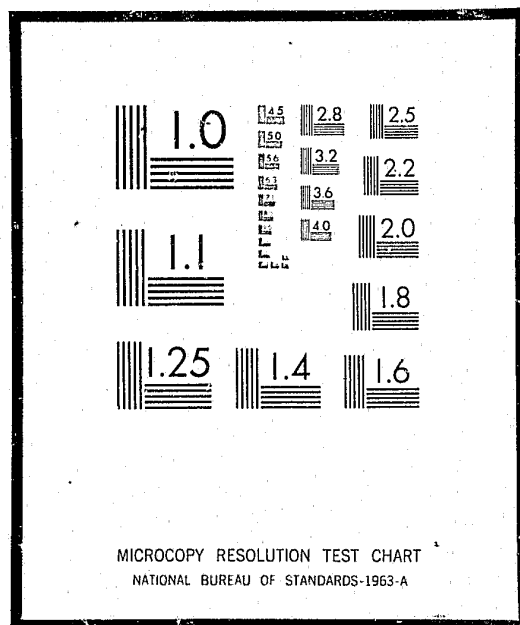


# NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE  
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION  
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE  
WASHINGTON, D.C. 20531

Date filmed, 4/15/76

## EVALUATION OF THE CRIMINAL JUSTICE PLANNING INSTITUTE-FINAL REPORT

April 1974 - August 1975

Gary G. Taylor, Ph.D.  
John F. O'Toole, Ed.D.

Grant No. 75-NI-99-0009

CONTENTS

	<u>Page</u>
LIST OF TABLES	iii
SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS	iv
1.0 INTRODUCTION	1
1.1 CJPI Program Description	2
2.0 RESEARCH AND APPROACH	4
2.1 CJPI Objectives	4
2.2 Research Design Overview	5
2.2.1 Participant Questionnaires	6
2.2.2 Evaluator Observation	6
2.2.3 Pre- Post Criterion Test	7
2.2.4 Impact Evaluation	8
3.0 SUMMARY OF CRIMINAL JUSTICE PLANNING INSTITUTE (CJPI) TRAINING RESULTS IN LEAA, REGION IX STATES	9
3.1 Summary of First CJPI Seminar, La Jolla, California, April 15-26, 1974	10
3.1.1 Participant Demographics	10
3.1.2 Major Findings and Conclusions	12
3.1.3 Recommendations After the First Session	14
3.2 Summary of Second CJPI Seminar, La Jolla, California, June 2-13, 1974	15
3.2.1 Participant Demographics	15
3.2.2 Major Findings and Conclusions	17
3.2.3 Recommendations After the Second Session in Region IX	20
3.2.4 Observations Subsequent to CJPI Training Sessions	22
3.3 Summary of CJPI Training Results in Region X, March 2-8, 1975, Seattle, Washington	24
3.3.1 Participant Demographics	24
3.3.2 Major Findings and Conclusions	25
3.3.3 Recommendations	29

CONTENTS

	<u>Page</u>
4.0 SUMMARY OF IMPACT EVALUATION OF CJPI TRAINING PROGRAMS IN REGION IX	30
4.1 Section Introduction	30
4.2 Research Subjects and Approach	31
4.3 Analysis of Results	32
4.4 Interview Results	33
4.4.1 Achievement of CJPI Objectives Across States	33
4.4.2 Attitude Change by Course Objectives	35
4.4.3 Constraints Impinging on Application of CJPI Instructional Content	36
4.4.4 Achievement of CJPI Objectives by Training Session	38
4.4.5 Back-Home Project Results	39
4.4.6 Observable Changes in the Agency	40
4.4.7 Desire to Attend Further Training	41
4.4.8 Supervisors' Interview Results	41
4.5 Major Findings of Region IX Impact Study	42
5.0 SUMMARY OF IMPACT EVALUATION OF CJPI TRAINING PROGRAMS IN REGION X	44
5.1 Research Subjects and Approach	44
5.2 Analysis of Results	45
5.3 Interview Results	45
5.3.1 Achievement of CJPI Objectives Across States	45
5.3.2 Quality of CJPI Training Applications	48
5.3.3 Attitude Change by Course Objectives	49
5.3.4 Training Impact Comparing the CJPI Presentations in LEAA Region IX and Region X	51
5.4 Constraints Limiting Application of CJPI Instructional Content	53
5.5 Observable Changes in the Agency	55
5.6 Benefits from the Course in Terms of Ideas, Skills, and Attitudes	56
5.7 Desire to Attend Further Training	58
5.8 Summary of Region X Findings	58

CONTENTS

Page

APPENDICES

A - PARTICIPANT QUESTIONNAIRES	61
B - PRE- POST CRITERION TEST	67
C - INTERVIEW PROTOCOL	81
D - WASHINGTON STATE TRAINING SESSION	92

TABLES

1 - PARTICIPANT EXPERIENCE LEVEL - REGION IX AND X	25
2 - NUMBER OF INTERVIEWS (STATE AND REGION)	31
3 - ACHIEVEMENT OF CJPI OBJECTIVES STATE BY STATE IN TERMS OF APPLICATION ON THE JOB	34
4 - CJPI ACHIEVEMENT OF ATTITUDE CHANGE ACCORDING TO STATES	37
5 - NUMBER AND TYPE OF INTERVIEW BY STATE	44
6 - ACHIEVEMENT OF CJPI OBJECTIVES STATE BY STATE IN TERMS OF APPLICATION ON THE JOB (REGION X)	46
7 - ACHIEVEMENT OF OBJECTIVES STATE BY STATE IN TERMS OF ATTITUDES ON THE JOB	50
8 - APPLICATIONS AND ATTITUDE CHANGE - LEAA REGION IX AND REGION X SESSIONS	52
9 - CONSTRAINTS IN APPLYING CJPI INSTRUCTIONAL CONTENT	54
10 - BENEFIT FROM THE COURSE IN TERMS OF IDEAS, SKILLS, AND ATTITUDES	57

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

SUMMARY STATEMENT

The first year Criminal Justice Planning Institute (CJPI) offers a comprehensive introduction to basic planning concepts, skills, and techniques to meet the needs of personnel with functional responsibilities for planning in a state planning agency (SPA), a regional planning unit (RPU), or local criminal justice agencies. Over a one-year evaluation period, as a result of a series of course refinements, the CJPI now offers a training program with a demonstrated capability for increasing the skills and knowledge levels of criminal justice planners. The CJPI program can also increase planning performance on the job, providing that the participant's work environment is supportive of the strategic and mid-range planning processes that are presented at the Institute.

SUMMARY OF CONCLUSIONS

1. The CJPI training program provides an opportunity for increasing knowledge of basic concepts and skills related to the criminal justice planning process, as determined by a criterion test of learning outcomes.<sup>1</sup> Participant scores on the criterion test improved by an overall average of 13 percent from pre- to post training. Improvement was noted

<sup>1</sup> Available for those trained in Region X only.

with respect to all subject matter areas covered during the CJPI training, and among participants from every state represented at the seminar.

2. CJPI training can significantly increase job performance of most participants in those situations in which management is committed to the planning concepts presented by the CJPI. There were an average per participant of 2.4 direct applications of training to the job resulting from the latest seminar evaluated (Seattle, March 2-8). Unfortunately, relatively little application of the CJPI training program occurs in the absence of active administrative support for the comprehensive criminal justice planning process advanced by the CJPI. For example, there was relatively little impact in five of the eight states in the evaluation sample.

3. A lack of relevance between training material presented by the CJPI and participant job responsibilities appears to be the largest constraint inhibiting direct application of training on the job. Most criminal justice planners interviewed during the evaluation study are involved primarily in "grants administration" and apparently have little time, and in some cases, little inclination to "plan" in the technical sense.

4. Post training attitudes of most CJPI program participants are changed toward a greater belief in the need for a strong data base, statistical analysis, and a more rigorous approach to mid-range and strategic criminal justice

planning. This attitude surfaced for most CJPI participants from all states involved with the training program.

5. The successful program in LEAA Region X strengthens the conclusion that the CJPI program, using a CJPI core faculty, can have a positive impact in areas of the United States outside of LEAA Region IX, the region for which the CJPI training program was specifically developed. It remains to be demonstrated, however, whether or not the CJPI training materials and instructional approach can be absorbed by local faculty in various parts of the country, and presented in a manner that will lead to similar impact.

6. Those trained are generally positive toward the CJPI training process, and in terms of the value of the course to the individual participant. Attitudes toward both training process and value moved from "positive" to "strongly supportive" with each iteration of the training program as it was evaluated over the one-year period.

7. The training delivery system is adequate, although needed refinements remain to be made. Considerable effort was devoted by CJPI to the task of improving the training process as a result of evaluation input following each training session. The present course is, in fact, much improved over earlier sessions, but visuals are still inadequate, there is too much reliance on the "lecture format" as opposed to other teaching methods, student exercises generally need to be better supervised and better integrated into the

total training program, and the recommendations of the Technical Advisory Committee, a panel of experts commissioned to review training materials, have not been completely implemented.

8. Information overload is still a problem because of the amount of subject matter covered in the CJPI training program. This was especially true of earlier 8-10 day versions of the seminar.

9. Training appears to be more effective when all planning agency staff members are trained conjointly. If this is not possible, less experienced planners benefit more from the first year CJPI program than do more experienced planners. Idaho was the only state of the eight in the evaluation sample which sent all of its staff personnel to the CJPI training program. Idaho also applied significantly more of the CJPI training concepts than did the other states. When participants in Region IX were divided into groups of those with more or less criminal justice experience, those with less experience applied more concepts from the training than did those with more experience, perhaps for the reasons presented in Section 4.4.4.

10. CJPI's core faculty are highly competent instructors, with extensive experience in criminal justice planning. Core faculty were positively evaluated by both participants and the evaluators monitoring the training program.

11. The training documentation prepared by CJPI

staff is extensive and of high quality, again as assessed by both program participants and the evaluators.

12. CJPI learning objectives are vaguely worded in some cases, and in general, are not stated in "performance", i.e., measurable terms.

#### SUMMARY OF RECOMMENDATIONS

1. Administrators of state, regional, and local criminal justice planning agencies should consider strategies for accomplishing the needed transition from their present emphasis on "grants administration" toward more concern for a strategic planning process.

2. Training should be provided conjointly for all professional staff members of state and regional criminal justice planning agencies, including the agency administrator. If this is not possible, some version of the training program should be made available to agency administrators and decision makers.

3. The CJPI training delivery system should be further improved 1) by using a "graphics specialist" to redo the visual aids; 2) by incorporating the use of teaching methods other than the traditional lecture approach, i.e., slides, video tapes, slide/tapes, panel discussions, etc.; 3) by better integrating student exercises with the overall instructional program, and providing more active faculty direction during exercises; and 4) by full implementation of the suggestions made earlier by the CJPI's Technical Advisory Committee.

4. Learning objectives need to be better defined and stated in measurable, job-impact terms.

5. Alternate strategies and methodologies should be developed and investigated for transferring the CJPI program on a nation-wide basis for those states that have expressed an interest in this training program.

## 1.0 INTRODUCTION

Beginning in April of 1974 the American Justice Institute has been conducting an evaluation of the University of Southern California's Criminal Justice Planning Institute (CJPI) under a grant from the National Institute of Law Enforcement and Criminal Justice. This final report contains participant and evaluator reactions to two CJPI training programs presented during April and June of 1974 in LEAA Region IX (La Jolla, California), and a one-week program conducted from March 2 through March 8, 1975 in Region X (Seattle, Washington). Also included are the results of impact studies conducted several months after completion of CJPI training in Region IX and Region X. Only summary data are provided in those cases where complete data were previously reported.<sup>1</sup> The reader is referred to these papers where appropriate in subsequent sections of this report.

The Criminal Justice Planning Institute has received second year funding and course development and refinement are currently ongoing. Several short-term seminars have been held or are planned using part of the CJPI curriculum and faculty. This evaluation, however, concerns only first year CJPI activities.

---

<sup>1</sup> Previous reports submitted by the American Justice Institute include: Evaluation of the Criminal Justice Planning Institute Status Report, September 1974; Evaluation of the Criminal Justice Institute Impact Study Report, December 1974; and Evaluation of the Criminal Justice Planning Institute: Region X Initial Report, March 1975.

## 1.1 CJPI PROGRAM DESCRIPTION

The objectives of the Criminal Justice Planning Institute (presented in detail later) evolved from a meeting in Los Angeles on May 30, 1973 attended by representatives from LEAA Region IX, the California Council on Criminal Justice, and the University of Southern California's Schools of Business Administration and Public Administration. The intent was to develop a plan for the design and implementation of a training program which would significantly impact upon the criminal justice planning capability of state planning agencies as well as local criminal justice agencies in Region IX. Impetus for the training came from a realization that, although legislation had mandated comprehensive criminal justice planning, many agencies and almost certainly the criminal justice system as a whole did not have the technical capability to engage in mid-range and/or strategic planning.

The plan that was developed and later funded by LEAA Region IX involved the development of a series of prototype training programs offering criminal justice planners an understanding of the planning process and the methodologies and techniques required for "hands on" planning. Training modules were developed with the understanding that they might be used in other areas of the United States.

