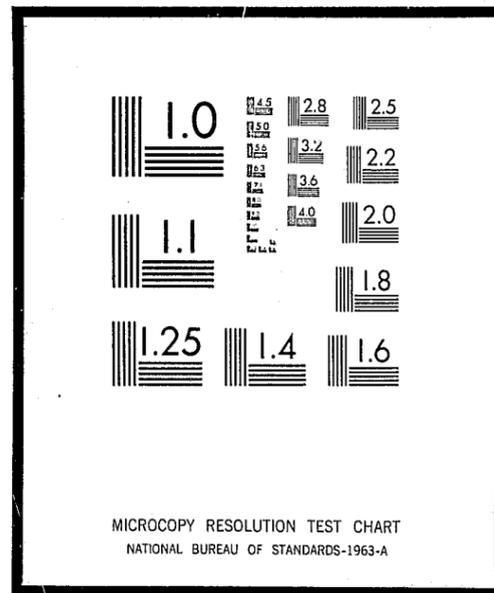


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NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed

9/22/75

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A STUDY OF THE
COMMON TRAINING REQUIREMENTS
OF STATE PLANNING AGENCIES

Final Report

Submitted to:

Law Enforcement Assistance Administration
633 Indiana Avenue, Northwest
Washington, D.C. 20530

June 14, 1974

The Potomac Group, Inc.
7805 Old Georgetown Road
Bethesda, Maryland 20014

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SECTION I

INTRODUCTION

Since 1968, when Congress passed the Omnibus Crime Control and Safe Streets Act and thereby established the Law Enforcement Assistance Administration (LEAA), the movement for improvement and reform of the nation's Criminal Justice System has enjoyed increasing momentum. Program innovations, research, improved data collection and dissemination, education and training, manpower projects and many other resources and developments have been directed toward reducing crime and advancing the efficiency and effectiveness of police, courts, and corrections.

Not the least provision of this legislation is that which sets forth a pivotal role for the States, assigning to them the major responsibility for planning and resource allocation. LEAA has launched a series of initiatives intended to aid and assist the State Planning Agencies (SPA's) designated for this purpose. One of the services to which LEAA has committed itself is training especially designed to meet the particular needs of SPA staffs.

The Potomac Group, Inc., a private firm specializing in training design and delivery and having experience in the Criminal Justice System, was contracted to study the training needs in three SPA's and to make appropriate recommendations to LEAA concerning needs, curricula, and delivery systems. The three states selected for the study were Connecticut, Michigan, and Virginia. Field visits and data collection took place during April and May, 1974.

This document is the final report of that study. It describes the project's objectives, the methodology employed, the data collected, the organizational and operational characteristics of each SPA, the common training needs by functional category, and a series of recommendations to LEAA concerning curricula, design approaches, and delivery systems.

Note that this is a technical report. It does not lend itself to casual reading. It provides an array of data resources and recommendations that require application and interpretation by the training manager or training designer. Actual display of all the possible curriculum applications of this data is, of course, beyond the scope of this project, but the study does provide a comprehensive matrix matching eighty-five basic SPA skill and knowledge requirements with eight functional categories (indicating primary and secondary needs), recommended training

source (LEAA or the states), and appropriate delivery systems for each.

It should also be noted that an analysis of the Tables and the reports on the three SPA's would be productive for the LEAA and SPA executive. Some of the implications of the data are of significance from a management viewpoint.

For the information of the reader, we would like to acknowledge that the basic methodology employed in this study was derived from an in-depth study effort in which THE POTOMAC GROUP, INC., developed a comprehensive training plan for the staff of the SPA in the state of Maryland.

In that study an intensive review was made of the following discrete elements of information:

- o Major and Minor PRODUCTS of the SPA
- o Job Descriptions of the Staff members
- o Development of Skill/Knowledge requirements for each individual staff position, based upon analysis of the above factors
- o Development of content outlines for each of the topic areas for which a Skill/Knowledge need was validated by the SPA

From the data gleaned from that effort, THE POTOMAC GROUP, INC., has been able to refine Skill/Knowledge areas most likely to be required for use by professional staff members of the three SPA's covered in this particular study effort.

We would like to acknowledge the support and direction received from the Maryland staff during that earlier task, and our particular gratitude to the Directors and staff personnel of the three agencies surveyed in this present study. Their cooperation and assistance were essential to this project and they gave it in generous measure.

SECTION 2

PROJECT DESCRIPTION

Careful articulation of project objectives is a critical step in any undertaking. It defines both the scope and purpose of the project and establishes legitimate expectations concerning the outcome. In this section, project objectives are set forth, the methodology is described, and project operations are reported.

2.1 PROJECT OBJECTIVES

The four principal objectives of this study are:

2.1.1 To report on the organization and functional configuration of three State Planning Agency staffs.

How are the three Agencies organized? How do they group the various functions and tasks required to carry out the agency's activities and responsibilities? Do any differences in structure affect training needs or design?

2.1.2 To identify the principal job categories and the skill/knowledge requirements to perform the tasks involved.

Are there valid standard job categories in use? Are the skill/knowledge requirements the same in all three SPA's? What are those requirements, i.e. what does a given person in a given position need to know and to be able to do in order to accomplish his assigned work?

2.1.3 To make recommendations concerning training curricula to respond to the skill/knowledge requirements common to the surveyed SPA's.

What kinds of curricula would match what SPA staffs say they need to know and to be able to do? Are there various training approaches, mixes of content and participants?

2.1.4 To recommend appropriate delivery systems for the proposed training.

In what forms should LEAA offer training in service to SPA's? Programmed instruction? National or regional seminars? Audio and/or video cassettes? Films and filmstrips? On-site or residential? What training is best delivered by the state and what by LEAA?

2.2 PROJECT METHODOLOGY

Three methods were selected for gathering the necessary data: a survey of the professional staffs of the three agencies; personal interviews on-site with senior staff and representative personnel; a review of pertinent documents and materials.

2.2.1 Questionnaires

The Potomac Group had recently conducted a study¹ in which it researched by adapted methods of task analysis the skill/knowledge requirements of another SPA. With careful revision to generalize it, this product was converted into a listing of eighty-five skill and knowledge items. The previous study and subsequent analysis established that this range of items encompasses all the constituent tasks of basic SPA functions with sufficient specificity to be useful to the designer of training. The present

¹ See Volumes I and II, Final Report on Pre-service and In-Service Training, Maryland Governor's Commission on Law Enforcement and the Administration of Justice. Four volumes. Submitted by The Potomac Group, Inc., April 26, 1974

study would validate or refine the list, but in either case it was an acceptable starting point for the three-state survey.

It was decided that the survey instrument also needed to determine each individual's position title, place in the organization, length of service, educational background, prior Criminal Justice System (CJS) experience and other related experience, his primary and secondary tasks, and any skill/knowledge requirements not identified in the list. The combination of these factors provides a profile of great usefulness to the training needs analyst.

The final design of this instrument is included in this report as Appendix A.

2.2.2 Personal Interviews

The project staff would have to visit each of the agencies being studied in order to:

- o ascertain accurate understanding of the SPA's structure and distribution of functions;
- o clear-up problems of nomenclature, job titles and classification and other peculiarities of the state;
- o track such major activities as application review, planning process, evaluation systems, etc.;

- o search out management's perceptions of staff training needs;
- o explore with selected staff their felt needs and their insights into skill requirements that go beyond formal job descriptions.

The format or outline for these interviews is included in this report as Appendix B.

2.2.3 Collection of Materials

Basic materials about the agency and its activities would also be informative. Plans were made to seek copies of the SPA's grant, the Comprehensive Plan, staff job descriptions, functional descriptions or manuals, and other publications that would provide data on operations.

2.3 PROJECT OPERATIONS

- Task 1: A Design Memorandum. Submitted on March 29, 1974, this memorandum reviewed the work to be done, provided a detailed work schedule, and outlined the contents of the final report.
- Task 2: Design methodology for data collection and analysis. Design survey instrument and interview format. Review with Contract Monitor.

- Task 3: Initial data collection. Research of SPA plans and grant application in LEAA library.
- Task 4: Field visits. Project staff visited the Virginia SPA April 17-19; Connecticut during the week of April 22; Michigan the week of May 6.
- Task 5: Collation and analysis of data.
- Task 6: Final report. Draft to be submitted May 21; final on June 14, 1974.

Close contact with the LEAA Contract Monitor was maintained throughout the duration of the project. He accompanied the project staff to the three SPA's and participated in the first day or two of each site visit. Bi-weekly reports were submitted to LEAA beginning on April 3.

SECTION 3

FINDINGS

This section presents the data gathered on each of the three SPA's studied. These sub-sections are followed by a brief comparison of the significant commonalities and differences. Combining the staff responses in all three states, the final sub-section lays out the common training needs by functional category.

3.1 CONNECTICUT PLANNING COMMITTEE ON CRIMINAL ADMINISTRATION

Established in 1968 in response to the Safe Streets Act, the Connecticut Planning Committee on Criminal Administration (CPCCA) functions under Governor Thomas J. Meskill's Executive Order Number Twenty-Five, dated March 29, 1974. The Committee consists of twenty-eight state and local officials and concerned laymen and a staff of some forty people on the state level. Seven sub-state regions are staffed by another sixteen professionals and are guided by Supervisory Boards.

To support CPCCA's programming, Advisory Committees have been erected for the principal segments of the Criminal Justice System. The Executive Committee of CPCCA makes the final decision on grants, which are divided into eight planning areas:

The Equal Administration of Justice

Street Crime and Police Service Functions
Organized Criminal Activity
Youth Crime and Delinquency
Drug and Alcohol Abuse
The Rehabilitation of Offenders
Manpower Needs of the Criminal Justice System
Communications and Information Systems

3.1.1 Organization

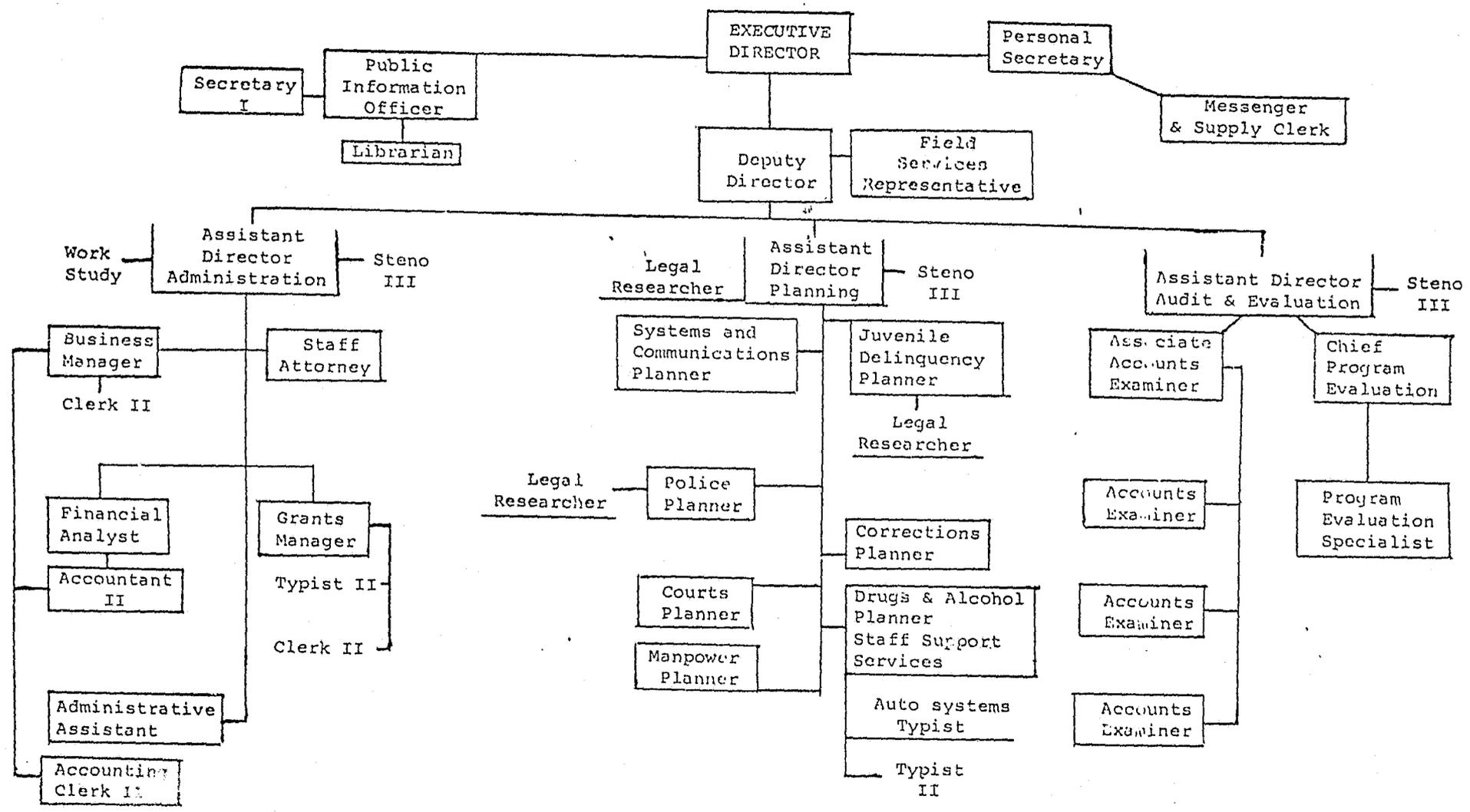
Exhibit 3-A, following, is an organizational chart of the staff of the Connecticut Planning Committee on Criminal Administration.

The three principal divisions of the agency are Planning, Audit and Evaluation, and Administration. The Deputy Director of CPCCA oversees the Regional Planning Agencies and certain special projects and assignments. The Public Information Officer reports directly to the Executive Director and functions as a resource to the entire staff.

Grant processing is supervised by the Grants Manager who in some other agencies is called the Grants Administrator. The Director of Administration carries out the financial review of applications and certifies to their completeness and correctness.

Connecticut Planning Committee on Criminal Administration

Exhibit 3-A



The planners perform the functions of planners, program developers and program monitors. They have an active role in application review, working with their respective Advisory Committees. Audit and Evaluation personnel fulfill those designated functions; auditors also assist with the financial review of local applications during the busiest phase of the funding cycle. (See Operations, below.)

