunch	On Your Own	
1300	90 Minutes	Innovation Session: Professional Development Series Before the break- Nicole set up Breakout2	Barbara Collins Michael Guevara	Vail
1430	15 Minutes	Break		
1445	90 Minutes	Needs Assessment Breakout Session 2 1545 return to Vail for report out	Multiple Facilitators	Breakout
1615	15 Minutes	Bits and Bytes: Research	Bernie Iszler	Vail
1630	30 Minutes	Daily Digest	Stephanie Greiner	Vail

Thursday September 4, 2014				
0800 – 1700				
0800	30 Minutes	Review / Preview Session	Holly Busby	Vail
0830	30 minutes	Innovation Session: Competency Model	Amanda Hall: Megan Poore: Lance Anderson	Vail
0900	90 Minutes	Needs Assessment Breakout Session 3 Built in break during the session	Multiple Facilitators	Breakout
1030	15 Minutes	Return to Vail for report out	Nicole Doctor	Vail
1045	30 Minutes	Innovation Session: Who Says?	Leslie LeMaster Jane Bozarth	Vail
1115	15 Minutes	Bits and Bytes: 508 Compliance	Milan Hatch	Vail
1130	60 Minutes	Lunch	On Your Own	
1230	90 minutes	Needs Assessment Breakout Session 4 Built in break during the session	Multiple Facilitators	Breakout
1400	15 Minutes	Return to Vail for report out	Nicole Doctor	Vail
1415	30 minutes	Innovation Session: Resiliency	Michael Connelly Amanda Hall	Vail

1445	15 Minutes	Bits and Bytes: Research Part Deux	Bernie Iszler	Vail
1500	90 minutes	Needs Assessment Session	Nicole Doctor	Vail
1630	30 Minutes	Daily Digest	Edwin Pauser	Vail

Friday September 5, 2014 0800 – 1200				
0800	15 Minutes	Review / Preview	Bernie Iszler	Vail
0815	30 Minutes	Innovation Session: Resources	Liz Craig Susan Powell Michael Guevara	Vail
0845	30 Minutes	Info Center / Library Tour and Networking Break	Info Center Staff	Info Center
0915	15 Minutes	Needs Assessment Debrief	Nicole Doctor	Vail
0930	75 Minutes	Collective Visioning	Amanda Hall	Vail
1045	75 Minutes	Next Steps	Leslie LeMaster	Vail
1200		Session Ends Participants Travel Out		

Appendix B – Participant List

NIC Staff and Consultants

Nicole Doctor
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MO

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TX

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NY

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Director
Richland County Detention
Center
SC

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Reentry Training Manager
Missouri DOC
MO

Shauna Nelson
Institutional Training
Coordinator
KY

Angie Newhouse
Director of Training
Maine DOC
ME

Danny Norris
Correctional Unit
Administrator II
KY

Peter Norris
Training Academy Manager
WY

Bill O'Connell
Trainer & Executive Coach
CO

Lenny O'Keefe
Training Coordinator
NH

Debra O'Neal
Training/Education
Administrator II
Dept of Services for Children,
Youth and Their Families
DE

Winnie Ore
Senior Program Specialist
National Council on Crime &
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MT

Kishore Patel
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CA

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Specialist
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OK

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LA

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Research and Workforce
Analyst
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Cognitive/OWDS/MI
Program Manager
New Mexico Corrections
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Probation Officer
Clark County Probation
IN

Reginald Prince
Supervisor
Ramsey County C.C.D./Boys

Totem Town
MN

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Frank Reyes Correctional Corporal Imperial County Sheriff's Office CA	Trevor Rue Armed Transport Officer / Training Officer NE	Ted Shumaker Corrections Advisor/Consultant Justice and Safety Institute TN State University PA
David Ridgle Jail Supervisor TX	Jane Sachs Maryland Correctional Training Director MD	Trish Signor Training Director IA
Rusty Ringler Training Specialist II IA	Mario Salinas Offender Programs Work Unit Team Lead CO	Kevin Smith Clinical Services Coordinator OK
Conchita Rivers Consultant TX	Terry Saulsberry Chaplaincy Administrative Program Manager DC	Philip Sonnenberg Regional Training Manager Indiana DOC IN
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Kenneth Rodgers Training Coorinator MD	George Schmalstig Thinking for a Change Trainer FL	Chris Sweney Accreditation Manager Douglas County DOC NE
Marcos Rodriguez Director, HR WA	Melanie Scott Curriculum Developer Kansas DOC KS	
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Ed Yahnig
Regional Training
Administrator
Missouri DOC
MO

Appendix C – Evaluation

Full evaluation results available at [\[insert URL here\]](#)

Appendix D – Participant Binder with Process and Presentation Materials

Complete participant binder with all presentation materials including facilitator notes and handouts is available at [\[insert URL here\]](#)