Specific training content was determined after an initial needs assessment in Region IX. A sample of planners (N=59) from Arizona, California, Hawaii, and Nevada were

interviewed by CJPI staff regarding their job responsibilities, perceived expertise in planning techniques, and perceived need for training with respect to different approaches in the planning process. CJPI training content was also influenced by a staff analysis of the planning requirements outlined in Title 1 of the Crime Control Act of 1973, and by input from a Planning Advisory Committee (PAC). The PAC, comprised of representatives from each state in Region IX, the LEAA Region IX project monitor, and other LEAA officials, met regularly during the first year to review the progress of the project and to decide on the direction of further project development.

Faculty consultants were selected by CJPI staff on the basis of experience in the criminal justice system, reputation, and availability, subject to the approval of the Planning Advisory Committee. Faculty consultants prepared, and in most cases presented, a training module in their specific area of expertise.

The first year CJPI effort resulted in the delivery of a training program to 92 criminal justice planners in Region IX and Region X. Extensive training documentation was also completed for a ten-day seminar. The course materials developed consist of a series of training modules (complete set of learning objectives, lesson plans, exercises, visual materials, student and instructor reading references, etc.) in criminal justice planning technology. These training materials are contained in one manual along with suggestions for using the training materials.

Many of the suggestions in the user's guide and other aspects of the completed CJPI training materials resulted from input from a Technical Advisory Committee created late in the first year. This Committee, comprised of criminal justice planning specialists and training consultants, reviewed all CJPI training materials and generated a number of editorial comments and technical suggestions for improvement of the training modules.

## 2.0 RESEARCH AND APPROACH

### 2.1 CJPI OBJECTIVES

The Criminal Justice Planning Institute's overall objective is to develop and improve state-wide criminal justice planning for the reduction of crime and delinquency, as provided in the Omnibus Crime Control and Safe Streets Act of 1968, and as amended by the Crime Control Act of 1973. This is to be accomplished through the development of a series of prototype training programs designed to help criminal justice planners:

1. deal with the problems, methods, and techniques for measuring crime, and analyzing crime statistics;
2. use techniques for forecasting, anticipating, and analyzing future crime and related problems;
3. interpret trends that impact crime reduction, prevention, and control;
4. use methods and techniques for relating trends to

plan, program, and project development;

5. use methods and techniques for plan development and implementation with full consideration of inter-governmental and community constraints;
6. apply methods and techniques for evaluating plans, programs, and projects; and
7. increase the capability of criminal justice planners to communicate with each other.

### 2.2 RESEARCH DESIGN OVERVIEW

The evaluation was conducted in four phases. During the first phase, training effectiveness of the two sessions in Region IX was evaluated by on-site observation, participant questionnaires, interviews with faculty, and interviews with CJPI staff. This was followed four to six months later by the second phase of the evaluation, which involved interviews with CJPI seminar participants in their home environment in an effort to determine the extent to which training had affected their work behavior. The third phase consisted of an evaluation of training effectiveness for the program presented in Seattle (Region X). This assessment included the same techniques used in evaluating the earlier sessions held in Region IX. In addition, a pre- post test of planning knowledge was administered. During the fourth phase of the study, impact was again assessed five to six months after the course by interviews with participants using the same procedure utilized in Region IX. As indicated below, the



research approach and data collection instruments were developed around each of the seven CJPI objectives outlined above during all four phases of the evaluation.

#### 2.2.1 Participant Questionnaires

Participants at all sessions were given a questionnaire at the end of the seminar concerning their reactions to the CJPI training process and course content. Participants were also asked to indicate the extent to which the CJPI objectives had been realized from an individual perspective. An example of the questionnaire that was administered can be found in Appendix A of this report.

#### 2.2.2 Evaluator Observation

The course evaluator was present at all training sessions. Training process, e.g., quality of instruction, visual aids, timing, and course organization were rated. Participant reaction to various elements of the training program were observed, and informal feedback was obtained throughout the seminar in terms of the possible impact of various lesson modules. The extent to which each instructor addressed the specified learning objectives for his module was also recorded.

#### 2.2.3 Pre- Post Criterion Test

A criterion test of planning knowledge was developed for the Seattle seminar<sup>1</sup> using the learning objectives for each module which appear in the CJPI Instructor's Manual. The test (see Appendix B) contained a combination of true-false, multiple choice, completion, and matching items. Question content was keyed to the specified learning objectives for each lesson and the questions were therefore not representative of planning in general, but of the specific skills, knowledge, and planning issues that were intended to be addressed by the training program.

Before its use in Region X, the criterion test was administered as a field test to a sample of regional criminal justice planners in California who had not been previously exposed to CJPI training. Questions and format were refined as a result of this pilot test.

Region X course participants were given the refined instrument during pre-training sessions conducted by CJPI staff two to three weeks prior to training. CJPI staff read the instructions found in Appendix B and monitored test administration except in the case of trainees from Alaska. The test and instructions were sent to Alaskan participants who

---

<sup>1</sup> The evaluation grant was issued just prior to the first session in Region IX, which did not allow sufficient time for the creation and pilot testing of a pre- post instrument.

returned the tests by mail for scoring by AJI staff. Post-tests were administered by the evaluator at the end of the training session.

#### 2.2.4 Impact Evaluation

The impact studies in Region IX and Region X consisted of the preparation of semi-structured interview protocols, followed by in-depth, personal interviews on site with CJPI course participants four to seven months after the training sessions. It is possible that this time frame was not long enough for significant job-related impact to have occurred, although a longer time period would have tended to make it more difficult to isolate the CJPI experience as a causal factor behind any change in personal attitudes or work behavior.

The interview protocol (see Appendix C) was developed in order to help participants analyze their work behavior in terms of whether or not there had been a change in their performance on the job since completion of the CJPI training session, and if so, to what extent change had occurred. This question was asked relative to each of the subject areas mentioned in the CJPI objectives listed earlier. Probing questions were then used to determine, as specifically as possible, what change had occurred, other factors which might have had a similar effect, perceived extent and value of the change in work behavior, etc. If there had been no actual application of knowledge or skills resulting from the training

session, participants were asked about possible changes in their attitudes resulting from the CJPI experience.

Other interview subject areas concerned possible application of the back-home project (Region IX only), observable changes in the organization, structure or policies of the participant's agency, desire for similar training in the future, and constraints which might have limited opportunities for application of learning acquired during the CJPI training program.

AJI project budget constraints did not permit in-person interviews to be conducted with planners in remote areas. In those cases where in-person interviews were not possible, the same interview protocol was followed by telephone. In all, 66 out of 79 interviews (84%) were conducted in person.

### 3.0 SUMMARY OF CRIMINAL JUSTICE PLANNING INSTITUTE (CJPI) TRAINING RESULTS IN LEAA, REGION IX STATES

This section of the report summarizes the major findings, conclusions, and recommendations from previous AJI evaluations of two CJPI training sessions attended by 57 criminal justice planners from SPA and Regional Planning Units in Arizona, California, Hawaii, Nevada, and American Samoa. The first session was presented at La Jolla, California from April 15-26, 1974, and the second (also at La Jolla) was conducted during June 2-13, 1974. This section also summarizes the results of a previous AJI evaluation of a training

seminar attended by 33 criminal justice planners from Alaska, Idaho, Oregon, and Washington. The later seminar was held March 1-8, 1975 at Seattle, Washington.

3.1 SUMMARY OF FIRST CJPI SEMINAR, LA JOLLA, CALIFORNIA, APRIL 15-26, 1974

3.1.1 Participant Demographics

The total number of participants in the first CJPI training session was 33, representing an unusually broad distribution of experience in various areas of the criminal justice system. This was particularly true with regard to experience in criminal justice planning, functional levels (state or regional), course entry level knowledge, skills, and previous training in planning. Of the total 33 participants, formal student end-of-course evaluation questionnaires were only received from 23 due to early departures, and conflicts in participant schedules. The four-state participant sample, job titles, and experience levels are shown below.

Participant Sample:

	<u>SPA</u>	<u>Region</u>	<u>Total</u>
California	9	5	14
Arizona	4	-	4
Nevada	2	2	4
Oregon*	<u>1</u>	<u>-</u>	<u>1</u>
Total	16	7	23

\* Observer participant from Region X.

Job Titles:

	<u>Nevada</u>	<u>Arizona</u>	<u>California</u>	<u>Oregon</u>	<u>Total</u>
State Coordinator (LEAA)			1		1
Executive Director			1		1
Director, Administration			1		1
Assistant Coordinator			1		1
Operations Supervisor/ Corrections Analyst				1	1
Criminal Justice Specialist	1		3		4
Criminal Justice Planner	2	1	4		7
Court Specialist	1				1
Manpower Unit Supervisor		1			1
Police Planner		1			1
Correctional Specialist		1			1
Junior Staff Analyst			<u>3</u>		<u>3</u>
Total	<u>4</u>	<u>4</u>	<u>14</u>	<u>1</u>	<u>23</u>

Criminal Justice Experience Levels:

Range - 2 months to 14 years

Median - 3½ years

Mean - 5 years

Four years or less - 10

Five years or more - 13

### 3.1.2 Major Findings and Conclusions

a. Because of the wide disparity of experience and backgrounds shown above, negative feelings of disappointment, resentment, and moderate frustration were expressed by many participants. For a large number of students, CJPI's stated objectives were not achieved; for others, especially those with little experience in criminal justice or planning, the results were quite successful. In view of the limited staff resources available to CJPI for course design and development, the almost total dependence of CJPI upon outside consultants as course instructors, the wide range of experience and differences in functional levels among course participants, this first "dry-run" CJPI presentation produced better results than might reasonably be expected. The end-of-course student questionnaires strongly supported this conclusion. For example, 15 of the 23 respondents gave the course an overall rating of "good" to "very good" and 18 of the 23 recommended that fellow workers with similar job responsibilities attend the course. However, ratings of specific aspects of the course, e.g., visual aids, course organization, ratings of some instructors, etc., were less than satisfactory.

b. The daily sessions were much too long, lasting between 9-10 hours per day. There was visible fatigue at the end of each day, causing strong student resentment.

c. The course content did not appear to reflect the conduct of an adequate training needs assessment, or perhaps

the wrong students were in attendance. Certainly, there was not a good match between the participants' needs for skill development, new knowledge, etc., and the CJPI subject matter presented.

d. There was a wide range of lecturing skills and techniques and subject matter mastery levels among the CJPI instructors. Instructional delivery, timing, and subject mastery were good for some instructors. They covered the specific lesson objectives and the students participated actively. Others did not cover the lesson objectives at all and their presentations were sterile. Overall, the instructors did not pay much attention to the CJPI learning objectives for each training module.

There was also considerable passive student participation, caused by the tendency of many instructors to "talk at" the students, without providing time for group instruction.

e. Unfortunately, this first CJPI training session was held without a "dress rehearsal" of all instructors. As a result, the seminar did not present a well-articulated "whole". It lacked unity, organization, and cohesiveness, with many gaps in the course content and some overlap and redundancy appearing in several presentations.

f. Visual aids were, in general, too few in number and of poor quality. Many could not be seen from the back of the room.

g. The first session was held without a criterion test to measure, at the end of the lesson, or at the end of

the course, whether or not the students could demonstrate the successful achievement of the stated learning objectives for each module.

### 3.1.3 Recommendations After the First Session

Evaluation findings resulted in a number of recommendations made through formal reports and through meetings with CJPI staff and the LEAA evaluation monitor. In brief, it was recommended that:

- a. The course be shortened by deleting some lesson modules, and by condensing and compacting course content.
- b. Additional instructional elements; e.g., video tape presentations, self-instructional materials, slide/tapes, etc., be included.
- c. Poor instructors be replaced with more qualified faculty members.
- d. Variety be added to the CJPI delivery system, e.g., exercises, simulation games, role playing, workshops, panel discussions, etc.
- e. Prerequisite entry level skills and criminal justice planning experience levels be specified in order to ensure a more homogenous group of student participants.
- f. Over the long term, the program be developed into at least two separate courses; one for experienced SPA and RPU criminal justice planners, and one for inexperienced personnel. The course might then be run

for five to six days, with some portions (2-3 days) attended by both groups and others remaining for the entire course, depending upon their needs.

- g. A pre- post-test be developed in order to assess learning achievement resulting from this training program.

Subsequent sections of this report indicate the extent to which these early recommendations were complied with in subsequent CJPI training sessions.

## 3.2 SUMMARY OF SECOND CJPI SEMINAR LA JOLLA, CALIFORNIA, JUNE 2-13, 1974

### 3.2.1 Participant Demographics

The total number of participants in the second CJPI seminar was 24, again representing a broad diversity of experience in various elements of the criminal justice system. Attendees were, on the average, more experienced and occupied a higher position within the criminal justice system than was the case of those attending the first session. The participant sample, job titles, and experience levels for the second group are shown below.

Participant Sample:

<u>SPA</u>		<u>Region</u>	<u>Total</u>
Arizona	1	3	4
California	8	4	12
Hawaii	3	1	4
Nevada	0	0	0
Samoa	1	-	1
Region X*	1	-	1
LEAA**	<u>1</u>	<u>-</u>	<u>1</u>
Total	15		23

\* Participant observers from the State of Washington and Idaho.

\*\* Participant observer from the Region IX Office.