The regional staffs are involved principally in program development and monitoring. They play an active role in the application review process and they are now being given a systematic function in the agency's evaluation program. Typically, the regional staffs are situated in a multi-jurisdictional "umbrella" agency.

3.1.2 Operations

The CPCCA planning process is concentrated in the period between June and December. The summer months are devoted primarily to in-house activities related to multi-year planning and the annual plan. The fall months involve considerable external activity: interaction with the program area advisory committees, potential applicants, and regional staffs. The plan

is usually completed in December and ready for publication in January.

Program development is one of the planning staff functions and their efforts in this regard are heaviest during the fall months. State-level programs and projects of major significance are handled by the CPCCA staff. The regional staffs are less involved in planning and are heavily involved in local/regional program development and monitoring.

In its grant application and review process, Connecticut's approach is to award eighty percent or more of its funds in a single funding cycle. For example, the schedule for FY 74 called for all State applications to be submitted by February 22; processing and review by staff and Advisory Committees were completed for Executive Committee decision on April 18. Meanwhile, local and regional applications had to be submitted to the Regional Planning Agencies by March 15. The regions had two weeks to conduct a staff and Advisory Board review before conveying the applications, with commentary, to the SPA on March 29. A-95 clearance was obtained before submission to the regions. SPA processing is the same as for state agency applications, except that the Audit Division assists with the fiscal review because of the large volume. Awards are made May 16 and 23 by the Executive Committee.

Program monitoring is a major activity of the regional staffs. They are less involved in planning than the SPA staff and can direct more time to contact with the grantees. Some of the regions are quite active in providing technical assistance to the grantees, working closely with them and even conducting special projects and studies for them. The state staff monitors the state level grantees but workload often restricts them to major programs. On all levels, monitoring is carried out by visiting the project, reviewing reports, and generally staying in close contact with the field and with key personnel.

Evaluation in Connecticut is a multi-faceted program. The Evaluation Division uses input-output measures, performance and impact evaluation and various social research tools. Regional staffs negotiate evaluative measures with the grantees and are now submitting quarterly evaluation reports on all projects, using a system designed by the SPA. The regional staff also exercises quality control of the data kept by grantees. Forty percent of the state's evaluation effort is conducted by staff, sixty percent by consultants.

Two activities absorb practically all the time and effort of the Audit Division. Far and away the largest demand on this unit's capacity is the determination to exceed the auditing standard of twenty-five percent of the grants, fifty percent of the grant dollars. During the spring grant processing period,

the auditors help out in the fiscal review of local and regional applications. A substantial part of the unit's contacts with grantees is in the nature of technical assistance because of the inadequacies of local personnel and systems.

In fact, technical assistance seems to be a basic component in all CPCCA relations with grantees, particularly regional and local agencies. In addition to auditors helping local staffs in systems, guidelines, and regulations, so do personnel in the Administrative Division; program monitoring often becomes TA in program implementation; program development leads to assistance in program planning and grant applications; even the Public Information Officer deals in technical assistance, both to the SPA staff and to CJS agencies.

Other factors of note in this SPA's operations are the high demand for information of various kinds for various purposes; the impact of relations with LEAA, in terms of time and energy; and an internal management style that is high on accountability and performance.

3.1.3 Results of Study

Twenty-seven professionals of the Connecticut SPA staff responded to the basic questionnaire. This includes most of the

study's intended population; the deputy director of the agency was on military leave and thus could not participate. Fifteen personal interviews were conducted. Basic documents and materials were collected and reviewed, including the agency's 1974 plan, a report comparing Connecticut's operations to the SPA minimum standards adopted by the National Conference of State Criminal Justice Planning Administrators, the Governor's Executive Order, grant application instructions, and a statement of evaluation goals and objectives.

3.1.3.1 Tables and Commentary. The tables following summarize most of the data collected in the questionnaires.

Table 3-1, Staff Background, presents a profile of the staff in terms of six factors. "Months on the job" is distinguished from "when employed" in order to track those who have been promoted or transferred to new positions in the agency. Some examples of the data are provided below:

Average months in SPA	22 ⁺
Average months in present position	17
Academic level	
Bachelor or above	25
Master's or above	8
JD or equivalent	3

Table 3-I

STAFF BACKGROUND: Connecticut

Position	When emp.	Mos. on Job	Undergraduate	Graduate	Yrs CJS exp.	Other yrs. related exp.
Exec. Director	9/71	31	Pol. Sci.	-	4	Mgmt
Field Rep.	3/73	13	Pol. Sci.	Law studies	1	Indirect
Public Info. Officer	11/72	18	Journalism	M.A.-Journalism		Reporter
Librarian	1/70	51	A.B.	M.A./MSLS		Librarian
Asst. Director-Admin.	2/59	16	Economics	J.D./M.P.A.		
Agency Counsel	3/74	1 $\frac{1}{2}$	A.B.	Law		Lawyer
Business Manager	10/58	66	Acctg/P.Admin	M.A. Pub. Admin		Mgmt
Grants Manager	9/73	7	Economics	Mgmt studies		Mgmt
Financial Analyst	9/72	19	Accounting	-	10	Mgmt
Admin. Assistant	9/70	3	Accounting	-		
Accountant	6/73	10	-	-		Accountant
Asst. Director-Planning	2/73	14	Government	M.P.A. Pub.Admin	1	Indirect
Criminal Justice Planner	2/73	14	Sociology	Sociology		
Research Analyst III	8/59	56	B.S.	-		Indirect
Corrections Planner	1/73	15	Criminology	-	2 $\frac{1}{2}$	
CJP/Law Enforcement	4/73	12	A.B.	-	5	
CJP/Courts	10/72	4	A.B.	-		
CJP/Drugs & Alcohol	2/72	26	A.B.	-		
CJP/Manpower	3/74	2	Pol. Sci.	-		Mgmt
Legal Research Ass't	10/73	7	A.B.	J.D. Law		
Legal Research Ass't	9/73	6	A.B.	Pre J.D. Law		
Asst. Dir/Audit & Evaluation	2/70	18	B.M.	-		Indirect
Chief Program Educ. Specialist	11/72	6	Sociology	-	1	Mgmt
Program Evaluator	9/73	7	Soc. Sci.	M.S. Ed. Resch.		
Chief Auditor	10/72	6	Accounting	-		Accountant
Accounts Examiner	12/73	4	Bus. Admin.	Accounting studies		Accountant
Field Auditor	1/72	27	-	-		Accountant

Direct prior CJS experience is limited (except for the Deputy Director who has more than twenty years police service), so this may indicate an area of training need. Other prior experience, especially in the administrative and audit functions, is clearly related.

Table 3-2, Inventory of Required Skills, compiles the opinions of the respondents as to what skill/knowledge items are necessary for anyone holding his position. It is not an expression of personal training needs. Because of the subjective judgement involved, this data cannot be considered objectively valid, but it is a valuable indicator for the training designer. A common problem for the respondents was distinguishing in some instances between what is necessary and what is desirable or helpful. Most of the respondents seemed to reflect on the difference except for the one individual who checked off every item on the list.

Table 3-3, Frequency of Response, lists the eighty-five skill/knowledge items according to the frequency of response, thus establishing the range of possible training needs from the most common to the least

Table 3-2A

INVENTORY OF REQUIRED SKILLS: CONNECTICUT

Position	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42			
Exec. Director	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Field Rep.			X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Public Info. Off		X	X	X	X	X	X			X			X					X			X								X										X						
Librarian	X	X	X	X	X	X	X			X			X					X			X								X										X						
Asst. Dir-Admin	X	X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Agency Counsel	X	X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Business Manager		X	X		X	X	X											X	X							X	X	X	X					X	Y	Y	Y	X		X	X				
Grants Manager		X	X		X	X	X				X							X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Financial Analyst		X	X	X	X	X	X						X					X	X										X	X									X	X	X	X	X	X	
Adm. Asst.		X	X			X	X							X				X			X																	X							
Accountant		X	X			X	X										X																												
Asst. Dir./Planning	X	X	X	X	X	X	X			X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C/S Planner		X	X		X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Research Analyst III	X	X	X	X	X	X	X			X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C/P/Corrections	X	X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C/P/Law Enforcement	X	X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C/P/Courts	X	X	X	X	X	X	X			X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C/P/Drugs&Alcohol	X	X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C/P/Manpower		X	X	X	X	X	X			X							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Legal Res. Asst.	X	X	X	X	X	X	X																																						
Legal Res. Asst.	X	X	X	X	X	X	X																																						
Asst. Dir./Audio Eval		X	X	X	X	X	X			X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Chief Program Eval	X	X	X	X	X	X	X			X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Program Evaluator	X	X	X	X	X	X	X			X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Chief Auditor		X	X		X	X	X			X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Accounts Examiner		X	X		X	X	X			X			X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Field Auditor		X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TOTALS	11	25	27	20	22	27	26	1	9	15	13	12	14	6	19	10	11	17	16	13	19	11	16	15	9	11	16	14	22	5	13	11	10	18	16	7	10	19	10	11	7	8			

KEY:

- | | | |
|---|---|--|
| 1. Enabling, Proposed and pending Legislation | 15. Report Forms | 29. Governmental Structures (State, County, Local) |
| 2. Knowledge of Grant Award process within State | 16. Research Design | 30. Audit Management |
| 3. Knowledge of SPA Organization and Procedures | 17. Problem Solving | 31. Contract Management |
| 4. Knowledge of State C/S | 18. Systems Analysis | 32. Principles of ADP |
| 5. Organization of State Gov't | 19. Budget Projection | 33. Job Classification Techniques |
| 6. Knowledge of State Guidelines for Grant Awards | 20. Cost Benefit Analysis | 34. Budget Preparation |
| 7. Knowledge of LEAA Guidelines | 21. Program Guidelines | 35. Fiscal Management |
| 8. Administrative Systems | 22. Affirmative Action/EEO | 36. Wage and Salary Management |
| 9. Criminology | 23. Supervision | 37. Statistics for Managers |
| 10. National Trends in C/S | 24. Work Scheduling | 38. Interpersonal Communications |
| 11. Time Scheduling | 25. Management Development | 39. Brokering Technical Assistance |
| 12. Public Speaking | 26. Personnel Administration | 40. Evaluation of T/A |
| 13. Letter Writing | 27. Resource Allocation | 41. Management of Training Resources |
| 14. Dictation | 28. Public Administration Policies and Procedures | 42. Management of Training Programs |

Table 3-2B

INVENTORY OF REQUIRED SKILLS: CONNECTICUT (continued)

Position	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85										
Exec. Director	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Field Rep.																		X	X			X							X																			X	X	X			
Public Info.Off	X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Librarian		X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Asst. Dir.-Admin.			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Agency Counsel			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Business Manager																			X			X		X																													
Grants Manager			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Financial Analyst															X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Adm. Asst.			X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Accountant																																																					
Asst. Dir. Planning			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
CJS Planner					X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Research Analyst III								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
CJP/Corrections	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
CJP/Law Enforcement		X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
CJP/Courts					X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
CJP/Drugs&Alcohol			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
CJP/Manpower										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Legal Res. Asst.									X									X																																			
Legal Res. Asst.					X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Asst. Dir/Aud&Eval							X					X															X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Chief, Program Eval	X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Program Evaluator								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Chief Auditor		X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Accounts Examiner			X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Field Auditor	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
TOTALS	5	8	12	8	10	8	7	17	17	19	19	9	14	11	14	15	14	18	12	7	12	20	5	13	10	10	10	9	9	12	11	9	3	13	7	17	11	14	8	5	11	15	15	15	15	15	15	15	15				

KEY:

- | | | |
|--|---|--|
| 43. Speech Writing | 56. Conference Conduct | 71. Knowledge of National Training Resources |
| 44. Knowledge of Communications Media | 57. Judgment of Project Feasibility | 72. Contract Writing |
| 45. Civil Rights Act | 58. Writing of Grant Analysis | 73. RFP Writing |
| 46. Environmental Impact Programs | 59. Analysis of Grant Modification Requests | 74. Analysis of RFP's |
| 47. A-95 Process | 60. Program Monitoring | 75. Special Librarian Skills |
| 48. National Historical Preservation Act | 61. Interviewing Techniques | 76. Knowledge of CJS Data Sources |
| 49. Uniform Relocation Assistance Act | 62. Literature Research | 77. Group Dynamics |
| 50. Courts Programs | 63. Data Portrayal | 78. Knowledge of Grants Management Information Systems |
| 51. Corrections Programs | 64. Technical and Report Writing | 79. Quantitative Analysis |
| 52. Juvenile Delinquency Programs | 65. Publications Production | 80. Analysis of Quarterly Reports |
| 53. Local Unit of Government Programs | 66. Statistical Projection | 81. Auditing Techniques |
| 54. Impact Program Guidelines | 67. Statistical Techniques | 82. Inventory Control Techniques |
| 55. Crime Specific Planning Systems | 68. Evaluation Systems | 83. Cash-Flow Management |
| | 69. Questionnaire Design | 84. Editing |
| | 70. LEEP Programs | 85. Proofreading |