Job Titles:

	<u>Total</u>
Director, Regional Planning Agency (RPU)	2
Criminal Justice Planner	4
Criminal Justice Specialist	6
Manpower Development Specialist (Planner	3*
Research Supervisor	1
Program Coordinator	2
Research Analyst	1
Division Chief	3
Executive Assistant to the Mayor	1
Fiscal Officer and Assistant Criminal Justice Planner	<u>1</u>
Total	24

Experience Levels (Criminal Justice System):

Range - 0-25 years

Median - 7 years

Mean - 8.2 years

3.2.2 Major Findings and Conclusions

a. Within the limited time available between the completion of the first try-out session of the Institute in April and the June 2 starting date of this session, the CJPI staff accomplished significant improvements in the overall structure, content, and general tone of the course. Obviously considerable attention and effort was devoted to revising the most glaring deficiencies as noted during the first session.

b. Course participants during this second session reacted positively to each of the series of questions directed toward an assessment of the extent to which the specified CJPI objectives were achieved.

c. Questionnaire respondents reacted strongly "positive" (18 of a total of 24) when asked whether they would recommend this course to a fellow worker with similar responsibilities. This result was almost identical to the first class (18 of 23).

d. There was a much smaller gap in the range of lecturing skills and subject matter mastery levels among the instructors who presented the course this time as compared

with the first try-out session. However, many instructors were unable to "bridge" successfully from academic to operational criminal justice system planning applications. Their lesson content was therefore sterile and lacked meaning to the course participants.

e. There was still a strong current of negative feeling among a sizeable number of course participants as to the relevancy and validity of the CJPI in relation to their "on-the-job" responsibilities as criminal justice planners. Course expectations among participants apparently differed significantly, depending upon their functional levels of planning responsibility, e.g., state or regional planning agency, and among states represented in this sample of course participants.

f. The visual aids used throughout the second CJPI training session were still essentially black and white word slides, flip charts (some of which were crudely prepared), line drawings, or lists of numbers and other statistics. They lacked a professional tone, use of color, some imagination by an artist, or at least a graphics specialist.

g. As with the April session, pre-session orientation for CJPI participation was essentially non-existent.

h. With the exception of three days, the length of the instructional day appeared to be about right for the majority of the participants. However, because of the tremendous amount of course content designed into the CJPI

training program, the participants displayed obvious fatigue at the end of each day, especially during the last three days of the course. Information "overload" was apparent among most participants during the last week of the session and the quality of their participation lagged far behind the first week's effort. It was apparent that the CJPI's attempt to reduce the course from 10 days to 8 by dropping several of the modules was only partially effective in reducing fatigue.

i. In both CJPI sessions, several instructors made superficial attempts at using exercises to elicit group interaction and class discussion. However, there was usually inadequate advance planning, little inherent group leadership during the exercises, and insufficient time for the various groups to complete the exercises, or for the instructor to properly critique the group's report as a result of the exercise.

j. Serious concern was voiced at the completion of both CJPI programs as to the value of spending almost two weeks at one time attending a training program for criminal justice planners. During both training sessions, strong negative feelings were expressed by a majority of course participants that there is too much information presently in the course to absorb at one "sitting", even though it is spread out over 8-10 days of instructional time. "Information overload" occurred during both training sessions, despite the efforts of CJPI staff members to shorten the instructional

day, make "breaks" more frequent, provide more group exercises, etc.

k. Unfortunately, there was again no criterion test provided to measure, at the end of the lesson, or upon completion of the course, whether the student could demonstrate the successful achievement of either the individual lessons or overall CJPI learning objectives.

l. The overall class consensus with regard to the second session of the Institute, based on an analysis of student feedback at the end of each lesson module, and the more comprehensive end-of-course student evaluation questionnaires, was that the eight-day course was an invaluable learning experience, however, a course in need of refinement and change in the ways suggested above.

### 3.2.3 Recommendations After the Second Session in Region IX

The CJPI training program at this point was not considered by the evaluators to be a "finished product" and suitable for transferability on a national basis. More refinement and modification were needed. In brief, recommendations made to the CJPI staff regarding course development included the following:

a. Each day's training sessions should allow for a variety of learning activities, e.g., lectures in the morning sessions, with group exercises, workshops, simulations, discussions, and required reference readings in the afternoon.

b. The CJPI staff should continue to refine, revise, and develop new and improved exercise material for lessons which lend themselves to group interaction. Realistic time requirements should be developed for conducting the revised exercises.

c. The CJPI staff should continue to improve all the visual material used in the course, including student handouts. Consideration should be given to the use of color, the assistance of a graphics specialist in this process, and the use of multi-media, e.g., 35 mm film slides, motion pictures, cassette and video taped interviews with LEAA planners and/or managers, panels, etc.

d. The CJPI course attendance requirements should be developed more precisely (in writing) by the CJPI staff in order to ensure as homogenous a participant group as possible during CJPI training sessions. Specifications should be described in terms of pre-session orientation requirements (readings, "back-home" project, course expectations, course objectives, anticipated learning outcomes, student participation, etc.) for use by SPA and RPU administrative personnel in the selection of potential CJPI participants.

e. Greater utilization of course participants as "instructors" is necessary. A way should be found to have experienced criminal justice planners share their expertise, problems, and experience with other planners who are in need



of such practical guidance. There must also be time set aside for interchange between states during the training sessions.

f. Greater utilization of key instructors should be made. The CJPI core of outside consultants offers considerable instructional competence and extensive experience in criminal justice planning. However, they were underutilized in both CJPI sessions. More attention also needs to be devoted to recruiting additional CJPI faculty members who have demonstrated credibility in operational criminal justice settings and less in academic environments.

Consideration should therefore be given to the possibility of dividing the present CJPI training program into several shorter courses to meet the needs of different levels of planning responsibility, e.g., SPA, RPU, smaller states with differing roles, responsibilities, and organizational structures for planning, etc.

g. A criterion test should be developed which would allow measurement of the extent to which participants achieved CJPI learning objectives.

#### 3.2.4 Observations Subsequent to CJPI Training Sessions

The following conclusions were developed as a result of AJI interviews with CJPI staff members, representatives of LEAA Region IX, and course participants. Questionnaire results from CJPI faculty members are also incorporated in these conclusions.

a. The initial CJPI training needs assessment survey was inadequate. The needs questionnaire that was developed was not created with analysis in mind and the results were therefore very difficult to interpret. The survey sample was adequate, although the effort suffered generally from a lack of planning and pre-testing. Results were very subjective, both in terms of information collected from those surveyed, and in terms of the conclusions made by CJPI on the basis of the data they collected. The emphasis was on determining needs by interviewing planners before elements of the planning process were adequately defined.

b. More commitment is obviously necessary from SPA administrators. Participants at the CJPI training program were typically not identified until one week or less before the sessions. There seems to have been a general feeling of "show me", particularly on the part of the smaller states. Participants were generally not prepared for the sessions, and some were openly hostile to the idea of attending the CJPI program.

c. The CJPI principal investigator, CJPI project director, LEAA Region IX monitor, and the SPA Planning Committee all had some degree of responsibility for the project. Administrative lines were confused as each attempted administrative control over some aspect of the program.

3.3 SUMMARY OF CJPI TRAINING RESULTS IN REGION X,  
MARCH 2-8, 1975, SEATTLE, WASHINGTON

3.3.1 Participant Demographics

The Region X participants came from all four states,  
as follows:

<u>State</u>	<u>Number</u>
Alaska	4
Idaho	9
Oregon	8
Washington	9
LEAA	4
Total	34

Two of the CJPI participants from the four states were regional level planners; all others represented state planning levels. Four were from local criminal justice agencies, or state level criminal justice agencies not affiliated directly with a SPA. Three of the CJPI participants were from the LEAA, Region X offices. Job responsibilities ranged from beginning level planning analyst to director of a state planning agency.

Participants had somewhat less experience, on the average, than the Region IX trainees attending the second seminar in La Jolla, although they were somewhat more experienced than those attending the first Region IX session. Comparisons are shown in Table 1 below.

TABLE 1  
PARTICIPANT EXPERIENCE LEVEL - REGION IX AND X

<u>Criminal Justice Experience</u>	<u>Region IX Session 1</u>	<u>Region IX Session 2</u>	<u>Region X</u>
Range	0-14 years	0-25 years	0-20 years
Mean	5 years	8.2 years	6.2 years
Median	3.5 years	7 years	4.5 years

3.3.2 Major Findings and Conclusions

a. The CJPI training program in Seattle was significantly improved when compared with sessions conducted in Region IX during April and June 1974. The major CJPI deficiencies noted in earlier AJI evaluation reports were corrected and the resulting improvements appeared to have had a positive impact, not only on participants' general attitudes, but also on learning outcomes.

b. In terms of their overall rating of the CJPI, Region X participants indicated a much more positive response than their Region IX counterparts. They also tended to see a more direct relationship between CJPI's learning objectives and their own job needs, were more supportive in terms of the value of the course than Region IX participants, and unanimously recommended it to fellow workers with responsibilities similar to their own. As a group Region X participants made

relatively few suggestions for improvement of the CJPI training program.

c. The length of the instructional day appeared to be appropriate for the majority of participants, yet considerable fatigue was apparent by the last day, suggesting that an extended course would have led to the "overload" problem that occurred during the two-week sessions in La Jolla. Unlike the Region IX programs, course administration was handled smoothly in Seattle, with a minimum of disruption in the learning setting.

d. The instructional staff was generally well received. The faculty used lecturing skills and displayed subject mastery levels that were sufficient to inspire participants in most cases. The instructors were also generally available to students for informal discussions and these sessions were well attended and received.

e. Although informal sessions were well attended, there was relatively little cross-state interaction at the seminar. Participants tended to remain in state groups during both formal and informal learning activities and during social hours.

f. A unique feature of the CJPI seminar in Seattle was the presence of an entire professional staff from one state planning agency, including its director. This unit participated in the main simulation exercise as a group, had an evening meeting together, and generally functioned as a

team throughout the seminar. It should be noted that this joint staff participation did not significantly affect the participants' attitudes toward the CJPI training program. It likewise made no difference on information assimilation, as determined by pre- post test scores, as summarized in the next section. However, it did affect the impact of the course on the job as discussed in Section 5.3.1.

g. The CJPI visual aids were not significantly improved since the Region IX training programs. In most cases, the visuals still lacked a professional tone, use of color, and imagination by an artist (or at least a graphics specialist), and they were still limited to overhead transparencies, flip charts, and chalkboard. Unlike the Region IX sessions, copies of visual aids and student handout materials were made available at the conclusion of the lessons for those students wishing them. Student participants welcomed these reference materials.

h. The CJPI seminar still presents participants with an inadequate variety of learning activities. The lecture format predominated during four of the instructional days with an exercise (handled as a unit of instruction) taking the remainder of the time. Less fatigue and better learning might have resulted from mixing instructional modes; i.e., lecture, exercises, panels, group discussions, etc., each day. This will become an increasing concern if the seminar is presented by faculty other than the present CJPI consultants.

i. The major exercise was conducted with CJPI group facilitators in each group, as well as a roving facilitator who moved between groups. The facilitators intervened in the group only at a minimal level. This resulted, however, in slow progress in some groups and a feeling was expressed by several participants that more direct facilitator involvement would have increased learning.

j. State-by-state and subject matter comparisons between the participants' pre- and post-test scores on the CJPI criterion test were strongly positive. CJPI learning outcomes, in terms of average gain scores (by state), increased from pre- to post-test by 13 percent (61% in the pre-test; 74% in the post-test). This was also true for all subject areas, and in every state. The range, in terms of average gains, by state (in all subject matter areas) was from 11 to 18 percent. The subject-by-subject average gain by states ranged from seven to 29 percent. Pre-session differences among states in knowledge of criminal justice processes, functions, and issues disappeared after CJPI training.

k. Most of the recommendations for course content enrichment made by a panel of experts (Technical Advisory Committee) after a review in Region IX of CJPI training materials were not incorporated in the Region X seminar.

l. The concept of a training program in criminal justice planning is viable. All participants to this point, in both Region IX and Region X, strongly indicated the need

for such training. Each presentation of the first year CJPI program has improved, with the Region X session much improved over previous seminars. Participants reacted favorably to the training and demonstrated significant increases in planning knowledge.

m. The issue of full training transferability of the CJPI training program to other areas of the United States has not yet been resolved. The response to CJPI training in Region X suggests that the need for training is nation-wide within the criminal justice system. The successful transfer of the program in Region X also indicates that the training can be transported from one LEAA region to another, using CJPI faculty. Still at issue is whether or not the program can be as successful if handled by local instructors. Much of the impact of the program appears to revolve around the CJPI faculty and their unique qualifications.

### 3.3.3 Recommendations

a. Informal interactions between participants, and between instructor and participants, should be maximized by locating the CJPI training sessions in a more remote setting which involves group dining and recreation. Doing so would help overcome a natural reluctance on the part of some participants to interact informally. It would also increase the opportunity to socialize in small groups away from the training site.

b. Recommendations for individual module improvements made by the Technical Advisory Committee need to be fully implemented.

c. Visual aids in the CJPI training package should be redone to conform with the high quality of the other CJPI training materials in the instructor's and student's manuals.

d. The CJPI faculty consultants need to be more involved in supervising group exercises.

e. An increased variety of learning activities needs to be employed during each day of CJPI instruction.

#### 4.0 SUMMARY OF IMPACT EVALUATION OF CJPI TRAINING PROGRAMS IN REGION IX

##### 4.1 SECTION INTRODUCTION

This section of the report summarizes the major findings and conclusions resulting from the AJI impact evaluation study of CJPI training programs in Region IX states, i.e., Arizona, California, Hawaii, and Nevada. The impact evaluation was conducted during September and October 1974, which was approximately four to seven months following the completion of the two CJPI training seminars presented during April and June 1974 at La Jolla, California. A detailed report of the AJI impact evaluation study was submitted to LEAA in December 1974.

#### 4.2 RESEARCH SUBJECTS AND APPROACH

The impact evaluation was conducted using the procedures and instruments described earlier (cf. Section 2.2.4). An attempt was made to interview all CJPI course participants, with the exception of four individuals from LEAA Region IX, and four from LEAA Region X<sup>1</sup>, and two from Pago Pago. Region IX and Region X participants were not interviewed because of their dual role as participants and project monitors. The cost of contacting the two individuals in Pago Pago was prohibitive. Table 2 provides the number of interviews conducted by state and region.

TABLE 2  
NUMBER OF INTERVIEWS (STATE AND REGION)

<u>State</u>	<u>SPA</u>	<u>Region</u>	<u>Total</u>
Arizona	6	4	10
California	18	9	27
Hawaii	3	2	5
Nevada	2	2	4
	<u>29</u>	<u>17</u>	<u>46</u>

---

Participants from Region X monitored the course for possible application in Region X.

#### 4.3 ANALYSIS OF RESULTS

Coding procedures for analyzing interview data were relatively straightforward. If the participants indicated a specific example of how his work behavior had changed after CJPI training, as compared with before training, it was assumed that skills and/or knowledge acquired at the CJPI training program had been "applied". The coding procedure also assumed that there had been personal "attitude change" if (1) the participant indicated that his attitudes had changed, or (2) he indicated a specific change in his work behavior that he planned to make as a result of the CJPI, but which he was prohibited from implementing because he lacked time, did not have his supervisor's support, etc. Examples of comments and how they were coded are presented below.

<u>Comment</u>	<u>Coded</u>
"I implemented the Delphi technique in determining regional priorities."	Application
"I now see the value of statistics more clearly."	Attitude
"I have prepared crime density maps for the area."	Application
"I now go over project objectives one by one when monitoring."	Application
"My basis perspective toward planning has been broadened."	Attitude

Other elements of the data provided by the interviews were analyzed as indicated under specific headings in the "Results" Section, which follows. Where across-state comparisons are made, those from the California SPA and those from California Regional Planning Units have been separated into two groups. This was not practical for the other states because of the small numbers involved.

#### 4.4 INTERVIEW RESULTS

##### 4.4.1 Achievement of CJPI Objectives Across States

###### Applications Relevant to Course Objectives

The seven CJPI objectives listed in a previous section of this report were analyzed across the four-state study sample in terms of the number of participants who reported an actual application of knowledge or skills acquired as a result of their participation in the CJPI training program. Table 3 presents the results. The numbers represent respondents who were able to specify at least one element of the training that had been applied in their own job situation. It was rare to have more than one application for a given objective per individual respondent. It was not unusual to have an application relevant to more than one objective indicated by the same participant.

Data in Table 3 indicate that there had been relatively little application of the CJPI training program by the time of the interviews. The principal application

TABLE 3  
ACHIEVEMENT OF CJPI OBJECTIVES STATE BY STATE IN  
TERMS OF APPLICATION ON THE JOB

Objective	Arizona N=10	Calif. N=18	Calif. Region N=9	Hawaii N=5	Nevada N=4	Total	% of All Participants N=46
1. Crime Stat Analysis	0	3	2	0	2	7	.15
2. Futures Research	0	1	1	0	0	2	.04
3. Interpret Trends	0	1	0	0	1	2	.04
4. Project Development	1	1	2	2	1	7	.15
5. Political Constraints	1	2	1	0	0	4	.09
6. Evaluation	2	2	2	0	4	10	.22
7. Communication*	2	7	7	1	3	20	.43
TOTAL	6	17	15	3	11	52	
$\bar{X}$ Number of applications per participant	.60	.94	1.67	.60	2.75	1.13	

NOTE: The total number of applications exceeds the total number of subjects since some participants reported more than one application. Percentages were calculated in terms of the number of participants (N=46) and therefore do not total 100.

\*Applications in this category were concerned with personal communication about job issues and problems subsequent to the Institute with people who would not have been contacted without the CJPI training experience.

occurred with regard to the Institute's objective "to allow planners a greater opportunity to communicate with one another", although here any experience which involved working together, even for a much shorter time, might have had the same effect. Objective 6, "help with evaluating plans, programs, and projects", was second in terms of CJPI effectiveness. Here, however, only 22 percent of the participants had actually applied something obtained from the training. It is also true that the relatively high application rate for the CJPI objective dealing with "evaluation" might have been due in part to the general emphasis at the time on evaluation within the criminal justice system.

As shown in Table 3, Nevada participants applied more aspects of the course on the job than did those from the other states. California regional participants were next in terms of the rate of application of concepts presented at the CJPI.

#### 4.4.2 Attitude Change by Course Objectives

Six of the seven CJPI objectives were analyzed across the four-state sample in terms of the number of respondents who reported attitudinal change attributed to the CJPI program. Objective 7, "increase opportunities of criminal justice planners to communicate", was not included in this analysis. Attitudes toward the value of communicating with colleagues were already very positive and the

CJPI project staff did not intend to change attitudes in this regard; the intent was to increase opportunity for communication.

Table 4 indicates the instances of attitudinal change. The numbers represent individuals who reported attitudinal change with respect to each objective. Data in Table 4 suggest that the CJPI affected attitudes to a greater extent than it did actual job behavior, although here again, the results were not impressive. As shown in Table 4, attitudes were affected in at least one identifiable case for less than one-quarter of the participants with regard to four of the seven training objectives. Results were only somewhat better for the remaining objectives. Nevada again gained more than the other states in terms of reported attitudinal change.

#### 4.4.3 Constraints Impinging on Application of CJPI Instructional Content

The respondents were asked to identify constraints on the job that limited application of the training received. With one exception, there were no differences between states with respect to the constraints listed. In the one case, Nevada participants tended to see the course content as being relevant to their job requirements whereas most participants from the other states did not.

As reported by most participants (70%), the CJPI planning course was not perceived as relevant to what was

TABLE 4  
CJPI ACHIEVEMENT OF ATTITUDE CHANGE ACCORDING TO STATES

Objective	Arizona	Calif.	Calif. Region	Hawaii	Nevada	% of All	
	N=10	N=18	N=9	N=5	N=4	Total	Participants N=46
1. Crime Stat Analysis	4	5	3	1	4	17	.37
2. Futures Research	3	2	2	1	3	11	.24
3. Interpret Trends	3	2	1	1	3	10	.22
4. Project Development	2	2	4	0	2	10	.22
5. Political Constraints	3	4	1	0	1	9	.20
6. Evaluation	4	4	2	1	4	15	.33
TOTAL	19	19	13	4	17	72	
$\bar{X}$ Instances of Attitude Change Per Participant	1.9	1.0	1.4	.8	4.3	1.6	

NOTE: The total number of instances of attitude change exceeds the total number of subjects since some participants reported more than one instance. Percentages were calculated in terms of the number of participants (N=46) and therefore do not total 100.



then being done on the job. This was the largest single factor limiting application on the job. Most of the other comments made by large numbers of participants were related to course relevance; for example, "too busy with non-planning activities" and "other assignments take precedence". The "other assignments" and "activities" identified were labeled "grant management" in each case. Also listed as constraints were the following: "lack supervisory or organizational support for planning"; "insufficient personnel"; "insufficient data base"; "planning is not expedient"; and "LEAA paper work takes too much time".

When asked if the CJPI course was relevant to what they ought to be doing, 15 or 34 percent of the respondents indicated a positive response. The majority of those so indicating also reported that what they were doing is essential, and that if they were to do more "planning", someone else would have to perform the "grant management" function.

#### 4.4.4 Achievement of CJPI Objectives by Training Session

As suggested earlier, the experience level of CJPI course participants varied greatly within and between sessions. With certain exceptions, those attending the second CJPI session were more experienced in planning and held higher positions of responsibility within the criminal justice system than the first group of CJPI participants. It is interesting to note that those attending the first session applied significantly more of the CJPI training content, and

their attitudes were affected more often than those attending the second session. Again, there was more attitude change than direct application of results, and the overall impact of the CJPI training program was limited.

Participants at both sessions were divided for analysis purposes into more and less experienced groups. Again, it was found that those with less experience applied somewhat more of the course content than did those with more experience. This difference could be due to differing expectations regarding the value of the course, the novelty of the concepts presented, and/or it could be due to the fact that those with less experience are in a better position to apply training concepts than are their more experienced counterparts who often have primarily administrative responsibilities.

#### 4.4.5 Back-Home Project Results

The "back-home" project was designed to increase application of CJPI course content on the job. The CJPI staff planned for participants to come to the training sessions with ideas in mind for "after-course projects", which might then be developed during the CJPI training period into definite plans for back-home implementation.

During the impact interviews, participants were asked about their progress, motivation for completing a back-home project, perceived merit of the activity, and the exact nature of the project. They were then invited to offer

suggestions to the CJPI staff concerning future iterations of the concept of a back-home project.

Results indicated that the majority of participants had not and were not planning to complete a back-home project. (Of a total of 46 interviewees, only six had completed a project; 10 projects were "in progress", and 30 did not plan to implement a project.) The results also indicated that a greater percentage of follow-through occurred for those in the first session, as compared with the more experienced planners attending the second session.

Reasons given for not completing projects centered around "insufficient time" or a "general disinterest" in the concept. There were several participants who were surprised by the requirement when they arrived at the Institute and resisted, in part, on the grounds that they had no advance warning or understanding of its purpose or importance. Fourteen of the total group interviewed (30%) indicated that their involvement with a back-home project was motivated primarily by the hope of getting graduate credit. Many of these did not finish their projects once credit was guaranteed.

#### 4.4.6 Observable Changes in the Agency

Participants were requested to indicate if there were any observable changes in their agency which may have resulted from the CJPI experience in terms of personnel, policy, objectives, organization, or structure. The only positive responses came from CJPI participants representing

three Regional Planning Units in California. One reported that a "systems analyst" had been added to the staff as a direct result of insight obtained at the CJPI. The same participant, and two others, indicated that there were certain policy decisions now in force which had resulted from the training.

#### 4.4.7 Desire to Attend Further Training

At the end of the interview, respondents were asked to indicate if they would be interested in more advanced training in planning techniques. They were asked to respond without assuming that the training would be conducted by CJPI, or in a manner similar to their previous experience.

Some states were more positive toward the idea of additional training than others, but overall, approximately one-third of the participants were "definitely in favor of further training", one-third "definitely against", and one-third "undecided". Those in the "undecided" category indicated that they would be interested only if the additional training were of better quality than that received at CJPI and better related to their job needs.

#### 4.4.8 Supervisors' Interview Results

Interviews were conducted with 11 supervisors of those who had previously attended the CJPI training sessions in an effort to determine supervisory support for this type of training, and to record the supervisors' perceptions

regarding possible changes in their subordinates' work behavior following the training period. One supervisor was interviewed in Arizona, one in Nevada, and nine in California.

With only one exception, the supervisory group indicated that there had been no observable change in their subordinates' behavior, with three of the 11 respondents indicating that the course was "a total waste". The supervisors were, in general, not particularly supportive of the CJPI experience, although they seemed positive toward the general concept and the need for some type of training program in criminal justice planning. It is significant that the majority of the supervisors noted that their subordinates really were not planning in accordance with the criminal justice planning model presented as an integral part of the CJPI training program.

#### 4.5 MAJOR FINDINGS OF REGION IX IMPACT STUDY

A review of all the available information obtained from the AJI impact evaluation study indicates that the specified objectives of the CJPI training program were not achieved to any significant extent for the majority of CJPI participants in the first two training sessions (April - June 1974). In general, the results in the Region IX four-state study sample were considered disappointing in view of the time effort, and financial support that had been invested in the CJPI first-year effort.

The negative results described are attributed, in part, both to a range of technical problems in training program design and development, and to training system delivery, although it is doubtful if any effort involving criminal justice planning technology would have had more than minimal impact under the circumstances. Criminal justice planning, in the technical sense, does not appear to be a priority activity in Region IX State Planning Agencies, and most Regional Planning Units. The results of the impact study in summary are as follows:

a. There had been relatively little significant application of the CJPI training program in the four-state study sample.

b. Attitudes were affected to a greater extent than actual changes in CJPI participants' job behavior, although here again, results were not impressive.

c. The largest constraint inhibiting application of CJPI training to on-the-job planning behavior was an apparent lack of correlation between CJPI course content and on-the-job responsibilities. Most participants at the CJPI apparently do not function as criminal justice system planners in the technical sense of this job title.

d. Less experienced planners benefited more from the CJPI training program than the more experienced planners who attended the second session.

e. There has been relatively little meaningful follow-through on the CJPI "back-home" project by supervisors of course participants.