Table 3-3

FREQUENCY OF RESPONSE: CONNECTICUT

Total Respondents 27

Questionnaire Listing	Skill/Knowledge Items	No. of Respondents	Ques. List	Skill/Knowledge Items	No. of Respondents
	3. Knowledge of SPA Organization and Procedures	27	45. Civil Rights Act		12
	6. Knowledge of State Guidelines for Grant Awards	27	61. Interviewing Techniques		12
	7. Knowledge of LEAA Guidelines	26	63. Data Portrayal		12
	2. Knowledge of Grant Award Process within State	25	72. Contract Writing		12
	13. Letter Writing	24	1. Enabling, Proposed and Pending Legislation		11
	5. Organization of State Gov't	22	22. Affirmative Action/EEO		11
	29. Governmental Structures (State, County, Local)	22	26. Personnel Administration		11
	17. Problem Solving	21	32. Principles of ADP		11
	4. Knowledge of State CJS	20	40. Evaluation of T/A		11
	64. Technical and Report Writing	20	56. Conference Conduct		11
	8. Administrative Systems	19	73. RFP Writing		11
	15. Report Forms	19	79. Quantitative Analysis		11
	21. Program Guidelines	19	83. Cash-Flow Management		11
	38. Interpersonal Communications	19	16. Research Design		10
	52. Juvenile Delinquency Programs	19	33. Job Classification Techniques		10
	53. Local Unit of Government Programs	19	37. Statistics for Managers		10
	34. Budget Preparation	18	39. Brokering Technical Assistance		10
	60. Program Monitoring	18	47. A-95 Process		10
	85. Proofreading	18	67. Statistical Techniques		10
	18. Systems Analysis	17	68. Evaluation Systems		10
	50. Courts Programs	17	69. Questionnaire Design		10
	51. Corrections Programs	17	9. Criminology		9
	78. Knowledge of Grants Management Information Systems	17	25. Management Development		9
	19. Budget Projection	16	54. Impact Program Guidelines		9
	23. Supervision	16	70. LEEP Programs		9
	27. Resource Allocation	16	71. Knowledge of National Training Resources		9
	35. Fiscal Management	16	74. Analysis of RFP's		9
	10. National Trends in CJS	15	42. Management of Training Programs		8
	24. Work Scheduling	15	44. Knowledge of Communications Media		8
	58. Writing of Grant Analysis	15	46. Environmental Impact Programs		8
	84. Editing	15	48. National Historical Preservation Act		8
	28. Public Administration Policies and Procedures	14	81. Auditing Techniques		8
	55. Crime Specific Planning Systems	14	36. Wage and Salary Management		7
	57. Judgment of Project Feasibility	14	41. Management of Training Resources		7
	59. Analysis of Grant Modification Requests	14	49. Uniform Relocation Assistance Act		7
	80. Analysis of Quarterly Reports	14	62. Literature Research		7
	11. Time Scheduling	13	77. Group Dynamics		7
	20. Cost Benefit Analysis	13	14. Dictation		6
	31. Contract Management	13	30. Audit Management		5
	66. Statistical Projection	13	43. Speech Writing		5
	76. Knowledge of CJS Data Sources	13	65. Publications Production		5
	12. Public Speaking	12	82. Inventory Control Techniques		5
			75. Special Librarian Skills		3

common. This does not mean, of course, that the least-checked items are not important training needs to those who have them. The Table suggests the scale of the training effort that may be needed in relation to the needs identified; it is not concerned with relative importance. When compared to the other states surveyed, its usefulness will be enhanced; the total frequency of response data will suggest the kinds and scope of training strategies appropriate to the various needs.

3.1.3.2 Interview results. The interviewees were most articulate and specific in expressing their perceptions of the actual training needs of the SPA staff, regional staffs, and grantee personnel. Very few recommendations went beyond the scope of content implicit in the eighty-five skill/knowledge items listed. Most of the comments lent weight and specificity to certain areas of outstanding need. Among the most frequently cited needs were:

- o Exposure to the Criminal Justice System in greater scope and depth than is usually achieved
- o Organization of time and work
- o Insight into socio-political environment of local communities
- o Interpersonal communication and negotiation skills
- o Greater depth in planning systems and analytical skills

- o Writing skills for an assortment of purposes
- o Evaluation systems, measures, techniques
- o Grant guidelines and regulations, fiscal and administrative systems (seen as needed desperately by State, Regional, and Grantee staffs)
- o Contact and comparison with other SPA programs, systems, procedures, etc.

3.1.4 Concluding Observations

It would appear that the CPCCA staff believes it is, by and large, sufficiently skilled and knowledgeable to be able to carry out its daily obligations. However, there is a healthy desire for increased professionalism, for advanced training, and for greater depth in such fundamental areas as writing, planning, evaluation, fiscal systems, etc. The agency has its own orientation and in-service training program and it takes advantage of external opportunities. The attitude of the agency's leadership and staff toward training is generally excellent. There is some concern for quality and for not wasting time, but their basic receptivity to LEAA responses to studies such as this was clearly evident.

3.2 MICHIGAN COMMISSION ON CRIMINAL JUSTICE

The Michigan Commission on Criminal Justice (MCCJ) was established by the Governor's Executive Order 1973-7, which updated roles and responsibilities for a number of state bodies and agencies. Fulfilling the role of the State Planning Agency Supervisory Board, the MCCJ has been assigned the following major functions:

- a) to formulate goals and standards for the Michigan Criminal Justice System,
- b) to review and approve the Comprehensive Plan, and
- c) to serve as an appeal body for projects rejected by the Office of Criminal Justice Programs (OCJP) administrator.

The MCCJ is composed of fifty-plus state and local officials, and interested citizens, under the Chairmanship of the Lieutenant Governor.

The Commission's organizational structure is oriented towards task force assignments, with emphasis on the following specific areas:

- o Crime Prevention
- o Investigation and Arrest
- o Adjudication

- o Rehabilitation
- o Criminal Justice Management

The activities of these Task Forces are presently heavily oriented towards development of goals and standards for the Michigan Criminal Justice System, the subject matter of which provides the major agenda items for their monthly meetings.

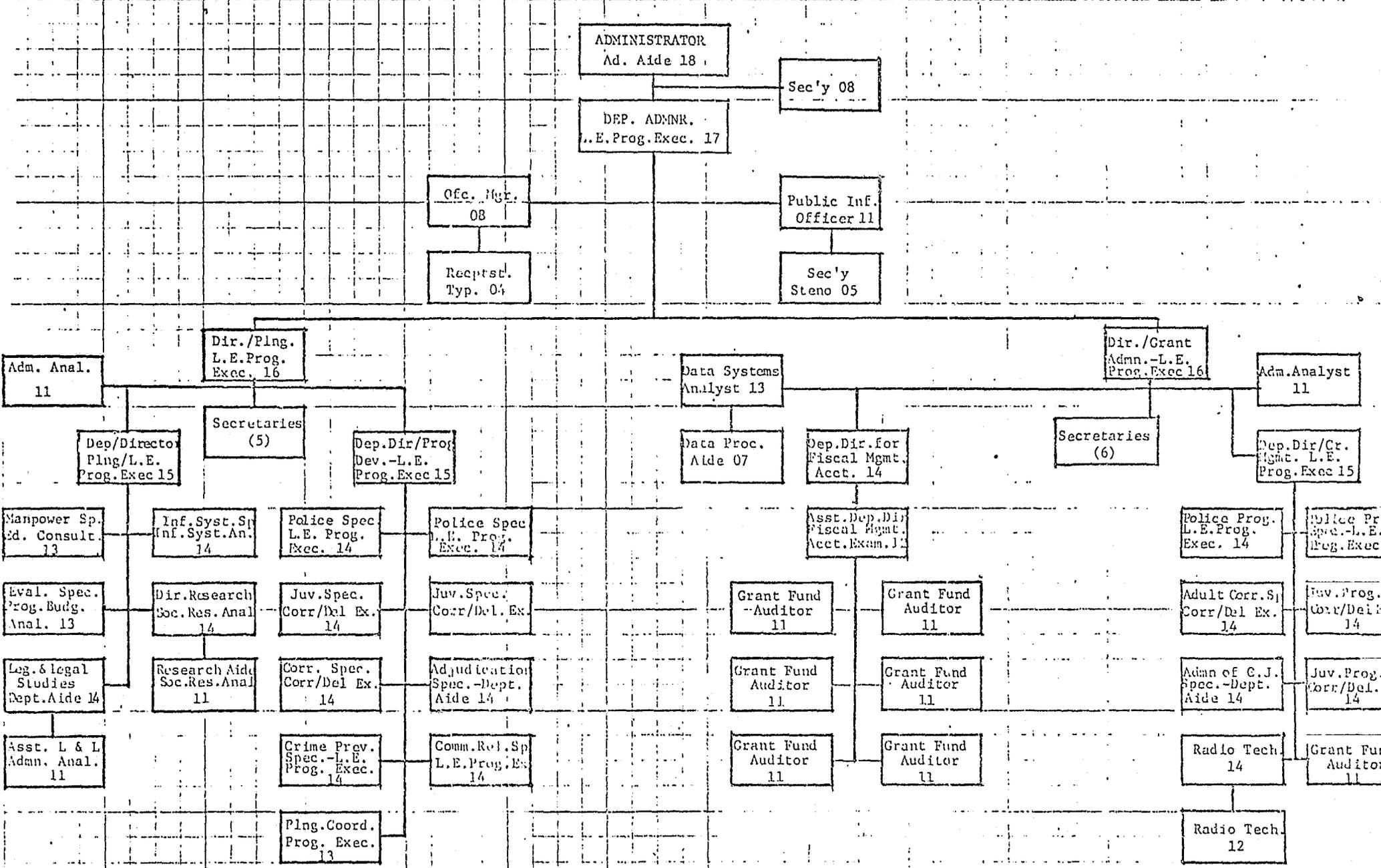
Staff support to the Commission is rendered by the Office of Criminal Justice Programs (OCJP).

3.2.1 Organization

The OCJP was also established under the Governor's Executive Order identified above. A Division of the State Office of Management and Budget, the OCJP consists of an Administrator and his staff, who are responsible to the Governor. The Administrator is charged with the responsibility for approval and performance review of all grants.

All SPA staff positions are covered by State Civil Service Regulations, with the Administrator being appointed by the Governor.

The Administrator controls all activities of OCJP on behalf of the Governor. As shown in Exhibit 3-B, the OCJP is organized



into two main sections: Planning and Grants Administration.

With the current emphasis within the state on the development of goals and standards, the Deputy Administrator serves as the primary point of contact and staff support to the Commission for this purpose, and the Administrator thus has a great deal of additional direct contact with his senior staff.

Grant processing is supervised by the Director, Grants Administration, who oversees the life of each grant (application review, grant approval, program monitoring, evaluation, fiscal review and audit, and closeout).

The planning function is carried out by the staff of the Director of Planning. This division prepares the State Comprehensive Plan, assists the Regional Planning Units in the development of their plans, and is currently assigned to provide necessary staff support to the Commission in its goals and standards project efforts.

The SPA staff size is authorized at a level of 60 full-time positions, plus Regional Criminal Justice Planners in each of the 17 sub-state regions. All SPA staff positions are under State Civil Service System standards. Regional personnel are hired by the General Purpose Planning Agency in the respective regions.

There is a definite trend towards shifting of greater authority and responsibility to the regional staff personnel, who typically operate in an inter-governmental "umbrella" agency in their local area.

3.2.2 Operations

The planning process follows a cyclical pattern with the end product, the Comprehensive Plan, being delivered to the printers in December/January.

As a part of the over-all emphasis on shifting responsibility to the regional level, each region will be expected to develop its own local plan by October 1st of each year (this is the first year of the program). SPA staff members are deeply involved in providing assistance to their counterparts in the regions in an effort to help them develop their own plans in a professional manner.

Although there is a deliberate effort to decentralize many of the responsibilities to the regional level, there remains an awareness of the requirement for development of multi-jurisdictional programs in certain areas. The SPA has initiated what is described as a "Mini-plan" for these programs, and has

developed a time-table for publication of plans dealing with 24 functional areas which operate independently of regional organizations.

A copy of the proposed Mini-Plan schedule is attached as Exhibit 3-C.

Program development has its impetus at the regional level, with the regional planners being expected to develop those programs which will be responsive to the needs of their local community area. The SPA staff personnel assist them in this effort, and also provide close support and liaison for program development within the state agencies.

In its grant application and review process, the OCJP reviews and approves grant applications once per quarter. It is worthy of emphasis here to stress that the Administrator is charged with the responsibility for grant approval. In fact, he invites key members of his staff to provide him with staff recommendations concerning the relative need and priority for each application.

At the present time the base-line for prioritizing grant applications comes from the Comprehensive Plan. In this plan, the Administrator allocates available monies to each of the regions, using a formula related to population and crime rate. It then

MICHIGAN MINI-PLAN SCHEDULE

JULY

1. SPARMIS
2. Police Communications
3. Comprehensive Data Systems
4. Forensic Services
5. Narcotics enforcement
6. Consumer Education and Fraud Protection
7. Defense Services
8. Misdemeanant Probation
9. Civil Preparedness Programs

OCTOBER

1. Organized Crime
2. Diversion of Juveniles from Adjudication
3. Crime Prevention Program
4. Prosecution
5. Non-residence Juvenile Community Treatment Programs
6. Local Adult Facility Program Development
7. Substance Abuse
8. Pre-Trial Release

DECEMBER

1. Police Training
2. Courts
3. Juvenile Residential Community Programs
4. Juvenile Institution Treatment
5. Adult Community Corrections Centers
6. Upgrading Local Adult Detention and Correctional Facilities
7. Equal Opportunity

becomes the primary responsibility of the regions to sift and recommend those programs which deserve highest priority.

Although all grants must be approved by the Administrator, the Michigan system is that his approval is programmatic in nature, and the implementation (and funding) must be accomplished at the regional level, from those funds which have been authorized in the Comprehensive Plan. See Appendices C and D for related information. It should be noted that this process is under revision. Next year (1976 Plan), the base-line for prioritizing grant applications will come from the Regional Criminal Justice Planning Council to the SPA in the form of a plan. The Administrator will allocate available monies to each region using a formula related to population and crime rate. He additionally retains the responsibility to recommend to the Commission his priorities for funding of programs that have been identified through the regional plans. The vehicle for this recommendation will be the State Comprehensive Plan.

Program monitoring is performed primarily at the regional level, often in accompaniment with one of the staff members from the SPA. These same staff members provide program monitoring for state-level programs. Great dependence is placed upon the

regional staff personnel to "keep on top" of each grantee's performance.

Evaluation of grant performance is conducted at both the state and regional level; continuing evaluation is made at the state level by means of quarterly reports and other correspondence received from the grantees. Formal evaluation is a topic which draws strong feelings from every staff member, and a continuing program is in effect to try to define more objective means of measuring performance of many of the programs being funded.

Fiscal audits are reviewed at the state level, but the majority of the audits are actually conducted by the Field personnel at the regional level. There are eight auditor positions sponsored by the SPA in the field, and these people provide audit support to the grantees in all 17 regions. Frequently, a field auditor will be accompanied by a member of the SPA staff.

Public Information functions are conducted by the Public Information Officer, who reports to the Executive Director, but who also provides a resource for the entire staff.

One of the more interesting publications developed by the PIO is the Annual Report, which summarizes in narrative fashion the happenings, events, and accomplishments of the Criminal Justice System in the year just completed. Written for the public

at large, it provides an interesting source of comparison with the Comprehensive Plan.

One final staff element which has not been addressed above is that of the Information Systems area. The Director, Information Systems, is responsible for developing and maintaining necessary information on the status of grants and grantees; this GMIS employs both manual and ADP outputs and is the subject of a significant developmental effort within the SPA.

3.2.3 Results of Study

As in the case with each of the surveyed States, questionnaires were mailed out in advance to the designated liaison officer in each SPA, requesting cooperation in distributing and collecting them.

In Michigan, questionnaires were returned from 24 personnel on the SPA staff and 4 from Regional Planning Units. Personal interviews were conducted with nine (9) members of the SPA professional staff.

Documents reviewed included the following:

- o State Comprehensive Plan
- o 1973 Annual Report
- o 1974 Planning Grant
- o Job Descriptions of selected staff members
- o Executive Order 1973-7
- o OCJP Internal Procedures Notebook

3.2.3.1 Tables and Commentary. The tables following summarize most of the data collected in the questionnaires.

Table 3-4, Staff Background, reveals these averages:

Average months in SPA	40
Average months in present position	21 +
Academic Level	
Bachelor or above	22
Master's or above	10
JD or equivalent	2
Average years of previous CJS experience	10 +
Average years related experience	3 -

Table 3-5, Inventory of Required Skills. The obvious question of validity of the Skill/Knowledge data required must be addressed. It is our considered opinion

STAFF BACKGROUND: Michigan

Position	When emp.	Mos. on Job	Undergraduate	Graduate	Yrs CJS exp.	Other yrs. related exp.
Administrator	7/59	29	History	J.D. Law	2	
Dep. Administrator	10/59	28	Sociology	M.S.W.	20	CJS Req.
Dir. Planning	7/72	22	Pol. Sci.	M.A. Pol. Sci.	12	
Dir. Grant Admin.	3/59	15			28	Supervision
Dep. Div. Grant Mgt.	3/70	15	A.B.			Pol.Com.Rel
Dep. Planning Dir.	8/71	16	B.S.		15	
Dep. Div. Fisc. Mgt.	9/59	56	Accounting			Audt/acctg.
Systems Planner	6/70	16	A.B.			Mgmt
Police Specialist	8/71	4	Police Admin		17	State Orgns
Juv. Del. Specialist	7/70	5	Sociology		6	
Del. Prevent. Planner	11/71	4	A.B.	M.Ed, M.S.W.		Comm.Rel/Pln
Adult Corr. Specialist	10/70	42	Pol. Sci.	M.A. Corrections	8	
Police Specialist	5/71	5			20	Comm.Rel/Pln
Audit Chief	7/70	44	B.S.			Audit
Info. Systems Div.	12/72	5	Pol. Sci.			Sys.anal/St.
Crime Prev. Specialist	2/72	5			26	Plng & Resch
Public Info. Specialist	7/72	23	Journalism			Reporter
Corr./Del. Specialist	10/71	4	Psy. & Pol.Adm	M.S.Crim.Justice	10	
Pol. Manage. Specialist	7/70	42			30	
Corr./Del. Specialist	7/72	4	Soc. Econ.		18	Job Corps
Grant Manager	3/72	14			34	
Grant Manager Juv.Prob.	2/71	15	Police Admin	M.S.W.	6½	ADC Worker
Grant Manager Spec. Unit	8/71	6	Law Inforc.		28	
Prog. Coordinator	6/69	56	Pol. Sci.	M.A.		Teacher
Prog. Manager		66	Police Admin	J.D. Law	26	Dir/Plng
Dir.C.J. Planning	5/71	9	Soc.		6	Loc.Gov't
Law Enforc. Coordinator	12/73	6			26	Admin
Regional Director	9/70	44	Police Sci.	M.S. Pub.Admin.	3	

INVENTORY OF REQUIRED SKILLS: MICHIGAN

Position	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42						
Administrator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Deputy/Admin.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Dir. of Planning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Dir./Grnt. Admin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Dep. Dir., Grnt. Mgmt.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Dep. Dir., Planning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Dep. Dir., Fiscal Mgmt	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Systems Planner	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Police Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Juv. Del. Spec.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Del. Prevention Plnr.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Audit Corr. Spec.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Police Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Audit Chief	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Info Systems Dir	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Crime Prev. Spec	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Public Info Spec	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Corr./Del. Spec	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Pol. Mgmt. Spec	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Corr./Del. Spec	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Grnt. Mgr.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Grnt. Mgr. Juv. Prob	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Grnt. Mgr. Spec units	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Program Coord. (Req)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Proj. Mgr. (Req)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dir. CIS Pln. (Req)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Req. Proj. Coord.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Req. Council Dir.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TOTALS	16	26	25	26	24	26	27	18	14	24	19	7	23	18	16	17	21	16	19	22	20	18	16	21	15	14	20	17	24	7	15	15	8	21	11	7	15	20	10	13	12	12						

KEY:

1. Enabling, Proposed and Pending Legislation
2. Knowledge of Grant Award Process within the State
3. Knowledge of SRA Organization
4. Knowledge of State CIS
5. Organization of State Gov't.
6. Knowledge of State Guidelines for Grant Awards
7. Knowledge of LEAA Guidelines
8. Administrative Systems
9. Criminology
10. National Trends in CIS
11. Time Scheduling
12. Public Speaking
13. Letter Writing
14. Dictation
15. Report Forms
16. Research Design
17. Problem Solving
18. Systems Analysis
19. Budget Preparation
20. Cost Benefit Analysis
21. Program Guidelines
22. Affirmative Action/EEO
23. Supervision
24. Work Scheduling
25. Management Development
26. Personnel Administration
27. Resource Allocation
28. Public Administration Policies and Procedures
29. Governmental Structures (State, County, Local)
30. Audit Management
31. Contract Management
32. Principles of ADP
33. Job Classification Techniques
34. Budget Preparation
35. Fiscal Management
36. Wage and Salary Management
37. Statistics for Managers
38. Interpersonal Communications
39. Brokering Technical Assistance
40. Evaluation of T/A
41. Management of Training Resources
42. Management of Training Programs

that the data is accurately representative of the training needs of the staff. In only two instances did the respondents add entries to the prepared offering of 85 skill/knowledge areas. (As a matter of interest, the two respondents each added "planning" as a requirement which is a reinforcement of included items.) This leads us to believe that the list itself is valid.

This belief is further supported by the personal interviews which were conducted with key staff members, in which case only one new 'requirement' was documented-- that of some functional knowledge of the field of Drug Abuse and Alcoholism.

From this base, then, the data contained in Table 3-5 does represent a solid documentation of the self-identified needs of the professional staff members of this SPA.

Table 3-6, Frequency of Response, lists the eighty-five skill/knowledge items according to the number of times each item was checked as necessary by a Michigan staffer. Below, this response will be compared to that in the other states surveyed.

FREQUENCY OF RESPONSE: MICHIGAN

Table 3-6

Total Respondents 28

Questionnaire Listing	Skill/Knowledge Items	No. of Respondents	Questionnaire Listing	Skill/Knowledge Items	No. of Respondents
7.	Knowledge of LEAA Guidelines	27	23.	Supervision	16
2.	Knowledge of Grant Award	26	45.	Civil Rights Act	16
4.	Knowledge of State CJS	26	55.	Crime Specific Planning Systems	16
6.	Knowledge of State Guidelines	26	59.	Analysis of Grant	16
3.	Knowledge of SPA Organization	25	73.	RFP Writing	16
5.	Organization of State Gov't.	24	79.	Quantitative Analysis	16
10.	National Trends in CJS	24	84.	Editing	16
29.	Governmental Structures (State, County, Local)	24	85.	Proofreading	16
64.	Technical and Report Writing	24	25.	Management Development	15
68.	Evaluation Systems	24	31.	Contract Management	15
13.	Letter Writing	23	32.	Principles of ADP	15
20.	Cost Benefit Analysis	22	37.	Statistics for Managers	15
51.	Corrections Programs	22	58.	Writing of Grant Analysis	15
17.	Problem Solving	21	9.	Criminology	14
24.	Work Scheduling	21	26.	Personnel Administration	14
34.	Budget Preparation	21	46.	Environmental Impact Programs	14
50.	Courts Programs	21	63.	Data Portrayal	14
52.	Juvenile Delinquency Programs	21	80.	Analysis of Quarterly Reports	14
21.	Program Guidelines	20	40.	Evaluation of TPA	13
27.	Resource Allocation	20	43.	Speech Writing	13
38.	Interpersonal Communications	20	56.	Conference Conduct	13
47.	A-95 Process	20	72.	Contract Writing	13
60.	Program Monitoring	20	41.	Management of Training Resources	12
78.	Knowledge of Grants Management Information Systems	20	42.	Management of Training Programs	12
11.	Time Scheduling	19	62.	Literature Research	12
19.	Budget Projection	19	35.	Fiscal Management	11
66.	Statistical Projection	19	44.	Knowledge of Communications	11
8.	Administrative Systems	18	54.	Impact Program Guidelines	11
14.	Dictation	18	39.	Brokering Technical Assistance	10
22.	Affirmative Action/EEO	18	48.	National Historical Preservation Act	10
53.	Local Unit of Government Programs	18	49.	Uniform Relocation	9
57.	Judgment of Project	18	71.	Knowledge of National Training Resources	9
67.	Statistical Techniques	18	23.	Job Classification Techniques	5
12.	Public Speaking	17	63.	Cash-Flow Management	8
16.	Research Design	17	30.	Audit Management	7
28.	Public Administration Policies and Procedures	17	36.	Wage and Salary Management	7
61.	Interviewing Techniques	17	70.	LEEP Programs	7
74.	Analysis of RFP's	17	77.	Group Dynamics	7
76.	Knowledge of CJS Data Sources	17	65.	Publications Production	6
69.	Questionnaire Design	16	81.	Auditing Techniques	6
1.	Enabling, Proposed and Pending Legislation	16	82.	Inventory Control Techniques	4
15.	Report Forms	16	75.	Special Librarian Skills	2
18.	Systems Analysis	16			

3.2.3.2 Interview Results

As indicated above, the Project staff conducted interviews with nine professional staff members. In terms of the objectives of the study, the following areas of interest emerged from the interviews:

- o Job Descriptions: All OCJP positions are listed within the State Civil Service System, therefore, all positions must be styled, formatted, and classified in accordance with the regulations affecting all state employees. One impact of this situation is that the 'Descriptor' of a given position may not provide sufficient information in order to permit a complete understanding of the scope of the responsibilities and duties expected of the incumbent. Care and caution should be exercised when dealing with the generic words such as 'Planner', 'Program Developer', etc., within this type of system.
- o Training Needs: A copy of the interview 'Checklist' is included as Appendix B to this report. In response to the question area about the types of training which should be sponsored, there was a positive unanimity of opinion that training must be job-related. A further amplification of this area was the positive thought that training in what LEAA wants should be provided by LEAA and that training which the Michigan SPA wants should be sponsored by the SPA and should be directly related to the local state of affairs in Michigan.

- o Information Exchange: One other comment which was offered in a number of interviews was the desire for receiving information about 'successful' applications of procedures, systems, and projects in other states. If a program 'works' somewhere else, the staff would like to know about it -- not only that it was successful, but the specific factors which contributed to this success. This philosophy was particularly expressed about the subject of evaluation. Many of the professionals were disturbed at the lack of objective information associated with evaluation, and all were eager to hear about measures or techniques which have been applied successfully.

3.2.4 Concluding Observations

- o Training should be identified in terms of the skill/knowledge needs of the individual, and should not be pre-determined for 'Planners', 'Evaluators', etc.
- o All training should be directly related to CJS and not be abstract or academic.
- o Information exchanges on successful techniques for evaluation would be most desirable.
- o Programmed instruction would be particularly adaptable for use in providing not only broad policy

guidance but also for detailed instructions in how to fill out forms and reports required by LEAA Headquarters and Regional offices.

- o This SPA is committed to the value of training provided they can be confident of its practicality.

3.3 VIRGINIA COUNCIL ON CRIMINAL JUSTICE

The Council on Criminal Justice (CCJ) was established by Virginia House Bill 780, passed by the 1970 Virginia General Assembly. This superceded the previously effective Governor's Executive Orders of October 4, 1968, and July 1, 1969. The CCJ is designated as the Supervisory Board, as defined in the Safe Streets Act. It consists of eighteen members from appropriate public and private positions within the state. The Chairman of the Council, appointed by the Governor, is the Superintendent of the Virginia Department of State Police.

The Council, acting in conjunction with its administrative arm, the Division of Justice and Crime Prevention (DJCP) is responsible for the development of the Comprehensive Plan and for the improvement of law enforcement throughout the state. It designs,

develops, coordinates, implements and administers programs and projects for the state and units of general local government within the state for the improvement of law enforcement and the administration of justice.

The Council has an executive committee to deal with problems not requiring the attention of the full Council, and appoints sub-committees when required for specific purposes. All planning and action grant applications are acted upon by the Council, after receiving recommendations from the OCJP staff.