5.0 SUMMARY OF IMPACT EVALUATION OF CJPI TRAINING PROGRAMS IN REGION X

This section of the report summarizes the major findings and conclusions resulting from the AJI impact evaluation study of a CJPI training program conducted for states in Region X; i.e., Alaska, Idaho, Oregon, and Washington. The impact evaluation was conducted during July and August of 1975, which was approximately five to six months following the completion of the training seminar held in Seattle during the first week of March 1975. This study was also subsequent to a two-day follow-up session held in June for Washington State only (see Appendix D).

5.1 RESEARCH SUBJECTS AND APPROACH

The impact evaluation was conducted using the procedures and instruments described earlier (cf. Section 2.2.4). All participants were interviewed in person or by telephone, as indicated in Table 5.

TABLE 5  
NUMBER AND TYPE OF INTERVIEW BY STATE

<u>State</u>	<u>In-Person</u>	<u>Telephone</u>	<u>Total</u>
Alaska	0	4	4
Idaho	9	0	9
Oregon	7	1	8
Washington	8	1	9
Total	24	6	30

An additional three participants from the LEAA Region X office were interviewed, although their responses were analyzed separately due to the unique nature of their job role.

5.2 ANALYSIS OF RESULTS

Coding procedures were identical to those used in the impact assessment in Region IX (cf. Section 4.3). For each CJPI objective, it was determined if there had been an application of training or attitude change resulting from the Seattle seminar. Other elements of the data were analyzed as indicated under specific headings in succeeding sections of this report.

5.3 INTERVIEW RESULTS

5.3.1 Achievement of CJPI Objectives Across States

The seven CJPI objectives listed earlier were analyzed state by state in terms of the number of applications of knowledge or skills acquired as a result of participation in the CJPI training program. Table 6 presents the results. The numbers represent instances in which an actual example was given of at least one element of the course applied on the job, which would probably not have occurred in the absence of CJPI training. It was uncommon to have more than one application for a given objective per individual respondent. It was not unusual to have an application relevant to more than one objective indicated by the same participant.

TABLE 6

ACHIEVEMENT OF CJPI OBJECTIVES STATE BY STATE IN  
TERMS OF APPLICATION ON THE JOB (REGION X)

Objective	Region X				Total	% of All Participants N=30*
	Alaska N=4	Idaho N=9	Oregon N=8	Washington N=9		
1. Crime Stat Analysis	3	12	5	5	25	.83
2. Futures Research	0	1	0	0	1	.03
3. Interpret Trends	0	0	0	0	0	.00
4. Project Development	2	6	5	8	21	.70
5. Political Constraints	0	2	0	0	2	.07
6. Evaluation	0	0	0	0	0	.00
7. Communication**	2	9	4	8	23	.77
TOTAL	7	30	14	21	72	
X Number of applications per participant	1.75	3.3	1.75	2.3	2.4	

NOTE: The total number of applications exceeds the total number of subjects since some participants reported more than one application. Percentages were calculated in terms of the number of participants (N=30) and therefore do not total 100.

\* Excludes LEAA Region X participants.

\*\* Applications in this category were concerned with personal communication about job issues and problems subsequent to the Institute with people who would not have been contacted without the CJPI training experience.

Data in Table 6 indicate that there was application in each state of concepts related to three of the seven CJPI training objectives; i.e., 1) help planners deal with the problems, methods, and techniques for measuring crime, and analyzing crime statistics; 2) help planners use methods and techniques for relating trends to plan, program and project development; and 3) increase the capability of criminal justice planners to communicate with each other. Very little application occurred with respect to the remaining four CJPI objectives.

Table 6 also indicates that Idaho applied more concepts from the training than did other states. The relatively large amount of application by the State of Idaho is important when considering that Idaho was the only state sending its entire planning agency staff to the training, including the agency's director. Constraints in applying concepts learned through CJPI are discussed in Sections 4.4.3 and 5.4. One of the most frequently mentioned constraints was lack of administrative and organizational support for the kind of planning taught at the CJPI. This problem was apparently avoided in Idaho through conjoint training of all staff members at one time.

Washington State had the next largest number of training applications. Washington was unique in two respects. First, a new director was appointed a few months before the course who has actively advanced many of the concepts of

planning taught at the CJPI. Secondly, Washington was the only state to hold a two-day follow-up session for regional and local planners (see Appendix D).

### 5.3.2 Quality of CJPI Training Applications

In analyzing the data presented in Table 6, there was no attempt to place a value judgement on the quality of the application; the occurrence was simply recorded. Listed below in abbreviated form are examples of the kind of applications that have occurred. Probing questions and discussion were used after each of these comments to ascertain that an application had actually occurred and that it could well have resulted, at least in part, from the CJPI training experience.

"Now doing the plan before deciding on projects, rather than the reverse."

"Used a modified Delphi technique with the local board."

"Wrote a grant to develop a data base and to define our system."

"Now review grants with a much more critical eye in terms of their problem identification process and supporting data."

"Sold local decision makers on the merits of crime oriented planning."

"Duplicated some of the materials from the CJPI manual and sent them to regional planners. Pushing hard now for relevant data in grant requests."

"Put 'victimization survey' into our plan."

"Initiated a crime date and location study."

"Actually developed system rates for different parts of the system."

"Took data code sheets obtained at the course and used them in getting data for a burglary study."

"Eight agencies have asked us to do a crime analysis study for them after a concept selling campaign."

### 5.3.3 Attitude Change by Course Objectives

Six of the seven CJPI objectives were analysed across the four-state sample in terms of the number of respondents who reported attitude change resulting from the CJPI program. Objective 7, "increase opportunities of criminal justice planners to communicate with one another", was not included in this analysis. Attitudes toward the value of communicating with colleagues, were already very positive and the CJPI project staff did not intend to change attitudes in this regard; the intent was to increase opportunity for communication.

Table 7 indicates the extent of attitude change resulting from the training. The numbers represent instances in which individuals reported attitude change with respect to each objective. As might be expected, there was more attitude change than actual application when considering most CJPI training objectives. The one exception was Objective 1, which concerned techniques for data manipulation and analysis. A number of participants were convinced of the value of statistics and data manipulation in criminal justice planning prior to the course. The benefit of the course for these individuals was the added insight and the new approaches discussed at the seminar.

TABLE 7

## ACHIEVEMENT OF OBJECTIVES STATE BY STATE IN TERMS OF ATTITUDES ON THE JOB

Objective	State				Total	% of All Participants N=30
	Alaska N=4	Idaho N=9	Oregon N=8	Washington N=9		
1. Crime Stat Analysis	1	7	5	6	19	.63
2. Futures Research	0	4	0	4	8	.27
3. Interpret Trends	0	0	0	0	0	.00
4. Project Development	3	9	5	7	24	.80
5. Political Constraints	0	4	1	0	5	.17
6. Evaluation	0	2	0	1	3	.10
	4	26	11	18	59	
X Instances of attitude change per participant	1.0	2.9	1.4	2.0	2.0	

NOTE: The total number of instances of attitude change exceeds the total number of subjects since some participants reported more than one instance. Percentages were calculated in terms of the number of participants (N=30) and therefore do not total 100.

5.3.4 Training Impact Comparing the CJPI Presentations in LEAA Region IX and Region X

In general, impact on both attitudes and job behavior was significantly more pervasive in Region X than in Region IX. As indicated in Table 8, the mean number of applications per participant was 1.6 in Region X as compared with .70 in Region IX. This was true for all of the CJPI objectives with the exception of the two objectives related to futures research and the training objective related to evaluation. It should be noted that much of the CJPI curriculum on futures research was not presented in Region X, as a result both of a shortened session (5 as opposed to 8 days) and requests from officials in Region X that training emphasis be placed elsewhere. The evaluation module was also much abbreviated in Region X.<sup>1</sup>

The difference in the number of instances of attitude change and the number of actual applications of CJPI concepts on the job was not as pronounced in Region X as it was in Region IX. There are at least two possible explanations for this finding: 1) participants had somewhat more positive attitudes toward the concepts taught by the CJPI prior to training in Region X; and/or more administrative

<sup>1</sup> See Evaluation of the Criminal Justice Planning Institute: Region X Initial Report, American Justice Institute, March 1975, p. 23 for a discussion of additional problems with the evaluation module as presented in Seattle.

TABLE 8

## APPLICATIONS AND ATTITUDE CHANGE - LEAA REGION IX AND REGION X SESSIONS

Objective	Region IX (N=46)			Region X (N=30)				
	Application	Attitude Change	Application	Attitude Change	Application	Attitude Change		
	$\frac{N}{\%}$	$\frac{N}{\%}$	$\frac{N}{\%}$	$\frac{N}{\%}$	$\frac{N}{\%}$	$\frac{N}{\%}$		
1. Crime Stat Analysis	7	.15	17	.37	25	.83	19	.63
2. Futures Research	2	.04	11	.24	1	.03	8	.27
3. Interpret Trends	2	.04	10	.22	0	.00	0	.00
4. Project Development	7	.15	12	.26	21	.70	24	.80
5. Political Constraints	4	.09	9	.20	2	.07	5	.17
6. Evaluation	10	.22	12	.26	0	.00	3	.10
7. Communication	20	.43	NA	NA	23	.77	NA	NA
X per participant (excluding communication objective)		.70		1.54		1.6		2.0

support existed after the session in Region X for the application of training concepts on the job.

There were, in fact, a number of differences between the CJPI sessions held in Region IX and X, in addition to those mentioned above, which help explain the increased impact of the Seattle seminar.

a. The quality of instruction and the learning process was much improved in Region X (cf. Section 3.3.2).

b. There was better advance planning for the Seattle seminar; i.e., briefing participants, sending materials in advance of training, etc.

c. Idaho received follow-up technical assistance by one of the CJPI faculty members, and the State of Washington held a two-day "mini-CJPI" for regional and local planners.

d. The Region X session occurred in conjunction with a general movement within LEAA Region X and several of the states to move away from "grants management" alone, to include a more proactive form of planning.

e. There was an absence of negative feeling among participants toward CJPI and its approach existing prior to the seminar in Seattle.

#### 5.4 CONSTRAINTS LIMITING APPLICATION OF CJPI INSTRUCTIONAL CONTENT

Course participants were asked to identify constraints on the job that limited application of the training



received. Table 9 indicates the constraints mentioned and the number of participants identifying each factor as a constraint. With one exception, there were no differences between states with respect to the constraints listed. In the one case, Oregon participants tended to see the course content as being less relevant to their job requirements than did participants from the other states.

TABLE 9  
CONSTRAINTS IN APPLYING CJPI INSTRUCTIONAL CONTENT

	Number Reporting	Percent (Base N=30)
Too busy with non-planning activities.	20	.66
The course content was generally not relevant to job needs.	10	.33
Other assignments take precedence.	9	.30
Data for planning are not available.	7	.23
LEAA paper work requirements take too much time.	6	.20
Little supervisory or organizational support for planning.	5	.17
Planning is not politically expedient.	4	.13
Insufficient personnel in the agency.	4	.13

The most frequently mentioned constraint inhibiting greater application of training was a lack of time due to the press of other activities. This was true also of the participants from Region IX, although the largest single factor limiting back-home application in Region IX was reported to be a lack of relevance between course curriculum and job responsibilities (reported by 70% of the participants). Non-relevance of the course to what is done on the job was listed as a constraint by only one-third of the Region X planners. Region X participants were also less likely than their Region IX counterparts to identify a lack of administrator or organizational support as a constraint.

#### 5.5 OBSERVABLE CHANGES IN THE AGENCY

Participants were requested to indicate if there were any observable changes in their agency which may have resulted from the CJPI experience in terms of personnel, policy, organization, or structure. Both Idaho and Washington respondents were nearly unanimous (one exception in each case) in their perception that agency policy had changed significantly since the seminar. In both states there was a feeling that change toward more use of the planning concepts advanced by the CJPI might have occurred anyway, but certainly not as rapidly as it had, and probably not in exactly the same direction. Two of the Alaska participants also noted changes in their agency, and one of the respondents from the regional planning level in Oregon perceived

a change in his organization resulting from the CJPI training. In each case the change was toward more reliance on data, problem identification, and other planning techniques in contrast to general "grants administration".

5.6 BENEFITS FROM THE COURSE IN TERMS OF IDEAS, SKILLS, AND ATTITUDES

Toward the end of the interview, subjects were asked to summarize their general feeling about whether or not they had personally benefited on the job from the CJPI in terms of several specific categories. Table 10 gives the results by state in Region X and for Region IX and Region X separately. The numbers represent individuals who indicated that they had obtained something from the planning course. It was not necessary that the particular "something" be identified as was the case earlier. The categories used were new ideas obtained directly during the course, new skills developed for the first time, and new attitudes. Numbers within a given category below represent one respondent. The same respondent may be represented more than once across categories.