3.3.1 Organization

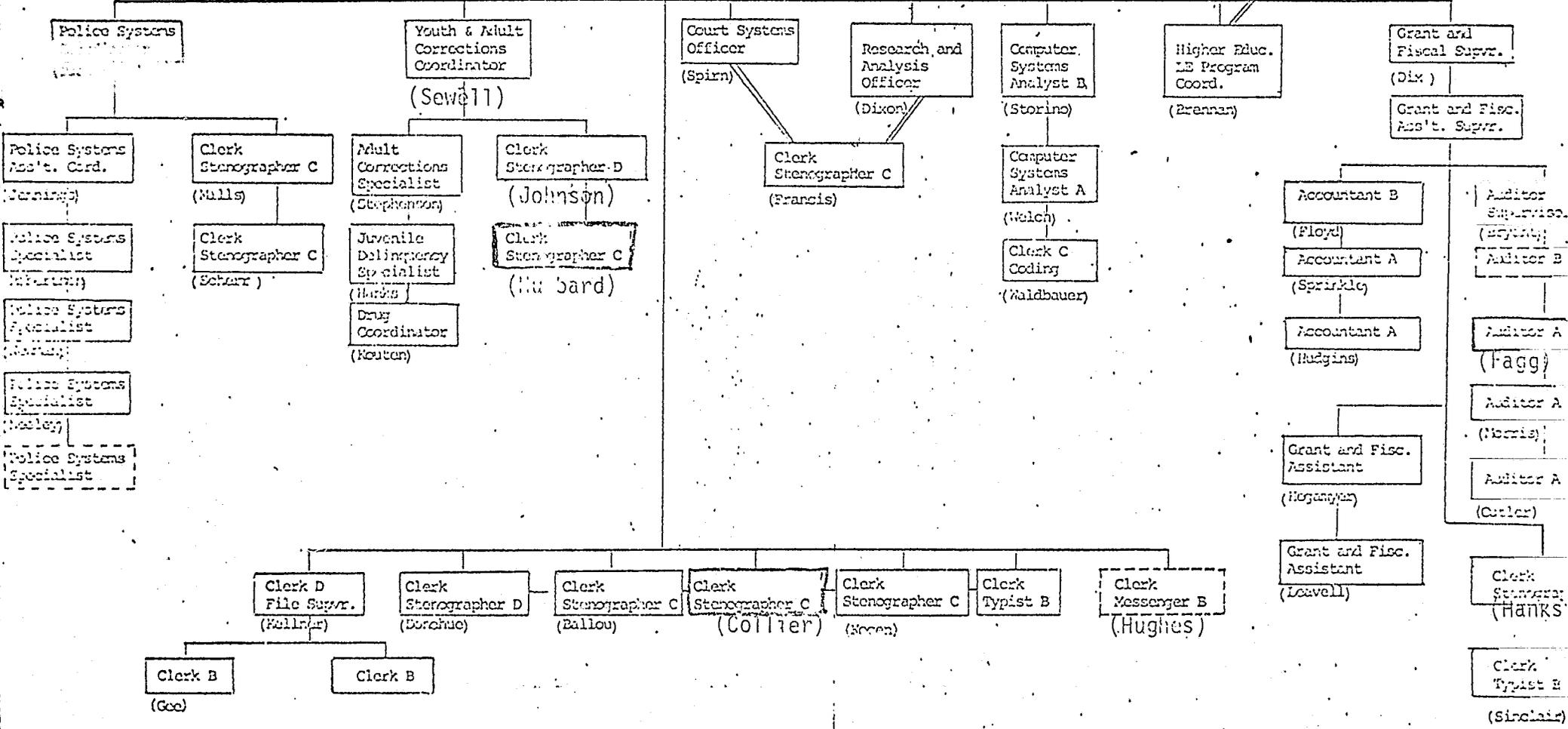
The Director of the SPA is appointed by the Governor; he and his staff are state employees, operating as a Division under the Department of Administration.

The Director has been assigned additional responsibilities as the Executive Director of the Council and, as such, is responsible for providing total staff support to the Council in its responsibilities.

There are 56 staff positions authorized at the State level. A copy of the current organization charts is included as Exhibit 3-D.

Confidential Secretary (Ewing) (Harris) Executive Intn Director (Roberts)
 Deputy Director (Cimino)

Information Officer B (dashed box) Information Officer B (Johnson)
 Clerk Typist C (Lusk) Clerk Stenographer D (Cousins)
 Grants Administrator (Bell)
 Planning Administrator (Jones)
 Regional Planning Administrator (Tucker)
 Clerk Stenographer (Tweedy)



cc of 4-25-74

Each of the major staff functions is structured so as to permit overall coordination and control through the office of the Deputy Director.

There are twenty-two (22) Planning District Committees (PDC's) in the state of Virginia. These are analagous to the Regional Planning Units found in other states. There are Criminal Justice Planners on each of these PDC staffs, and these planners have a collateral responsibility to the SPA, as well as a direct line responsibility to their local Executive Director.

Grant processing within the SPA is coordinated by the Grants Administrator. He oversees the full life cycle of all grants, commencing with development of the grant application right on through the final close-out.

The Planning Administrator is responsible for the development and publication of the Comprehensive Plan. The Grant and Fiscal Supervisor is responsible for the conduct of fiscal audits. Grant evaluation is conducted by contract with third parties.

3.3.2 Operations

The DCJP Planning Process is oriented towards the development and publication of the State Comprehensive Plan. The steps

involved and the time-table for development of the 1974 Plan are included as Exhibit 3-E. A significant effort is being made to encourage each of the PDC's to develop their own Local Comprehensive Plan (LCP), reflecting the needs and priorities of the communities in which they operate. Considerable time and effort is expended in coordinating with the PDC staff members in order to assist them in carrying out this requirement.

Program development is a function assigned to each of the individual Grant Managers on the staff, as well as to the Regional staff personnel. In fact, the functional specialists perform all the support and coordination functions for each grant in their area of expertise (Courts, Police, Corrections, etc.). The PDC must address each grant application originating within its District, and their recommendation carries a significant weight in the evaluation and ultimate recommendation submitted by the SPA staff.

Grant applications are processed as received, and are categorized according to their relationship to programs and projects identified in the Comprehensive Plan. The life of a grant varies with the goals and objectives stipulated; generally, however, a continuing program can expect up to eight years of support (in decreasing percentages).

GENERAL WORK PROGRAM - VIRGINIA 1974 COMPREHENSIVE CRIMINAL JUSTICE PLAN

Phase I

Phase II

Phase III

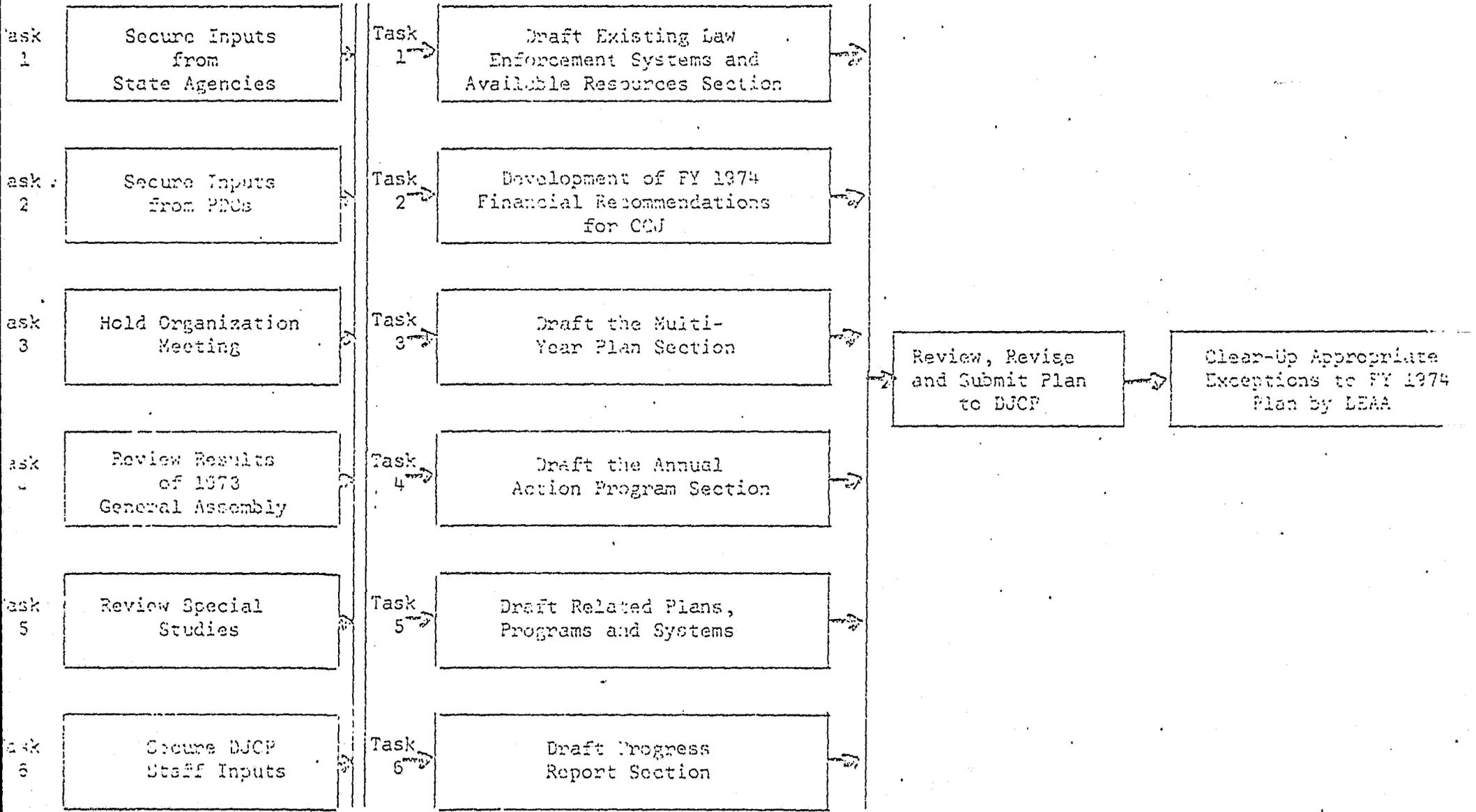
Phase IV

April 3 - June 1

June 1 - November 1

November 1 - January 10

January 10 - June 30, 1973



Procedurally, the grant is processed through the PDC, is reviewed by the SPA, and a recommendation is made to the Council for consideration at its monthly meeting. Programmatic and funding approval are both addressed at this time.

As was the case in both Connecticut and Michigan, A-95 processing takes place at the PDC; for those grants awarded to state agencies, the SPA initiates appropriate action to insure A-95 compliance.

Because of their continuation policies, the SPA reviews in great detail the performance of each grantee, to insure that--insofar as it can be measured--the grant is doing what it had hoped to accomplish.

Program monitoring is a function assigned to all Program (grant) Managers within the SPA. The staff members spend a significant portion of their time monitoring grantee activities, and providing T/A when appropriate. This is frequently done in conjunction with the activities of the PDC staff member in the community area.

A reports control system has been developed to keep abreast of Program Monitoring. SPA policy is that grants will be monitored in accordance with the following schedule:

If grant value is:	it should be monitored at least:
\$10-25,000	once a year
\$25-300,000	2nd, 7th and 10th month of grant
over \$300,000	every third month

A Monitor Report is required in writing from each Program Manager, and receives formal review by the Grants Administrator.

Evaluation as a function rests within the purview of each Program Manager; staff-wide, it is coordinated by the Research and Analysis Officer. At the present time, the majority of formal evaluation is contracted out by the SPA to third parties.

Fiscal Evaluation and Audit is administered under the direction of the Grant and Fiscal Supervisor. Quarterly reports are the primary medium of information during the grant life, and these are reviewed thoroughly during the cash-flow replenishment cycle of grantee funding. The in-house staff of Auditors utilizes contractor support, in an effort to keep abreast of auditing requirements.

Higher Education Programs (LEEP) are a distinct activity within the SPA, and an aggressive program performance and review is carried out in this area.

Information Systems as a staff function is involved in the development of GMIS. Considerable resources and efforts are being invested in this area; outputs are both manual and ADP in form, with the printouts being used to provide a significant amount of grant life and fiscal data about each of the sub-grantees to the individual Program Managers.

The Public Information function is a major activity of the Executive Assistant to the Director. Publication of the monthly newsletters, and other materials for public consumption are the outputs of this staff element.

3.3.3 Results of Study

As was the case in each of the states visited, complete cooperation and support was rendered by the staff of the SPA. Through the efforts of the liaison officer assigned to support this project, personal interviews were conducted with twelve staff personnel. Included in the documents and publications which were reviewed:

- a) Comprehensive Plan
- b) SPA Planning Grant
- c) Policy Manual includes Commission and SPA policies)

- d) DJCP deskbook (staff procedures)
- e) Selected Job Descriptions
- f) Administration Manual

This latter booklet was published for the information of all potential grantees, and provides a comprehensive description of all the legal and administrative requirements associated with submission and processing of grant applications, the information and reports required after a grant is approved, plus the significant policies and guidance associated with all programs being sponsored by the SPA.

3.3.3.1 Tables and Commentary. Questionnaires were distributed to all staff members, and to selected PDC planners. Returned questionnaires totaled 34, 24 from the SPA and 10 from Regional Planners. Detailed data summarized from the Questionnaires are summarized in the Tables following.

From Table 3-7, Staff Background:

Average time employed in the SPA	28.8 months
Average time in present position	19.6 months
Educational Level	
Bachelor's or above	32
Master's or above	12
JD or equivalent	2
Average Experience in CJS	4.8 years

STAFF BACKGROUND: Virginia

Position	When emp.	Mos. on Job	Undergraduate		Graduate		Yrs CJS exp.	Other yrs. related exp.
Director	11/59	54	A.B.		LLB Law		16	
Deputy Director	7/59	58	B.S.		M.S. Psychology		19	
Grants Administrator	8/59	5	B.S.					Fiscal Officer
Higher Education P.M.	10/71	30					2	Army
Police Systems Coordinator	12/70	20		Sociology			11	
Grant & Fiscal Supervisor	7/71	4		Accounting				
Planning Administrator	2/72	10	A.B.		M.S. Admin			Planning
Adult Corr. Specialist	7/72	4		Soc. Sci.			5	
Youth/Adult Coord. Specialist	4/72	19		Soc. Sci.			23	Prgrm. Plng.
Regional Planning Adm.	3/74	1	A.B.		M.S. Accounting			
Computer Systems Analyst	1/72	28	B.S.					
Police Systems Assoc. Coord.	10/71	15		Admin of Just.	M.S.		10	
Research & Analysis Coord.	6/73	11	A.B.		M.A.		2	OEO/Analyst
Police Systems Specialist	10/72	19	B.S.				7	
Police Systems Specialist	6/73	10		Law Enforce.			4	
Grant & Fiscal Supervisor	12/72	6		Economics	M.S. Economics			
J.D. Specialist	12/73	4		Psychology	M.S. Rehab. Counsl.		7	J.D. Counsl.
Court Program Officer	12/73	5	A.B.		J.D. Law		2	
Librarian	11/72	8	A.B.		M.M.			
Police Systems Specialist	4/73	12		Sociology			4	
Comp. Systems Analyst	12/73	4		Economics				
Audit Supervisor	6/71	7	B.S.					
Grant & Fiscal Coord.	1/72	15		Accounting				
Accountant	9/71	31					3	
Regional Planner	6/72	22	B.S.		MEA Mgmt		1	Planning
Regional Comp. Clerk	2/71	17						
Regional Planner	8/73	9	A.B.					
Regional Planner	1/74	4		Just/Pbl. Saf			1½	
Regional Planner	9/73	8		Police Admin.	M.S. Humanities		3	
Regional Planner	3/74	1	A.B.				1	Com. Org. Sup
Regional Planner	9/70	34		Psychology				Camp Counslr
Regional Planner	7/73	9	A.B.		M.C.R.P. Req. Plng.		1	
Regional Planner	12/71	28	A.B.				1	Rsch. Anlyst.
Regional Planner	12/59	53		Psychology			4	

Table 3-8, Skill/Knowledge Requirements: As was the case in previous tabulations, the data presented seems to be valid. Although there are some variances in interpretation fairly evident, there appears to be a balanced identification of the basic skills needed. There were no skill/knowledge areas added to the list provided in the questionnaire.