TABLE 10  
BENEFIT FROM THE COURSE IN TERMS OF  
IDEAS, SKILLS, AND ATTITUDES

	New Ideas		New Skills		New Attitudes	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Alaska (N=4)	3	75	3	75	2	50
Idaho (N=9)	7	78	4	44	7	78
Oregon (N=8)	8	100	1	13	6	75
Washington (N=9)	<u>7</u>	<u>78</u>	<u>2</u>	<u>22</u>	<u>7</u>	<u>78</u>
Total Region X (N=30)	<u>25</u>	<u>83</u>	<u>10</u>	<u>33</u>	<u>22</u>	<u>73</u>
Total Region IX (N=46)	<u>15</u>	<u>33</u>	<u>14</u>	<u>30</u>	<u>13</u>	<u>28</u>

When comparing the results above for Region X states, more participants from Alaska and Idaho indicated that they had developed new skills at the CJPI session than did those from the other states. When comparing results for Region IX and Region X, it is apparent that Region X participants perceived that they had learned more in general at the Institute than did their counterparts in Region IX, although participant perceptions were similar between regions with respect to the number of new skills developed.

#### 5.7 DESIRE TO ATTEND FURTHER TRAINING

At the end of the interview, respondents were asked to indicate if they would be interested in more advanced training in planning techniques. They were asked to respond without assuming that the training would be conducted by CJPI, or in a manner similar to their previous experience.

Eighty percent (N=24) of the participants were definitely interested in additional training in the area of planning. This compares favorably with 38 percent (N=17) of the Region IX participants. When asked what areas should be stressed in any additional training, responses varied greatly depending on the position within the criminal justice system of the interviewee. Most respondents were interested in training which emphasizes how to implement planning concepts in the context of their own present job responsibilities.

#### 5.8 SUMMARY OF REGION X FINDINGS

In general, the CJPI session held in Seattle has influenced criminal justice planning to some extent in all four states involved, although there were great differences between Region IX states in the degree of impact. Idaho, for example, and Washington benefited more from the course than did Alaska and Oregon. Other study findings are summarized as follows:

a. Three of the seven formal CJPI objectives were achieved by the Seattle session for most participants. Four of the seven objectives were not realized, although these

objectives were addressed by training modules which were either not presented or given only cursory attention during the Region X session. As suggested earlier, several modules were dropped due to time constraints and to the training emphasis desired by Region X officials.

b. Attitudes of most participants were changed toward a greater belief in the need for a strong data base, statistical analysis, and a more rigorous approach to mid-range and strategic planning.

c. Most participants gained new ideas and concepts from the course which had not occurred to them before, and approximately one-third of the group reported that they had developed new skills because of the training.

d. Observable change in policy and organizational direction were reported in the Idaho and Washington SPA and in several regional planning units within all four states. These changes were felt to be directly attributable to the material presented during the CJPI session.

e. The press of existing activities and a lack of time was most often mentioned as a constraint inhibiting more application of training concepts on the job. Non-relevance of the course content to the work situations was indicated as a constraint by approximately one-third of the participants, down from 70 percent of those interviewed in Region IX.

f. In general, there was much more impact on both attitudes and application of training concepts resulting from the session in Region X than occurred in Region IX.

APPENDIX A

ANSWERS TO THE FOLLOWING QUESTIONS ARE EXTREMELY IMPORTANT IN EVALUATING THE TRAINING COURSE AND IN MAKING IT MORE EFFECTIVE. INDIVIDUAL RESULTS WILL NOT BE MADE AVAILABLE TO CJPI STAFF OR TO ANYONE IN THE SPAs. RESULTS WILL BE SEEN ONLY BY THE INDEPENDENT EVALUATORS.

Name: \_\_\_\_\_ Highest Degree: AA\_\_ BA\_\_ MA\_\_ Ph.D\_\_

Position Title: \_\_\_\_\_ LLB\_\_

Years Criminal Justice Experience: \_\_\_\_ Area: (police, probation, etc.) \_\_\_\_\_

Years Criminal Justice Planning Experience: \_\_\_\_ Where: \_\_\_\_\_

Present Affiliation: (identify your state and whether region or state level) \_\_\_\_\_

1. Please estimate the amount of time spent before the course began in reviewing the materials provided in advance of training.

- \_\_\_\_\_ materials not received
- \_\_\_\_\_ 0-1 hours                      \_\_\_\_\_ 6-7 hours
- \_\_\_\_\_ 2-3 hours                      \_\_\_\_\_ 8-9 hours
- \_\_\_\_\_ 4-5 hours                      \_\_\_\_\_ 10+ hours

2. From your perspective, could the pre-orientation session held a few weeks before the course have been improved?

- \_\_\_\_\_ no
- \_\_\_\_\_ yes
- \_\_\_\_\_ did not attend

If yes; in what way?

3. Estimate the amount of time spent during the course, outside of formal training sessions, in studying written materials.

- \_\_\_\_\_ 0-1 hours                      \_\_\_\_\_ 6-7 hours
- \_\_\_\_\_ 2-3 hours                      \_\_\_\_\_ 8-9 hours
- \_\_\_\_\_ 4-5 hours                      \_\_\_\_\_ 10+ hours

APPENDICES

- 4. I give this course an overall rating of: Very Good / 1 / 2 / 3 / 4 / 5 / Very Poor
- 5. The relationship between this course's objectives and my job needs is: / 1 / 2 / 3 / 4 / 5 /
- 6. The organization of the course was: / 1 / 2 / 3 / 4 / 5 /
- 7. Can you suggest a better organization of this course?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 8. The physical environment (classroom) was: Very Good / 1 / 2 / 3 / 4 / 5 / Very Poor

- 9. For me, the course's level of difficulty was: Very Difficult / 1 / 2 / 3 / 4 / 5 / Very Easy

- 10. Do you need to know more about any of the following topics? (check any that apply)

Techniques of Programming	___	Management Techniques	___
Determining Trends	___	Strategy Formulation	___
Trend Implications	___	Developing a Plan	___
Statistical Analysis	___	Plan Implementation	___
Pert Scheduling	___	Data Analysis	___
Monitoring and Evaluation	___	Developing Goals	___
Problem Identification	___	Standards and Goals	___
Crime in the Future	___	Causation Effects	___

- 11. Should these additional topics be included in: this course? \_\_\_\_\_  
an advanced course? \_\_\_\_\_

- 12. Was the quantity of exercises appropriate?  

1	2	3	4	5	6	7
Too Few		Appropriate				Too Many
		Quantity				

- 13. Were the exercises effective?  

1	2	3	4	5	6	7
		Very Ineffective				Very Effective

- 14. Would you recommend that a fellow worker with responsibilities similar to yours take this course?  

no	_____	yes	_____
----	-------	-----	-------

- 15. If you answered "no", why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 16. Were the evening sessions by state of value to you? Explain:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 17. To what extent have the following CJPI objectives been achieved as far as you personally are concerned?

- a. Deal with the problems, methods and techniques for measuring crime, and analyzing crime statistics.

1	2	3	4	5	6	7
Achieved Completely				Not Achieved At All		

- b. Use techniques for forecasting, anticipating, and analyzing future crime and related problems.

1	2	3	4	5	6	7
Achieved Completely				Not Achieved At All		

APPENDIX A (contd.)

c. Interpret trends that impact crime reduction, prevention, and control.

1 2 3 4 5 6 7  
 Achieved Not Achieved  
 Completely At All

d. Use methods and techniques for relating trends to plan, program, and project development.

1 2 3 4 5 6 7  
 Achieved Not Achieved  
 Completely At All

e. Use methods and techniques for plan development and implementation with full consideration of intergovernmental and community constraints.

1 2 3 4 5 6 7  
 Achieved Not Achieved  
 Completely At All

f. Apply methods and techniques for evaluating plans, programs, and projects.

1 2 3 4 5 6 7  
 Achieved Not Achieved  
 Completely At All

g. Increase the capability of criminal justice planners to communicate with each other.

1 2 3 4 5 6 7  
 Achieved Not Achieved  
 Completely At All

18. If there is anything about this course, not already mentioned, which should be changed the next time the course is offered, please let us know.

---



---



---



---

APPENDIX A (contd.)

19. If there are features of this course which you think are outstanding and should not be modified, please let us know what they are.

---



---



---

20. Lesson Recommendations

Please select one or more of the following categories to indicate your overall reaction to the individual lesson modules presented in this course, particularly in terms of offering a better course in the future.

- |                   |                     |
|-------------------|---------------------|
| 1. Leave as is    | 4. Shorten          |
| 2. New instructor | 5. Delete (why?)    |
| 3. Lengthen       | 6. Modify (specify) |

<u>Lesson</u>	<u>Instructor</u>	<u>Rating(s)</u>	<u>Comment</u>
1. The Planning Process: Introduction and Overview	Nanus	_____	
2. Preparing for Planning: Strategy Formulation and Task Allocation	Trubow	_____	
3. Problem Identification: Systems Approach	Carter	_____	
4. Problem Identification: Practical Techniques for Identifying and Analyzing Problems	Cushman	_____	
5. Determining Planning Goals	King	_____	
6. Developing a Plan: Programs and Projects	King	_____	
7. Plan Implementation	King	_____	
8. Monitoring and Evaluation	Springer	_____	
9. A Planning Exercise	Weller	_____	

21. Comments regarding positive aspects of the course not covered by the preceding questions.

22. Comments regarding negative aspects of the course not covered by the preceding questions.

INSTRUCTIONS FOR THE ADMINISTRATION  
OF THE PRE-TRAINING QUESTIONNAIRE

This questionnaire has been designed to assist the staff and faculty of the USC Criminal Justice Planning Institute (CJPI) in their efforts to more effectively meet your training needs when you actually attend the Institute's training sessions sometime in the near future.

The questions which follow are based on the content of a series of lesson modules which will be presented by CJPI faculty members during your attendance at the Institute. Please answer the questions from the perspective of your own background and experience in the criminal justice system and in terms of your present duties, functions and responsibilities in the agency where you are now employed.

We are asking you to answer these questions now, in advance of your participation in the Institute, so that we can determine your present level of understanding of criminal justice planning concepts and processes as they are presented in the training sessions you will be attending.

By obtaining this information from all prospective Institute participants in advance of the training sessions, the CJPI staff and faculty will be better able to structure the training program around specific training needs, particularly in terms of overall course learning objectives, lesson sequencing, methodology and the most appropriate use of exercise materials. The information obtained from this questionnaire will also be useful at the completion of the Institute, when it will be administered again in an effort to assess the instructional effectiveness of our faculty in achievement of specified course learning objectives.

In administering this questionnaire we are not interested in any individual. Our task is to better understand the education and training needs of groups of working planners, supervisors of planners, and senior management staff at various levels within state and regional planning agencies. No individual names will be mentioned in any reports or analysis of this questionnaire. The confidentiality of your responses is therefore assured. We ask for your name only in case we need to contact you later for additional information.

You will have approximately one hour to complete the questionnaire, which should be ample time, based on a limited field trial. PLEASE DO NOT WRITE ON THE QUESTIONNAIRE ITSELF. You have been provided with a separate answer sheet. Select your response and write the letter corresponding to your choice on the space provided on the answer sheet.

Thank you for your cooperation. We are looking forward to your participation in the Institute for criminal justice planners.

CRIMINAL JUSTICE PLANNING INSTITUTEPOST-TRAINING QUESTIONNAIREA. COMPLETION

Directions: The following statements have one or more blank spaces, each blank indicating that a word or words have been omitted. Below each statement are several lettered words or sets of words. Choose the one word or set of words which, when inserted in the spaces, most correctly completes the statement.

1. Criminal justice planning may be defined as a \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ process of bringing anticipations of the future to bear on present decision-making.
  - (A) rational, short-range, scientific
  - (B) systematic, orderly, continuous
  - (C) precise, long-range, comprehensive
2. \_\_\_\_\_ planning asks the question, "What should we do and why?" \_\_\_\_\_ planning is addressed to the question, "What can we make happen and why?" \_\_\_\_\_ planning is directed to the question, "What will we do and when?"
  - (A) operational (B) anticipatory (C) strategic
  - (D) remedial (E) normative
3. Analysis of crime rates and trends, forecasts of social and demographic data, identification of problem areas and the setting of objectives and priorities are examples of the \_\_\_\_\_ type of planning.
  - (A) normative (B) strategic (C) remedial
  - (D) anticipatory (E) operational
4. The \_\_\_\_\_ type of planning is characterized by problem analysis, identification and evaluation of alternative courses of action and the development of contingency plans.
  - (A) anticipatory (B) normative (C) strategic
  - (D) operational (E) remedial
5. The development of personnel and organizational plans, budgets and project schedules are necessary elements in the preparation of the \_\_\_\_\_ type of planning.
  - (A) normative (B) operational (C) remedial
  - (D) anticipatory (E) strategic

B. TRUE and FALSE

Directions: In this section a series of statements is followed by lettered indicators which provide a choice between (A) True and (B) False. Read the statement, select the appropriate response and write the letter of your choice on the answer sheet which has been provided.

6. The execution of the "problem identification and analysis phase" of the criminal justice planning model is totally independent of decisions made in the "preparation for planning" phase.
 

(A) True (B) False
7. The "goal setting" phase of the criminal justice planning model precedes the "problem identification and analysis" phase, as well as the "preparing for planning" phase.
 

(A) True (B) False
8. The "problem identification and analysis" phase of the criminal justice planning model involves a conscious effort to relate the "what" and "why" sections of a crime-specific problem statement to one another.
 

(A) True (B) False
9. Geocoding is the process of adding geographic information to records which already contain street address information.
 

(A) True (B) False
10. At various planning levels of the criminal justice system there is consensus that a project defines what is to be done and a program describes in concrete terms how this is to be accomplished.
 