Table 3-9, Frequency of Response: According to self-identification of skills/knowledge required, the projection suggested from the above is that there is a broad need for technical knowledge in the procedures associated with management of the LEAA program, not only at the State level but also in terms of being responsive to LEAA requirements.

The lack of response to "Evaluation Systems" came as a bit of a surprise (18 respondents out of the universe of 34). Our intuitive analysis is that the information is wanted and needed, but since it has been handled by contract with third parties, evaluation may not have had a high profile of discussion within the agency.

3.3.3.2 Interview Results. The results of the interviews tended to reinforce the data which was tabulated in the questionnaires. The interviews seemed to support a

Table 3-8B

INVENTORY OF REQUIRED SKILLS: VIRGINIA

Position	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	
Director	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Deputy Director	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Grants Administrator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Higher Education			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Police Systems Coord.						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Grant & Fiscal Super.						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Planning Administrator	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adult Correct. Spec.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Youth/Adult Correct. Spec.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Regional Planning Admin.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Computer Systems Analyst						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Police Systems Asslt. Co.	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Research & Analysis Off.						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Police Systems Specialist	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Police System Specialist	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Grant & Fiscal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
J.D. Specialist	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Courts Program Officer	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Librarian	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Police Systems Specialist						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Computer Systems Analyst						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Adult Supervisor	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Grant & Fiscal Coord.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Accountant						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Regional Planner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Regional Planner						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Regional Planner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Regional Planner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Regional Planner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Regional Planner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Regional Planner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Regional Planner		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TOTALS	19	19	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54		

KEY:

- | | | |
|---|--|---|
| 1. Enabling, Proprietary and
Pending Legislation | 15. Report Forms | 29. Governmental Structures
(State, County, Local) |
| 2. Knowledge of Grant Award
Process within the State | 16. Research Design | 30. Audit Management |
| 3. Knowledge of SPA Organization | 17. Problem Solving | 31. Contract Management |
| 4. Knowledge of State GJS | 18. Systems Analysis | 32. Principles of APP |
| 5. Organization of State Gov't. | 19. Budget Projection | 33. Job Classification Techniques |
| 6. Knowledge of State Guidelines
for Grant Awards | 20. Cost Benefit Analysis | 34. Budget Preparation |
| 7. Knowledge of LEAA Guidelines | 21. Program Guidelines | 35. Fiscal Management |
| 8. Administrative Systems | 22. Affirmative Action/EEO | 36. Wage and Salary Management |
| 9. Criminology | 23. Supervision | 37. Statistics for Managers |
| 10. National Trends in GIS | 24. Work Scheduling | 38. Interpersonal Communications |
| 11. Time Scheduling | 25. Management Development | 39. Brokering Technical
Assistance |
| 12. Public Speaking | 26. Personnel Administration | 40. Evaluation of T/A |
| 13. Letter Writing | 27. Resource Allocation | 41. Management of Training
Resources |
| 14. Dictation | 28. Public Administration
Policies and Procedures | 42. Management of Training
Programs |

FREQUENCY OF RESPONSE: VIRGINIA

Table 3-9

Total Respondents 34

Questionnaire Listing	Skill/Knowledge Items	No. of Respondents	Questionnaire Listing	Skill/Knowledge Items	No. of Respondents
6.	Knowledge of State Guidelines for Grant Awards	31	68.	Evaluation Systems	18
13.	Letter Writing	18	72.	Contract Writing	18
2.	Knowledge of Grant Award	17	15.	Report Forms	17
3.	Knowledge of SPA Organization	17	58.	Writing of Grant Analysis	17
29.	Governmental Structures (State, County, Local)	17	61.	Interviewing Techniques	17
7.	Knowledge of LEAA Guidelines	17	74.	Analysis of RFP's	17
4.	Knowledge of State CJS	16	14.	Dictation	16
10.	National Trends in CJS	16	48.	National Historical Preservation Act	15
17.	Problem Solving	15	44.	Knowledge of Communications Media	15
47.	A-95 Process	15	67.	Statistical Techniques	15
19.	Budget Projection	15	73.	RFP Writing	15
34.	Budget Preparation	15	80.	Analysis of Quarterly Reports	15
53.	Local Unit of Government Programs	14	22.	Affirmative Action/EEO	14
5.	Organization of State Gov't.	14	25.	Management Development	14
21.	Program Guidelines	14	32.	Principles of ADP	14
24.	Work Scheduling	14	83.	Cash-Flow Management	14
27.	Resource Allocation	13	26.	Personnel Administration	13
28.	Public Administration	13	37.	Statistics for Managers	13
46.	Environmental Impact Programs	13	40.	Evaluation of T/A	13
52.	Juvenile Delinquency Programs	13	42.	Management of Training	13
55.	Crime Specific Planning Systems	13	54.	Impact Program Guidelines	13
8.	Administrative Systems	13	56.	Conference Conduct	13
12.	Public Speaking	13	69.	Questionnaire Design	13
51.	Corrections Program	13	79.	Quantitative Analysis	13
78.	Knowledge of Grants Management Information Systems	13	43.	Speech Writing	11
20.	Cost Benefit Analysis	11	65.	Publications Production	11
35.	Fiscal Management	11	9.	Criminology	10
38.	Interpersonal Communications	10	30.	Audit Management	10
57.	Judgment of Project Feasibility	10	39.	Brokering Technical Assistance	10
59.	Analysis of Grant Modification Requests	10	41.	Management of Training Resources	10
60.	Project Management	10	70.	LEAP Programs	10
11.	Knowledge of Data Sources	10	84.	Editing	10
31.	Contract Management	10	85.	Proofreading	10
50.	Courts Programs	10	31.	Writing and Editing Documents	9
64.	Technical and Report Writing	9	62.	Literature Research	9
1.	Enabling, Proposed and Pending Legislation	9	71.	Knowledge of National Training Resources	9
16.	Research Design	9	77.	Group Dynamics	9
18.	Systems Analysis	9	82.	Inventory Control Techniques	9
23.	Supervision	8	33.	Job Classification Techniques	8
45.	Civil Rights Act	8	81.	Auditing Techniques	8
49.	Uniform Relocation	7	63.	Data Portrayal	7
66.	Statistical Projection	5	75.	Special Librarian Skills	5
		13			1

definite need for a more formal system of evaluation but the existing practice of using third party evaluators seems to be responsive to local needs at this time.

The professional staff were quite strong in their belief that training, whenever available, must be directly related to their positions in the CJS.

The subject of Programmed Instruction, possibly in the form of AV Cassettes, proved to be of great interest.

Staff recommendations followed the following lines:

- o LEAA should present dynamic interpretations of its requirements of the SPA (e.g., how to fill out the forms, how to write procurement contracts, etc.)
- o The state should properly sponsor those informational and skill items which it expects from its sub-grantees and regional staff personnel.

3.3.4 Concluding Observations.

The training needs of the staff of the Virginia SPA would, in their opinion, be effectively supported by LEAA if LEAA were to provide assistance and/or sponsorship in the areas of:

- o LEAA guidelines
- o National trends in CJS

- o Information exchange workshops on successful programs and the elements which seemed to contribute to their success, and conversely, identification of program failures with the probable causes.

They felt that LEAA Regions should sponsor intermediate training in support of regional requirements, particularly in the interpretation of data needed on the various reports which must be submitted by the SPA. Particular interest in using canned film presentations of this material was expressed.

The State feels a responsibility to carry out its own training program for its own internal staff procedures, and those activities which impact upon the PDC's.

Whatever training is made available should be CJS-oriented; abstract or basic principles-type training can be found locally.

3.4 COMPARISON OF STATE PLANNING AGENCIES

Differences of structure and functional configuration among the three agencies are striking.¹ From this, and a familiarity with other SPA's, one can only conclude that their diversity in so many respects is a phenomenon that must be taken into account by LEAA. This is true in policy and procedural matters; it is no less important in training support programs. This sub-section

¹This observation is further documented by the results of our study of the Maryland SPA.

will review the more significant factors, differences, and training design considerations, and offer some conclusions as to how the training question might be effectively addressed.

3.4.1 Organization

The Connecticut SPA is organized into three divisions: Administration (Grant and Agency), Planning, and Audit/Evaluation. Michigan uses two divisions: Planning and Grant Administration. Virginia considers that it has the same two divisions, yet a comparison of their respective organization charts demonstrates considerable differences. Position configurations vary widely. A planner in one state does program monitoring and development as well, while elsewhere a grant manager will do monitoring and evaluation. There is little comparability in the way positions and divisions are configured, and yet the functions of an SPA are basically the same throughout the several states.

A particular aspect of this situation is the differences among state civil service classification systems. Typically, it seems that the standard job descriptions for planners, program analysts, evaluation specialists, and so on, do not match the peculiar requirements of SPA operations. For example, they do

not provide for experience in some aspect of the Criminal Justice System, or for a mix of functions matching the way the SPA has structured its operations. This leads to the fiction of hiring a person under a given position description and having him or her function under a different set of unwritten duties and responsibilities. The problem is not limited to SPA's; it is common in at least the newer agencies and programs of the last decade. It is not the purpose of this study (nor of LEAA) to address this problem, but it is highlighted as one of the realities of federal-state relationships that must be reckoned with.

The immediate meaning of this diversity of organization and position configuration is that LEAA's training program cannot be premised on a more or less standard model. A more flexible approach, responsive to the actual heterogeneity that prevails, must be devised.

3.4.2 Operations

The planning process varies in the three states, although the schedule or cycle is somewhat (and necessarily) the same. Michigan and Virginia rely on greater regional involvement in preparing the Comprehensive Plan than does Connecticut. The

latter's approach calls for more planning expertise at the state level, with the regions participating more by way of program development than by conceptual, analytical planning. In Michigan, however, the SPA has reserved some twenty-four functional areas as "Mini-plans" because of their multi-jurisdictional characteristics.

Regional staff capacity seems to be less in Connecticut than in the other two states. Budget, geography and population, and program scale probably cause this difference as much as management style. One may conjecture that the rule of state variety also applies to the role of regional units as well as to other aspects of SPA organization.

In program development, the distinction between the spheres of state and regional staffs seems to be well defined in Connecticut, whereas Michigan and Virginia propose that state staff members are also involved on the local scene. Nevertheless, this SPA function is well-provided for, no matter how the assignment is distributed throughout the agency.

Among the three states studied, perhaps the application process provides the greatest contrast in approach. Virginia accepts applications on a year-round basis, approving grants at the monthly meetings of its Council. Michigan reviews applications

quarterly, with the Director granting approval. Connecticut favors a single application cycle in the spring for review and approval of eighty to ninety percent of its funds, with decisions being made by an Executive Committee of the full Committee.

Program monitoring would seem to be essentially the same throughout the states in the study. Virginia uses a formula that schedules the frequency of monitoring visits according to the size of the grant. Connecticut assigns the monitoring of regional and local grants to the regional staffs and limits the state staff (who are the planners, as well) to state agency grants. Michigan mixes both state and regional staffs in monitoring efforts.

Diversity of approach appears again in the matter of evaluation. In Connecticut, a more advanced agency system is being introduced which calls for basic inputs from the regional staffs; this is in addition to the previous program which averaged a 40 - 60 percent division of staff and consultant effort. Evaluation in Virginia is formally assigned to the Program (Grant) Managers but as a practical matter the greater part of this activity is carried out by contractors. Michigan considers evaluation to be an on-going responsibility of its staff, an aspect of monitoring, in effect. Part of the context of this approach is a dissatisfaction with the validity of measures aimed at the objective assessment of program value and impact.

The auditing function is rather discrete and the use of somewhat standard systems and trained personnel defines it well. Michigan has staffed its regions with field auditors while the other two states follow the more common practice of having auditors only on the state staff. The principal problem for the audit function seems to be the difficulties of grantees in following and understanding the necessary fiscal procedures and guidelines.

3.4.3 Results of the Study

The findings arising from the questionnaire contain material fascinating and extensively useful both to the training designer and the program manager.

An examination of the tables on staff background reveals the variation in education and prior experience one might have anticipated. But the point is not so obvious that it should be overlooked. The fact of the matter is that until the Law Enforcement Education Program began, there was comparatively little college-level and graduate training directed to the Criminal Justice System (and what little there was seems to have been centered in California). CJS planning and operations in the

sense undertaken by the Safe Streets Act did not find the nation dotted by appropriately educated and experienced personnel just waiting for employment in their chosen profession. Like other social programs, LEAA and its grantees have had to rely on the dual strategy of recruiting professionals with basic skills (planners, program developers, managers, analysts, community-related specialists, etc.) and mixing them with professionals experienced in law enforcement, courts, and corrections.

Although the nation's colleges and universities are now offering many CJS-oriented courses and degree programs, the fact remains that the system is largely served by an ad hoc mix of dedicated people who have been "writing the book". LEAA's training program, then, must respond to this reality by providing highly specialized training to compensate for the natural shortcomings of CJS personnel. Former police officers and correctional counselors, for example, might well profit by training in program and cost-benefit analysis, in evaluation and planning systems, if their new work calls for these skills. Conversely, the planner or evaluation specialist would surely benefit from intensive training in the realities of the Criminal Justice System.

To make this point is not to depreciate in any way the experience brought by these individuals to their new careers in

SPA's or sub-grantee agencies; it merely recognizes a fact with practical implications for both training and job-performance. The study reinforces this notion and suggests that future training be flexible and not assume that all participants need instruction in both the CJS and in a given functional skill. Nor can the training assume that SPA and sub-grantee staffs are as steeped in the basics of both sides of this equation as they would like.

Table 10, Combined Frequency of Response, displays the combined results from all three states of the questionnaire's listing of the eighty-five skill/knowledge areas. The near consistency of response confirms the validity of the list and also indicates the skill/knowledge areas most widely needed in the operation of an SPA.

Before selecting some of these results for special comment, a few observations on the reliability of the survey will aid in keeping it in proper perspective:

- o Personal bias is undoubtedly a factor influencing the respondents' choices; what is merely a helpful skill or knowledge to one seems essential to another.
- o Some few respondents tended to inflate the requirements of their positions but the relative consistency of response from those having similar positions within an agency suggests that this tendency does not skew the results. The two individuals who checked all eighty-five items merely lend a little unwarranted but undamaging weight to the items at the lower end of the response scale.

Table 3-10

COMBINED FREQUENCY OF RESPONSE
SKILL/KNOWLEDGE NEEDS

Total Response 89
State Responses: CT: 27; NJ: 28; VA: 34

	Total	CT	NJ	VA		Total	CT	NJ	VA
6. Knowledge of State Guidelines for Grant Awards	84	27	26	31	58. Writing of Grant Analysis	47	15	15	17
3. Knowledge of SPA Organization and Procedures	82	27	25	30	45. Civil Rights Act	46	12	16	18
7. Knowledge of LEAA Guidelines	82	26	27	29	61. Interviewing Techniques	46	12	17	17
2. Knowledge of Grant Award Process within the State	81	25	26	30	1. Enabling, Proposed and Pending Legislation	45	11	16	18
13. Letter Writing	78	24	23	31	16. Research Design	45	10	17	18
29. Governmental Structures (State, County, Local)	76	22	24	30	46. Environmental Impact Programs	44	8	14	22
4. Knowledge of State CJS	74	20	26	28	85. Proofreading	44	18	16	10
64. Technical and Report Writing	69	26	24	19	22. Affirmative Action/EEO	43	11	18	14
17. Problem Solving	68	21	21	26	67. Statistical Techniques	43	10	18	15
10. National Trends in CJS	65	15	24	26	72. Contract Writing	43	12	13	18
34. Budget Preparation	63	18	21	24	74. Analysis of RFP's	43	9	17	17
21. Program Guidelines	62	19	20	23	80. Analysis of Quarterly Reports	43	14	14	15
52. Juvenile Delinquency Programs	62	19	21	22	73. RFP Writing	42	11	16	15
53. Local Unit of Government Programs	61	19	18	24	84. Editing	41	15	16	10
51. Corrections Programs	60	17	22	21	14. Dictation	40	6	18	16
19. Budget Projection	59	16	19	24	32. Principles of ADP	40	11	15	14
24. Work Scheduling	59	15	21	23	79. Quantitative Analysis	40	11	16	13
27. Resource Allocation	59	16	20	23	5. Organization of State Gov't	39	22	24	23
38. Interpersonal Communications	59	19	27	20	69. Questionnaire Design	39	10	16	13
8. Administrative Systems	58	19	18	21	25. Management Development	38	9	15	14
60. Program Monitoring	58	18	20	20	26. Personnel Administration	38	11	14	13
78. Knowledge of Grants Management Information Systems	58	17	20	21	37. Statistics for Managers	38	10	15	13
50. Courts Programs	57	17	21	19	40. Evaluation of T/A	37	11	13	13
20. Cost Benefit Analysis	55	13	22	20	56. Conference Conduct	37	11	13	13
47. A-95 Process	55	10	20	25	44. Knowledge of Communications Media	34	8	11	15
26. Public Administration Policies and Procedures	54	14	17	23	48. National Historical Preservation Act	34	8	10	16
49. Uniform Relocation Assistance Act	54	7	21	26	9. Criminology	33	9	14	10
15. Report Forms	52	19	16	17	42. Management of Training Programs	33	8	12	13
55. Crime Specific Planning Systems	52	14	16	22	54. Impact Program Guidelines	33	6	11	13
57. Judgment of Project Feasibility	52	14	18	20	59. Custodial Management	33	11	8	14
68. Evaluation Systems	52	10	24	18	63. Data Portrayal	31	12	14	5
11. Time Scheduling	51	13	19	19	39. Brokering Technical Assistance	30	10	10	10
18. Systems Analysis	51	17	16	18	41. Management of Training Programs	29	7	12	10
12. Public Speaking	50	12	17	21	13. Speech Writing	29	5	13	11
23. Supervision	50	16	16	18	62. Literature Research	28	7	12	9
59. Analysis of Grant Modification Requests	50	14	16	20	71. Knowledge of National Training Resources	27	9	9	9
66. Statistical Projection	50	13	14	18	33. Job Classification Techniques	26	10	8	8
76. Knowledge of CJS Data Sources	50	13	17	20	70. LEEP Programs	26	9	7	10
31. Contract Management	47	13	15	16	36. Wage and Salary Management	23	7	7	9
35. Fiscal Management	47	16	11	20	77. Group Dynamics	23	7	7	9
					30. Audit Management	22	5	7	10
					65. Publications Production	22	5	6	11
					81. Auditing Techniques	21	8	6	7
					82. Inventory Control Techniques	18	5	4	9
					75. Special Librarian Skills	6	3	2	1

o The small number of additions to the listing indicates that it was generally acceptable to those surveyed. Even those who may have completed the survey hurriedly could be expected to react if an important aspect of their work were missing from the list.

o In sum, the survey is an adequately valid indicator of SPA training needs. It is not, and need not be, absolutely accurate in every detail. Further refinement is necessary in the design of specific curricula in response to these needs. For planning purposes, however, it is a reliable gauge of what SPA personnel believe to be the most common needs they have in carrying out their work.

Note that those surveyed were not asked to rank-order the skill/knowledge items listed, nor to suggest relative importance in any way. A straightforward question addressed each item separately, on its own merits: is this skill or knowledge necessary to you and to anyone in your position? In this light, some of the most frequent responses take on new interest and significance.

For example, several personal skill items received high rankings: letter and technical report writing, problem solving, the scheduling of one's time and work, and interpersonal relations. This response strongly suggests that these needs merit attention; certainly they relate to the efficiency and effectiveness of staff performance. This interpretation is supported by the personal interviews conducted.

The recognition given to the need for knowledge of governmental structures (No. 29) and local government programs (No. 53) was also reinforced in the interviews. SPA staffs seem to want greater familiarity with the flesh and blood, nuts and bolts realities of the local community and its programs.

One might have expected a somewhat higher listing for evaluation systems and its several related skill and knowledge items. Both LEAA and SPA management might ponder the possible meaningfulness of this and its implications for policy and operations as well as for training.

Program monitoring was seen as a necessary skill for 58 of the 89 respondents, yet only half as many considered "Brokering Technical Assistance" to be a necessary part of that relationship to grantees. It is possible the phrase was not understood, but it is equally possible that the concept of monitoring suggests a detached observer relationship. This did not seem to be the case in the Connecticut interviews. Which approach is preferred by LEAA and the SPA's?

Programmatic areas received a predictably high ranking, as did the knowledge items relating to SPA operations.

Many other observations might be made on this data; every interested reader will undoubtedly draw numerous inferences of

his own. Let it suffice to say that this Table presents the training designer much to work with; specific applications will be made below and in the Section on Recommendations.

Interviews. Comparing the project staff notes on the interviews conducted also reveals a consistency in appraisal of training needs. Most of the specific questions discussed are incorporated into later recommendations, but a few issues warrant special emphasis.

- o There is lively interest in training opportunities which include examination of actual cases, programs, and projects. The SPA's strongly believe that they can learn a great deal from each other's successful efforts if they are analyzed in depth.
- o A similar emphasis is found in their insistence that all training be CJS oriented, drawing its examples, cases, and exercises directly from job-related situations.
- o As mentioned above, some staff members feel the need for greater understanding of the socio-political environment in local communities and agencies.
- o Widespread reference to the problems of sub-grantees with grant guidelines, fiscal procedures and regulations, and other administrative and technical matters indicates that instructional materials aimed at such practical difficulties would be well-received.
- o Emphatic support was given to the notion that many SPA staff members need training in personal and interpersonal skills, such as those identified in the questionnaire. As one interviewee put it, "LEAA can't take it for granted that we are all super-professionals--not at these salaries-- we need a lot of the basic tools and concepts".

3.5 COMMON TRAINING NEEDS BY FUNCTIONAL CATEGORY

One of the chief objectives of this study was: "To identify the principal job categories and the skill/knowledge requirements to perform the tasks involved". This sub-section presents our findings in this regard.

3.5.1. Defining the functional categories

Investigation into SPA operations established not only the diversity of organization and functional configuration; at the same time it confirmed that the basic activities are fully comparable. The tasks and operations performed by the several staffs are the same, without significant regard for job titles, organization charts, precedural and schedule variations, or other functions. No matter who performs the following tasks or how they are grouped in relation to each other the fundamental functional categories of SPA's are eight:

1) Management

The chief executive of the SPA, his deputy, and assistant directors or division chiefs constitute the agency's management team. They have policy, program, and administrative responsibilities in relation to the entire

staff and operation, quite apart from such individual assignments as planning director or grants administrator. This function can and should be considered discretely.

2) Grant Administration

The process of issuing application guidelines, of reviewing and funding, authorizing disbursements, record-keeping, administering regulations, handling amendments, and so on through close-out is basic to any grant-in-aid program. It is a well-delineated set of responsibilities and activities that should be treated as a functional category.

3) Planning

By definition, this is the central function of a State Planning Agency. A specific array of skills and knowledge is required to equip the agency to do its job. The Comprehensive Plan is the framework for the entire program. The processes, tasks, and knowledge that bring it about constitute a functional job category.

4) Program Development

Translating the plan into concrete projects and programs is the operation that has kept the SPA from becoming just another planning and coordinating group. Initiating or encouraging the development and implementation of action programs is a component of all SPA operations. It is easily defined as a distinct category of functional tasks.

5) Program Monitoring

No responsible funding agency can merely disburse funds without regard for whether or not they are being used for their intended purpose. Programs and projects must be

monitored to ensure adherence to the terms and conditions of the grant, and proper performance of the work as agreed upon. Often this latter interest leads to extensive interaction with the grantee, the provision of technical assistance and counsel. This element of the agency's operation also constitutes an identifiable grouping of tasks.

6) Evaluation

A proper concern of every agency is whether or not a program actually achieved its goals and whether or not any good was accomplished. The process of measuring or estimating worth or effect is a required component of SPA operations. The systems, skills and tools of evaluation comprise a functional category.

7) Auditing

The law and principles of public administration provide the requirement for the SPA to audit its sub-grantees and thus protect the public's funds. The tasks involved are well-defined and clearly make up a separate category of functions.

8) Agency Administration

The nuts and bolts of any organization's operation demand a number of internal systems and activities. Personnel and payroll records must be kept; office support services must be provided (reproduction, mail distribution, files, library and other resources); budgets and books must be maintained; supplies purchased, leases and contracts written and administered, etc. These tasks may be construed as a separate functional category within the agency.

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1 OF 2

column; division chiefs (i.e. managers) were also counted in the column or category embraced by their division (e.g. planning or grant administration). The numbers in parentheses in the category headings show the number of persons whose responses were included under that heading.

As an example of how this data display is applied, note item number ten, National Trends in CJS. The Combined Frequency of Response Table (#3-10, following page 3-40) tells us that 65 out of the 89 respondents consider knowledge of national trends to be necessary in their work. Table 3-11 tells us that most grant administrators do not think it is necessary; most auditors do not think it necessary; and only about half of those in agency administration think it is necessary. The preponderance of replies came from the managers, planners, and other functional categories.

Another example: Local Unit of Government Programs, No. 53. In the Combined Frequency of Response Table (#10), almost three-fourths of the respondents affirmed the need of this item in their work. Yet the breakdown by functional category (Table 3-11) reveals that only about half of the managers, auditors, and agency administrators checked this item; the preponderance of interest came from the planners, program developers and monitors.

Note that the best use of Table 3-11 involves comparison¹ with Table 3-10. These tables, combined with other data generated in the study, lead to the recommendations that follow in Section 4.

To summarize the central findings of the study:

- o SPA's vary so widely in organizational and position configuration that it is not possible to design training for standard job titles.
- o There are eight categories of tasks common to all SPA's.
- o There is a valid inventory of skills and knowledge required to perform these tasks.
- o It is possible to design training that will be responsive to SPA staff needs, no matter how the Agency or the job is structured.
- o The base-line data required to design this training is contained in this study.

¹ Although the Maryland study previously conducted is not within the scope of this effort, it is noteworthy that the data developed in Maryland supports, in toto, the findings and recommendations submitted.

SECTION 4

RECOMMENDATIONS

The focus of this section is a planning matrix that displays the SPA skill/knowledge requirements according to primary and secondary needs within the eight functional categories defined above, and according to the recommended sponsor, LEAA or the SPA, and according to a selection of five possible delivery systems. A model application of this matrix will be presented to demonstrate its use in constructing one of the eight basic curricula it supports. The section begins with brief recommendations for an LEAA training strategy.

4.1 TOWARD A TRAINING STRATEGY

Interviews with key personnel in the surveyed SPA's produced guidance in a number of factors of interest to LEAA's training program. Much of this data was included in the preceding findings; the remaining inputs are presented here.

4.1.1 General factors

Most of those interviewed said they preferred training models which mixed personnel from various states, as opposed to integrated or systematic training of the entire staff of a given agency. The advantages of associating with one's counterparts from other agencies far outweighed the theoretical value of training a single staff in their respective and related functions.

There is no pattern of hiring or operations which suggests that one time of the year is better than another for LEAA regional or national seminars. Any time is a bad time for some, a good time for others. LEAA's potential volume of training is sufficiently large to warrant a schedule that does not require the attendance of more than a few personnel at a time from any one SPA.

Substantial agreement supported the notion of a five day limit on the length of any seminar. This opinion may be dictated by actual workload considerations or by imagined or psychological constraints. Certainly there is no basis for it in training theory or experience. Fortunately, five days is sufficient time for many of the kinds of training events LEAA is likely to sponsor, provided the scope of objectives and content is kept within achievable limits.