(A) True (B) False
11. The basic similarity among the various levels of criminal justice planning (LEAA, SPA) and local agencies in defining "program" is that they all view a program in terms of what they are spending their money for and how it is packaged.
 

(A) True (B) False



APPENDIX B (contd.)

12. There is little similarity between the traditional "role" distinctions with regard to a scientist and engineer and those of a criminal justice planner and an administrator of criminal justice projects and programs.  
(A) True (B) False
13. Sole responsibility for the implementation of comprehensive state plans to achieve the goals and objectives of the Omnibus Crime Control and Safe Streets Act is a mandate of State Planning Agencies (SPAs).  
(A) True (B) False
14. In the context of criminal justice planning, implementation may be considered "accomplished" when an idea has been translated into an action program and embodied in an organization to the degree that it influences the nature and operations of the organization.  
(A) True (B) False
15. Goal-setting is a two-step process; identification and selection of alternative goals, and selection of alternative means of achieving those goals.  
(A) True (B) False
16. Goal-setting and the selection of alternative means of achieving goals is basically a technical, rather than a political problem.  
(A) True (B) False
17. "To reduce the use of dangerous drugs and narcotics, and provide treatment for users" is an example of an operational goal which meets all the criteria for goal statements and the goal-setting process  
(A) True (B) False
18. Rational criminal justice planning and the realities of implementing system change represent an almost impossible dilemma to the working planner.  
(A) True (B) False
19. In states where 75 percent of the state's action grant funds flow through to Regional Planning Units (RPU's), the responsibility for implementation and articulation of related procedures rests with the Regional Planning Units who receive these funds.  
(A) True (B) False

APPENDIX B (contd.)

20. Alleviation of the underlying conditions that cause crime is more effective in reducing crime than intervention techniques and should have the highest priority by state and local criminal justice planning agencies.  
(A) True (B) False
21. The local criminal justice agency role in evaluation activities parallels its role in the planning function, i.e., they are mutually dependent roles and should reinforce each other.  
(A) True (B) False
22. During the implementation of criminal justice projects/programs, evaluation should be conducted as an integral part of the overall plan so that feedback is available as input to the dynamic criminal justice planning model.  
(A) True (B) False
23. Project and program evaluations should be conducted at both the local operating agency and the regional criminal justice level, and the separation of responsibilities for evaluation should parallel the division of labor in planning activities.  
(A) True (B) False
24. Since implementation is concerned with the actual execution and day-by-day operation of a criminal justice project, it is not really a part of the planning process and should not be considered as such.  
(A) True (B) False
25. Criminal justice planning (at the regional level) for the reduction of specific crimes should provide the analytical framework and program context for local operating agencies' functional planning.  
(A) True (B) False
26. All forms of data that are required for planning and management purposes that go beyond the ordinary scope of local criminal justice agency planning should be provided by the SPA or LEAA.  
(A) True (B) False

C. MULTIPLE CHOICE

Directions: In this section a series of questions is provided, followed by several lettered words or sets of words. Choose the one word or set of words which most correctly answers the question.

27. From the following list of roles and functions of the criminal justice planning process, select one which is not appropriate.
- (A) vehicle for developing coordination among criminal justice agencies
  - (B) method for developing future-oriented perspectives in planning activities
  - (C) means of receiving funds for local criminal justice projects
  - (D) opportunity for non-professional, citizen involvement
  - (E) preparation for contingencies
  - (F) mechanism for implementation of change
28. The systems approach to criminal justice planning utilizes flow charts reflecting the decision points in the system, insertion of criminal justice data and calculation of various percentages, i.e., "system rates." Which of the following types of percentages are not required for inclusion in system rate data?
- (A) decision-point percentages
  - (B) crime-specific percentages
  - (C) input percentages
29. Which of the following techniques is the most cost-effective for evaluating program interventions based upon identified rate determinants?
- (A) citizen opinion surveys
  - (B) regular recalculation of system rates
  - (C) analysis of police reports
  - (D) analysis of clearance rates
30. Which of the following types of data are not necessary in the problem analysis phase of the criminal justice planning model?
- (A) classifying or sorting
  - (B) comparing
  - (C) measuring
  - (D) analyzing
  - (E) describing the "why" of a problem
  - (F) identifying possible interventions

31. Which of the following characteristics of the planning process reflects a marked difference between military, urban and corporate planning, and criminal justice planning?
- (A) all operate within cost constraints
  - (B) all deal with considerable uncertainty in the future
  - (C) all have been using the planning process for many years
  - (D) all have complex organizations
  - (E) all have uncontrollable elements in their operational environments
32. From the following sets of activities, select the recommended sequences of actions to be undertaken when using the "general planning process model" in the criminal justice system:
- (A) set goals; determine projections and anticipations; define problems; select preferred alternatives; implement plans
  - (B) determine projections and anticipations; define problems; set goals; select preferred alternatives; implement plans
  - (C) determine projections and anticipations; set goals; define problems; select preferred alternatives; implement plans
33. The use of "system rate" techniques in criminal justice planning is useful in a variety of ways. Which of the following applications of these techniques is not appropriate for planning purposes?
- (A) systematic arrangement of past and present criminal justice data
  - (B) examination of the system as a whole, or detailed analysis of a part of the system, e.g., corrections or law enforcement
  - (C) tracking crime-specific data through the system, e.g., burglary, rape, etc.
  - (D) planning for changes in system rates and the direction of change in all parts of the justice system
  - (E) projections of crime rates, interventions and their evaluation.
34. Which of the following types of data are not necessary in the problem identification phase of the criminal justice planning model?
- (A) stating the problem
  - (B) describing the problem
  - (C) defining and expressing the problem boundaries
  - (D) measuring the extent of the problem
  - (E) aggregating relevant data

APPENDIX B (contd.)

35. Which of the following types of data can be used to describe crime and the community response to crime?
- (A) social, demographic, economic
  - (B) victimization survey data
  - (C) offenses reported to police
  - (D) arrest data
  - (E) offender process data
  - (F) all of the above
36. From the following list, select two factors which presently do not inhibit thorough problem identification and analysis activities by criminal justice planning agencies:
- (A) poorly integrated data collection effort
  - (B) gathering too much data
  - (C) inadequate time and budget
  - (D) lack of computing facilities
  - (E) premature conclusions
  - (F) limited staff
  - (G) interference from federal agencies
37. The goal-setting process which utilizes debate between one person advocating one alternative and his opponent another, is called:
- (A) Delphi technique
  - (B) Mason's dialectical approach
  - (C) expert, informed judgment
38. Which of the following is not an appropriate "hybrid" role for the criminal justice planner in developing plans for new programs or projects:
- (A) researcher and systems analyst
  - (B) advocate of principles and ideas
  - (C) designer of new approaches
  - (D) project manager
  - (E) facilitator to help steer new projects through implementation
39. Which of the following criminal justice project development "styles" or "strategies" is the most logical method of approach?
- (A) select projects, define needs, write plan
  - (B) define needs, develop plans, select projects
  - (C) define needs, select projects, write plan

APPENDIX B (contd.)

40. Rate determinants are defined as factors or variables which impact on system rates, i.e., clearance rate, success rate, etc. Which of the following burglary clearance rate determinants are not within the control of local enforcement agencies?
- (A) number of police officers available
  - (B) priorities assigned to burglary control activities
  - (C) poverty and unemployment in surrounding communities
  - (D) level of police officer training
  - (E) availability of adequate law enforcement equipment, e.g., police cars, helicopters, etc.
41. Interventions in the local justice system to bring about desired changes, e.g., burglary crime rates, should be directed toward identified rate determinants. Which of the following interventions would most likely contribute to the lowering of burglary rates?
- (A) upgrading of training programs
  - (B) assignment of high priority to burglary clearance rates
  - (C) acquisition of more police cars and helicopters
  - (D) increases in the number of police officers assigned to the burglary detail
  - (E) all of the above
42. The primary emphasis in the problem identification and analysis phases of the criminal justice planning model is to:
- (A) organize the necessary personnel resources
  - (B) identify the parameters of the problem
  - (C) consider alternative program interventions
  - (D) attain a comprehensive sense of the total picture
  - (E) aggregate and analyze relevant data
43. "CAPER" (Crime Analysis Project Evaluation Research) provides various data which are useful in reporting and analyzing crime. Which of the following types of data are not an output of this system?
- (A) diagnosis of crime incidence
  - (B) data for project evaluation
  - (C) causal factors related to crime
44. Which of the following techniques is not recommended for use in the goal-setting process for criminal justice agencies?
- (A) discussion of normative and strategic issues
  - (B) Delphi technique
  - (C) research of statutes and relevant studies
  - (D) panel of criminal justice experts
  - (E) analysis of national standards and goals

APPENDIX B (contd.)

45. Which of the following is not a key element in developing a successful project at the local or state criminal justice planning agency?
- (A) type of person(s) involved (who?)
  - (B) citizen involvement
  - (C) the process by which the project is developed (how?)
46. Which of the following factors do not need to be considered prior to the development of an evaluation capability for criminal justice programs?
- (A) organizational location of the evaluation effort
  - (B) qualifications of the evaluator
  - (C) data collection instruments
  - (D) what is to be evaluated
  - (E) who should do the evaluation
47. The primary source document for the "CAPER" (Crime Analysis Project Evaluation Research) crime reporting system is:
- (A) arrest data
  - (B) social, demographic, economic data
  - (C) police offense reports
  - (D) victimization survey data
48. Which of the following aspects or phases of the criminal justice planning process is the most important to the working planner?
- (A) defining goals
  - (B) problem identification
  - (C) developing a plan
  - (D) developing implementation strategy
  - (E) each aspect is equally important
49. Section 303 of Public Law 93-83 (August 6, 1973) establishes the required content of state plans prerequisite to eligibility for receipt of funds to support these plans. Which of the following is responsible for including in state plans "organizational systems and administrative machinery for implementing the plan?"
- (A) regional planning boards
  - (B) state planning agencies
  - (C) local criminal justice agencies

APPENDIX B (contd.)

50. Which of the following has not been a major constraint on State Planning Agencies (SPAs) in execution of their implementation function?
- (A) preoccupation with what have seemed to be more important roles in the planning process
  - (B) reliance upon project monitoring, project progress and evaluation reports as surrogate functions for actual plan implementation
  - (C) lack of time, inadequate budget and excessive public demands for crime reduction
  - (D) political constraints, i.e., negative relationships with Regional Planning Units (RPU), local criminal justice agencies, other state agencies, etc.
51. Which of the following "roles" now performed by State Planning Agencies (SPAs) has been most neglected to date?
- (A) technical assistance
  - (B) planning
  - (C) auditing
  - (D) monitoring
  - (E) grant management
52. Which of the following types of problems is typical of those encountered by local criminal justice agencies in attempting to implement various plans/projects?
- (A) procedural, e.g., lack of training/knowledge in grant preparation, etc.
  - (B) legal, e.g., third party contracts, etc.
  - (C) fiscal, e.g., lack of synchronization between local and SPA funding cycles, etc.
  - (D) political, e.g., failure to gain support from councils, boards of supervisors, etc.
  - (E) attitudinal, e.g., reluctance to change, etc.
  - (F) all of the above
53. Which of the following is not essential for assessment of the adequacy of an evaluation report related to the effectiveness of a particular criminal justice project or program?
- (A) effect of extraneous variables
  - (B) level of evaluation employed
  - (C) transferability potential for other users
  - (D) adequacy of measures used
  - (E) appropriateness of statistics

APPENDIX B (contd.)

54. Change in social systems, e.g., the criminal justice system, are most likely accomplished by
- (A) changes in the roles of persons involved in the system
  - (B) changes in the statuses of the persons involved in the system
  - (C) changes in the combination of persons involved in the system
  - (D) all of the above
55. In the formulation of local criminal justice planning strategies, which of the following objectives is not directly relevant to crime-reduction goals?
- (A) increase controls on criminal conduct
  - (B) decriminalize certain types of crime
  - (C) reduce the causes of crime
56. Immediately following the passage of the Omnibus Crime Control and Safe Streets Act of 1968, the LEAA emphasis was on which of the following planning goals?
- (A) improvement of the criminal justice system
  - (B) improvement of public relations activities
  - (C) improvement of management information systems
  - (D) reduction of crime and delinquency
57. Which of the following is not a required data element in conducting crime analyses in the crime-oriented planning model?
- (A) target(s) or victim(s)
  - (B) event scenario
  - (C) offender characteristics
  - (D) community attitudes toward crime
  - (E) case-specific court data
58. Please answer the three questions listed below the following case study:

Little Herman received a citation resulting from shoplifting. His parents also received a call from Juvenile Division officers. Neither he or his parents received further services. His subsequent record, however, was compared with that of Susy, who had also been a shoplifter. Like Herman, Susy received a citation and a telephone call from Juvenile Division officers. Susy also received counseling for six weeks as part of a LEAA-funded delinquency reduction program. Sixteen months later a review of Herman's and Susy's offense records indicated that Herman had been involved

APPENDIX B (contd.)

in three more shoplifting offenses while Susy had committed only one such offense. (Note: Assume that Herman and Susy each represented a larger group in this delinquency program.)

- (a) An evaluation of the pre-post delinquency reduction effects of this program would most appropriately be considered to be evaluation at which of the following levels?
    - (A) program audit level
    - (B) program impact level
    - (C) administrative statistics level
    - (D) program monitoring level
  - (b) In all probability where would Herman be assigned in an evaluation activity for this program?
    - (A) holding group
    - (B) random group
    - (C) experimental group
    - (D) control group
  - (c) In all probability where would Susy be assigned in an evaluation activity for this program?
    - (A) holding group
    - (B) random group
    - (C) control group
    - (D) experimental group
59. Using the above case study (herman and Susy), please answer the following two questions:
- (a) Which of the following is the best definition of the independent variable?
    - (A) subsequent offense record
    - (B) call from Juvenile Division
    - (C) receipt of counseling
    - (D) receipt of citation
  - (b) Which of the following is the best definition of the dependent variable?
    - (A) receipt of counseling
    - (B) subsequent offense record
    - (C) receipt of citation
    - (D) call from Juvenile Division

D. MATCHING

60. Directions: Match the statements in Column "B", which define various types of criminal justice projects (in terms of the methodology employed) with their corresponding descriptors in Column "A". Write the correct letters in the space provided.

<u>Column "A"</u>	<u>Column "B"</u>
a. _____ Research	A. Probes areas of concern
b. _____ Feasibility	B. Transferable project for other jurisdictions
c. _____ Experimental	C. Concerned with forming hypotheses
d. _____ Demonstration	D. Studies relationships between causes and effects
e. _____ Exploratory	E. Cost-effective methodology
	F. Achievement of impact-oriented objectives
	G. Comparison of two or more alternative intervention methods

INTERVIEW PROTOCOL

INTRODUCTION STATEMENT: Our interview is designed basically to determine if anything has changed in your work as a result of attending the CJPI. I am going to read the objectives of the planning institute one at a time and I would like you to think over the last few months, and tell me if you are doing anything differently now than you were before the training session. Any questions? The CJPI was designed to help planners:

- 1a. Deal with the problems, methods, and techniques for measuring crime and analyzing crime statistics. Is that part of your job? If yes; go to 1b. If no; go to 1c.
- 1b. Are you doing anything differently in the last few months in the way you use or interpret crime statistics? If yes: Probe: example, effect, scope, would it have happened anyway, did the idea come from the CJPI, are there other factors that may have led to the same result? If no; go to 1c.

- 1c. Do you feel any more confident in using or interpreting crime statistics? Do you review the work of others any differently? Has your attitude changed toward the value of methods and techniques for measuring crime statistics? Do you see any new applications? PROBE POSITIVE RESPONSES.

2a. Use techniques for forecasting, anticipating, and analyzing future crime and related problems. Is this part of your job responsibilities? If yes; go to 2b. If no; go to 2c.

2b. Are you doing anything differently in terms of forecasting or analyzing future crime trends? If yes; Probe: example, effect, scope, would it have happened anyway, did the idea come from the CJPI, are there other factors that may have led to the same result? If no; go to 2c.

- 2c. If you were to get involved in forecasting techniques, would you feel capable of doing so? Do you have the necessary techniques and skills? Did you have them before? Have you referred back to the CJPI manual? Has your attitude changed toward forecasting techniques? Do you see any new applications? PROBE POSITIVE RESPONSES.

3a. Interpret trends that impact crime reduction, prevention, and control. Is that part of your job responsibility? If yes; go to 3b. If no; go to 3c.

3b. Are you doing anything differently in the last few months in the way you interpret trends to crime reduction, prevention, and control? If yes; Probe: example, effect, scope, would it have happened anyway, did the idea come from the CJPI, are there other factors that may have led to the same result? If no; go to 3c.

3c. If it were your responsibility, would you feel capable of doing so? Did you feel that way before the CJPI? Have your attitudes changed in this area at all? PROBE POSITIVE RESPONSES.

4a. Use methods and techniques for relating trends to plan, program, and project development. Is that part of your job? If yes; go to 4b. If no; go to 4c.

4b. Has your approach to plan, program, and project development changed at all? If yes; Probe: example, effect, scope, would it have happened anyway, did the idea come from the CJPI, are there other factors which may have led to the same result? If no; go to 4c.

4c. Has the way you consult with or supervise others relative to plan, program, and project development changed at all? Have your attitudes changed toward any particular method or technique for relating trends to plan, program and project development? PROBE POSITIVE RESPONSES.

5a. Use methods and techniques for plan development and implementation with full consideration of intergovernmental and community constraints. Do you get involved with this much? If yes; go to 5b. If no; go to 5c.

5b. Do you approach political problems differently than you did before the CJPI? If yes; Probe: example, effect, scope, would it have happened anyway, did the idea come from the CJPI, are there other factors that may have led to the same result? If no; go to 5c.



5c. Are you aware of any political constraints that you didn't realize before? As a result of CJPI? Aware of any ways of dealing with constraints? As a result of CJPI? PROBE POSITIVE RESPONSES,

6a. Apply methods and techniques for evaluating plans, programs, and projects. Is this part of your job responsibility? If yes; go to 6b. If no; go to 6c.

6b. Are you approaching evaluation any differently now? Probe: how, effect, scope, would it have happened anyway, did the idea come from CJPI, are there other factors that may have led to the same effect. If no; go to 6b.

**CONTINUED**

**1 OF 2**

6c. Has your attitude toward evaluation changed at all? Why? Do you review the evaluation of others more critically? PROBE POSITIVE RESPONSES.

7a. Increase the capability of criminal justice planners to communicate with each other. Have you communicated with anyone that you met at CJPI since the institute? If yes; Probe: how, how often, about work, would you have done so in normal course of activity?

8a. Have you completed a back-home project? If yes; go to 8b. If no; go to 8c.

8b. Was academic credit an important factor in your finishing? (PROBE)

What did the project entail? (PROBE)

Would you have done it anyway? (PROBE)

In what way has it been useful to you -  
on the job?

professionally?

How much time have you spent on the project?

8c. Are you working on one now?

Is academic credit an important factor in your finishing? (PROBE)

What does the project entail? (PROBE)

Would you have done it anyway? (PROBE)

In what way is it useful to you -  
on the job?

professionally?

How much time have you spent on the project?

Do you honestly plan to finish it?

8d. Do you have any suggestions regarding the general concept of a back-home project? (PROBE)

9a. Are there any constraints that have limited what you have been able to apply from the CJPI on the job? If yes; go to 9b. If no; go to 9c.

9b. What are they? Economic (budget), political, role conflicts, attitudinal factors.

9c. Do you have support from your supervisor in your planning effort?

Do you have enough people in the agency to get the job done?

10a. Was the CJPI experience relevant to the job you are now doing? If yes; go to 10b. If no; go to 10c and 10d.

10b. Do you have a feeling for how much of it was relevant? 75%, half, 25%? (PROBE)

10c. Was it relevant to what you ought to be doing? (PROBE)

10d. Is what you are doing now essential?

If you were to do more planning would someone else have to do what you are now doing? (PROBE)

11. As a result of your participation in the CJPI, have there been any observable changes in your agency in terms of personnel, policy, or organization? (PROBE)

12. What observable or perceived results do you feel have occurred in terms of your planning capability as a result of your participation at the CJPI?

Ideas-Knowledge

Skills

Techniques

Attitudes

13. Would you be interested in attending an advanced CJPI sometime in the future? If so, what should be presented to meet your training needs?

WASHINGTON STATE TRAINING SESSION

Subsequent to the one-week CJPI training seminar in Seattle, a two-day session was presented primarily for regional and local planners in Washington State. The later session resulted from a special request of the CJPI by the State Planning Agency for instruction in crime oriented planning. This training program was not formally evaluated by the Institute, although a post-session questionnaire was created by AJI and administered at the seminar by the Washington State Director of Evaluation. Observational comments were also obtained from the Washington evaluator, and from the Manpower Development Coordinator in Region X.

Faculty for the sessions consisted of Mr. George Trubow and Dr. Robert Carter. The schedule for the first day of instruction was as follows:

9:00- 9:50	Introductory Remarks	Saul Arrington
9:50-11:00	Planning Process	George Trubow
11:00-11:20	Break	
11:20-12:00	Planning Process	George Trubow
12:00- 1:15	Lunch	
1:15- 3:50	System Rates	Robert Carter
3:50- 4:30	Programs and Projects	George Trubow

The second day involved less formal small group discussions of the concepts presented on the first day. Participants divided into three groups conducted by Dr. Carter, Mr. Trubow and Ms. Wurtzburger, CJPI Director. Emphasis in these groups was on the application of crime specific planning at the local level.

Twenty-eight planners and administrators took part in the first day of training and 16 attended both days. Questionnaire results are given below, along with the questions asked. Responses have been summarized separately for those attending the first session only, and for those attending both days.

1. I give this seminar an overall rating of:

	<u>Very Good</u>				<u>Very Poor</u>
	1	2	3	4	5
First Day Only	6	5	1	0	0
Both Days	5	8	2	0	0
First Day Only:	Mean = 1.6				
Both Days:	Mean = 2.0				

2. The relationship between this seminar's objectives and my job needs is:

	<u>Very Good</u>				<u>Very Poor</u>
	1	2	3	4	5
First Day Only	5	4	3	0	0
Both Days	9	2	3	2	0
First Day Only:	Mean = 1.8				
Both Days:	Mean = 1.9				

3. The organization of the seminar was:

	<u>Very Good</u>				<u>Very Poor</u>
	1	2	3	4	5
First Day Only	6	4	2	0	0
Both Days	6	8	1	1	0
First Day Only:	Mean = 1.7				
Both Days:	Mean = 1.8				

4. For me, the content of the seminar was:

	<u>Very Difficult to Understand</u>			<u>Very Easy to Understand</u>	
	1	2	3	4	5
First Day Only	0	2	0	3	7
Both Days	0	1	1	5	8
First Day Only:	Mean = 4.3				
Both Days:	Mean = 4.3				

5. Would you recommend that a fellow worker with responsibilities similar to yours participate in a similar activity?

	<u>Yes</u>	<u>%</u>	<u>No</u>	<u>%</u>	<u>No Response</u>
	First Day Only	9	90	1	10
Both Days	16	100	0	0	0
Total	25	96	1	4	2

6. If you answered "No", why?

Only one participant answered question number 5 in the negative. The explanation of his response indicates that he misinterpreted this question.

7. How could the seminar be improved?

All suggestions are recorded below with the number responding indicated for those attending the first day only, and for those attending both days.

<u>Comment</u>	<u>No. Responding First Day Only (N=7)*</u>	<u>No. Responding Both Days (N=11)</u>	<u>Total (N=18)</u>
Better define agenda and objectives	1	4	5
Include more decision makers	1	3	4
More emphasis on rural planning	1	3	4
Send out materials in advance	1	2	3
Longer sessions	1	2	3
More group discussions	1	0	1
Better lunch	1	0	1

\* Multiple responses were allowed and therefore column totals do not equal the total number of participants responding to the question.

8. What did you like best about it?

Again, all comments are recorded below with the number responding indicated for those attending the first day only, and for those attending both days.

<u>Comment</u>	<u>No. Responding First Day Only (N=5)</u>	<u>No. Responding Both Days (N=10)</u>	<u>Total (N=15)</u>
Good speakers	2	7	9
Group discussions	0	3	3
Systems approach	2	0	2
Insight provided	1	0	1

9. Do you have a need for additional training in the planning process?

	<u>Yes</u>	<u>%</u>	<u>No</u>	<u>%</u>	<u>No Response</u>
First Day Only	8	89	1	11	3
Both Days	<u>16</u>	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	24	96	1	4	3

If yes; regarding what? Following what format?

Ten (56%) of the 18 participants responding to this part of Question 9 specified a need for additional seminars of the type presented. Two additional participants suggested the need for long-term training in planning, and one individual indicated a need for library readings. Specific training content areas were not suggested by most participants. Two individuals mentioned the need for additional training in planning methodology, two mentioned data manipulation techniques, and one indicated a need for training in evaluation methodology.

In summary, questionnaire responses indicate that the large majority of those attending either or both days of training were positive toward the experience. There was essentially a unanimous feeling among participants that the course would be valuable to others with job responsibilities similar to theirs. Several individuals mentioned the need for similar training directed toward local decision makers. Recommendations for change were made by a minority of respondents. The most frequently made suggestions were that 1) the

course agenda and objectives be better defined, 2) more emphasis be placed on issues related to planning at the local level, and 3) that course materials be distributed in advance of training.

These recommendations essentially concur with the suggestions made by the two session monitors. It was their impression that objectives for the course were not clearly defined, and that there was inadequate distribution of materials and preparation of participants prior to the seminar. The monitors also reported minimal group involvement in the two presentations on the first day, although participants appeared to be much interested in the material presented, and attendance was good. Perceptions were that the second day (small group discussions) was most effective, particularly in those cases in which planners were asked to discuss their own situation with respect to crime specific planning.

Again, this two-day seminar was not formally evaluated by AJI. Indications from the data available, however, are that the seminar was effective. AJI impact interviews regarding the one-week seminar in Seattle were conducted subsequent to the two-day session. At that time, several participants and staff of the State Planning Agency indicated that they were seeing a difference in the plans coming in from local levels, which they attributed largely to the seminar. It was also reported that a number of local planners had requested similar training for the decision makers with whom they interact.

**END**