4.1.2 Planning for training

A fundamental step in training strategy is distinguishing the appropriate training sponsor or source and the appropriate delivery system. This study emphatically advances the following approaches:

- o Basic information on the Criminal Justice System, on LEAA, on the mission of SPA's and so on would be welcomed by SPA's in the media of videotape or film for showing to new employees and as a public information aid.
- o Programmed self-instructional material in the form of filmstrip with audio cassette or printed materials would be considered invaluable for training SPA and sub-grantee personnel in grant regulations, fiscal guidelines, basic systems, etc.
- o Some subjects, because of their very nature, are more appropriately delivered by the SPA rather than LEAA.
- o An SPA can and should turn to various local sources for some of its training needs, e.g. state agencies, local colleges, universities and other institutions, various federal programs such as the Civil Service Commission and the Graduate School of the Department of Agriculture.
- o Certain highly specific training would best be provided on-site in SPA offices by LEAA, perhaps through its regional office staffs. Guidelines, planning requirements, reports and forms, procedures and the like would suggest themselves for this approach.

- o Subtracting the training proposed in the preceding paragraphs from the universe of training requirements identified in the previous section reveals the (more limited) range of training requiring a residential seminar format. More on this below.
- o Finally, it is recommended that LEAA provide training in relation to the functional categories described in the previous section, inviting SPA personnel on the basis of their function, not their job title. Clear definition of the primary content of the training will enable the potential participants (or their supervisors) to select the seminar most suited to their needs.
- o Seminars should be constructed around core curricula of optimum specificity and depth, with optional electives available within each design to provide choices of related or secondary topics (or personal or basic skill training). An example of this concept is outlined below.

4.2 COMPREHENSIVE PLANNING MATRIX

Tables 4-1A and 4-1B following, display the principal elements in the recommended approach to planning LEAA training.

4.2.1 Explanation of Matrix Key

By way of explaining the content, and layout, and key of the table, these notes are offered:

Table 4-1A

DISPLAY OF PRIMARY AND SECONDARY SKILL/KNOWLEDGE REQUIREMENTS by FUNCTIONAL CATEGORY, SPONSOR, AND DELIVERY SYSTEM

	Functional Categories								Sponsor		Delivery System				
	Mgmt.	Grant Adm.	Planning	Pgm Develop.	Monitoring	Evaluation	Audit	Agency Adm.	SPA	LEAA	Pgmd Inst.	Flmst/Cass.	Video/Film	On-Site	Remote Site
1. Enabling, Proposed and Pending Legislation	P	S	P	S		S			X	X	X			X	X
2. Knowledge of Grant Award Process within the State	P	P	P	P	P	P	P		X		X			X	
3. Knowledge of SPA Organization and Procedures	P	P	P	P	P	P	P		X		X			X	
4. Knowledge of State CJS	P	P	P	P	P	P	P		X		X		V	X	
5. Organization of State Gov't	P	P	P	P	P	P	P		X		X		V	X	
6. Knowledge of State Guidelines for Grant Awards	P	P	P	P	P	P	P		X		X	X	V-F	X	
7. Knowledge of LEAA Guidelines	P	P	P	P	P	P	P		X	X	X		V		/
8. Administrative Systems	S		S	S					X	X	X		V-F	X	
9. Criminology	P		P	P	P	P			X	X	X		V		/
10. National Trends in CJS	P	S	P	P	P	P			X	X	X	X	V		/
11. Time Scheduling	P	P	P	P	P	P	P		X	X	X	X		X	ER
12. Public Speaking	P	P	P	S	P	P	P		X	X	X	X			ER
13. Letter Writing	P	P	P	S	P	P	P		X	X	X	X			ER
14. Dictation	P	P	P	S	P	P	P		X	X	X	X	V	X	
15. Report Forms	S	P	S	S	P	P			X	X	X		V-F		/
16. Research Design	S	S	P	S	P	P			X	X	X	X			X
17. Problem Solving	S	P	P	P	P	P			X	X	X	X	V-F		/
18. Systems Analysis	P	P	P	P	P	P	P		X	X	X	X	V-F		/
19. Budget Preparation	P	P	P	P	P	P	P		X	X	X	X	V-F		/
20. Cost Benefit Analysis	P	P	P	P	P	P	P		X	X	X	X	V	X	
21. Program Guidelines	P	P	S	S	P	P			X	X	X		V	X	/
22. Affirmative Action/EO9	P	P	S	S	P	P			X	X	X		V	X	/
23. Supervision	P	P	P	P	P	P	P		X	X	X	X			/
24. Work Scheduling	P	P	P	P	P	P	P		X	X	X	X			/
25. Management Development	P		S						X	X	X	X	V		/
26. Personnel Administration	P	P	P	P	P	P	P		X	X	X	X		X	X
27. Resource Allocation	P	P	P	P	P	P	P		X	X	X	X			/
28. Public Administration Policies and Procedures	P	S	P	S	S	P	P		X	X	X	X		X	/
29. Governmental Structures (State, County, Local)	P	P	P	P	P	P	P		X	X	X	X	V	X	/
30. Audit Management	S		S			P			X	X	X	X	V	X	X
31. Contract Management	S		S			S	S		X		X	X			ER
32. Principles of AFP	S		S			S	S		X		X	X			ER
33. Budget Management	P	P	P	P	P	P	P		X	X	X	X			/
34. Budget Management	P	P	P	P	P	P	P		X	X	X	X			/
35. Fiscal Management	S		S			P	P		X	X	X	X			/
36. Wage and Salary Management	S		S			S	P		X	X	X	X			/
37. Statistics for Managers	S		S			S	P		X	X	X	X			/
38. Interpersonal Communications	P	P	P	P	P	P	P		X	X	X	X		X	/
39. Brokering Technical Assistance	S		S			S			X	X	X	X			X
40. Evaluation of T/A	S	S		S	S	S	P		X	X	X	X	V	X	X
41. Management of Training Resources	S			S	S				X	X	X	X	V	X	X
42. Management of Training Programs	S			S	S	S			X	X	X	X	V	X	X

KEY:

P: Primary subject
S: Secondary subject
V: Videotape
V/F: Videotape or film

ER: External resource (e.g. College)
/: Either LEAA, SPA, or External Resource
Flmst/Cass: Filmstrip/cassette programmed instruction
Pgmd Inst: Programmed Instruction

See narrative for detailed explanation.

Table 4-1B

DISPLAY OF PRIMARY AND SECONDARY SKILL/KNOWLEDGE REQUIREMENTS by FUNCTIONAL CATEGORY, SPONSOR, AND DELIVERY SYSTEM

	Functional Categories								Sponsor		Delivery System				
	Mgmt.	Grant Adm.	Planning	Pgm Develop.	Monitoring	Evaluation	Audit	Agency Adm.	SPA	LEAA	Pgmd Inst.	Flmst/Cass.	Video/Film	On-Site	Remote Site
43. Speech Writing	S								X						ER
44. Knowledge of Communications Media	S								X						ER
45. Civil Rights Act	S	S	S	S	S	S	S		X	X	X	V	X		
46. Environmental Impact Programs	S	S	S	P	S	S	S		X	X	X	V	X		
47. A-95 Process	S	P	P	P	P	S	S		X	X	X	V	X		
48. National Historical Preservation Act	S				S	S	S		X	X	X	V	X		
49. Uniform Relocation Assistance Act	S			S	S	S	S		X	X	X	V	X		
50. Courts Programs	S	S	P	P	P	P			X	X	X	V	X		
51. Corrections Programs	S	S	P	P	P	P			X	X	X	V	X		
52. Juvenile Delinquency Programs	S	S	P	P	P	P			X	X	X	V	X		
53. Local Unit of Government Programs	S	S	P	P	P	P	S		X		X	V	X		
54. Impact Program Guidelines	S	S	S	S	S	P			X	X	X	V	X		
55. Crime Specific Planning System	S	S	P	P	P	S			X	X	X	V	X		
56. Conference Conduct	S	S	S	S	S	P			X	X	X	V	X		
57. Judgment of Project Feasibility	P	S	P	P	P	P			X	X	X	V	X		
58. Writing of Grant Analysis	S	P	P	P	P	P			X	X	X	V	X		
59. Analysis of Grant Modification Requests	S	P	P	P	P	P			X	X	X	V	X		
60. Program Monitoring	P	P	P	P	P	P			X	X	X	V	X		
61. Interviewing Techniques	S	S	S	S	P	P			X	X	X	V	X		
62. Literature Research			S						X		X	V	X		ER
63. Data Portrayal		S	S						X	X	X	V	X		/
64. Technical and Report Writing	S	P	P	P	P	P	S		X	X	X	V	X		X
65. Publications Production	S								X	X	X	V	X		ER
66. Statistical Preparation	S								X	X	X	V	X		/
67. Statistical Techniques	S								X	X	X	V	X		/
68. Evaluation Systems	S	S	P	S	P	P			X	X	X	V	X		X
69. Questionnaire Design			S	S	S	S			X	X	X	V	X		/
70. LEAP Programs	S		S	S	S				X	X	X	V	X		X
71. Knowledge of National Training Resources	S								X	X	X	V	X		X
72. Budget Preparation	S		S						X	X	X	V	X		/
73. AFP Writing	S	P	S	S	S	S	S		X	X	X	V	X		/
74. Analysis of AFP's	S	P	S	S	S	S	S		X	X	X	V	X		X
75. Special Librarian Skills									X	X	X	V	X		/
76. Knowledge of CJS Data Sources	S	S	P	P	P	P	S		X	X	X	V	X		X
77. Group Dynamics	S								X	X	X	V	X		/
78. Knowledge of Grants Management Information Systems	P	P	P	P	P	P	P		X	X	X	V	X		X
79. Quantitative Analysis	S	S	S	S	S	P			X	X	X	V	X		ER
80. Analysis of Quarterly Reports	S	P	S	S	P	P			X	X	X	V	X		X
81. Auditing Techniques									X	X	X	V	X		/
82. Inventory Control Techniques							P		X	X	X	V	X		X
83. Cash-Flow Management	S	S					P		X	X	X	V	X		/
84. Editing	S	S	S	S	S	P			X	X	X	V	X		X
85. Proofreading	S	S	S	S	S	P	S		X	X	X	V	X		ER

KEY:

P: Primary subject
S: Secondary subject
V: Videotape
V/F: Videotape or film

ER: External resource (e.g. College)
/: Either LEAA, SPA, or External Resource
Flmst/Cass: Filmstrip/cassette programmed instruction
Pgmd Inst: Programmed Instruction

See narrative for detailed explanation.

- o The skill/knowledge listing presents the requirements of SPA staffs;
- o Within the eight functional categories, each skill/knowledge item is identified as being a primary or secondary requirement for personnel in that category. This rating is in direct relationship to Table 3-11 in the previous section; in perhaps five percent of the six hundred and eighty S/K - category ratings, the analyst made minor adjustments based on other survey data. This component of the matrix serves as a guide to the LEAA training planner/designer in identifying what functions have what requirements in what degree. (A blank space in the table indicates that the response in that instance was not large enough to merit training attention.)
- o The sponsor component of the matrix suggests the distribution of training responsibility between LEAA and the SPA in each of the eighty-five S/K items. Of course, most items could properly be delivered by either the state or LEAA, depending on the precise purpose or orientation desired.

- o The delivery system recommendations span five approaches:

Programmed Instruction refers to printed materials which lay out step-by-step instruction for use by individuals at their job-site.

Filmstrip - cassette is another self-instructional aid, usually accompanied by other materials, intended for individual or small group use.

Videotape/film is proposed as an effective training and/or informational vehicle. Film might be used for less changeable topics and when outside audiences might also be interested. Videotape is relatively inexpensive and highly flexible.

On-site refers to training conducted in the office or at a nearby facility by the SPA itself. This will usually be non-residential training, addressing those topics within the SPA's own competence.

Remote site training means (1) residential training conducted by LEAA (symbol: X), or (2) training available from external resources (ER) nearby (such as a college), or (3) training that could, with equal appropriateness, be provided by LEAA or the SPA (utilizing staff trainers or consultants). The latter option is symbolized in the table by a slash (/).

4.2.2 Using the Matrix

Table 4-1 is not an end in itself; it is designed to serve as a comprehensive resource, an operational tool, for LEAA training

planners. For example, it suggests thirty-eight topics to be considered for videotape presentation and another six possibilities for film or videotape. Decisions in this matter will affect what needs to be provided by other media. A striking sixty-four requirements could be addressed by programmed instructional materials, many of them (45) would also lend themselves to a filmstrip-cassette format. While such aids would reduce the scope of training to be addressed by seminars, they would also be excellent materials to use during seminars or workshops, either as part of the curriculum or as an optional resource available to the participants during free periods.

More than forty requirements could possibly be provided by external resources--schools of public and business administration, accounting, and the like, to say nothing of CJS related courses, LEEP, etc. Such programs, when they are standard college offerings, are long range solutions to training needs and they are usually arranged on an individual basis. Thus, they are valid elements of an SPA's training or career development plans, but short range, intensive learning experiences will often suit management requirements more efficiently.

A primary purpose of the matrix is the guidance it provides in the construction of curricula for the SPA functional categories. The principle to be kept in mind is that SPA personnel have such mixed position configurations that training offered to them must respond to a variety of needs. All potential trainees have primary and secondary requirements, and their actual needs vary according to background, experience, and education. Therefore, LEAA can safely adopt an approach that clusters secondary or related topics around the most important elements of the functional categories.

To outline this system:

- o Managers require training primarily in the management of SPA operations; a strong second priority would be LEAA priorities and policies and trends in the CJS; a third priority would be familiarity with the program and functional areas under their supervision.
- o Grant administrators require training in skills and knowledge directly related to their particular range of duties; secondarily they need familiarity with certain fiscal and audit requirements and related topics (systems, monitoring, etc.)
- o Planners, while they have secondary interests in program development and evaluation (or other specific assignments), are necessarily looking for primary help in their planning skills--analysis, systems, and so on.
- o A program development specialist wants to focus on project identification, feasibility, working relationships, program design, and so on. His legitimate

interest in planning and evaluation are because of the natural linkage with his primary concerns.

- o Program monitors will respond best to a curriculum that deals directly with their principal tasks and responsibilities, even though they have expressed a genuine interest in the more common fiscal and audit problems of grantees and in a certain level of evaluative skills.
- o Auditors, after they receive their basic training in LEAA audit requirements, usually need little or no instruction in professional skills, but they are seeking training in secondary and personal areas such as report writing, evaluation systems, and administrative systems.
- o Agency administrators identified remarkably few "primary" requirements; this may possibly be due to the particular assortment of personnel grouped in this category. They respond to a number of secondary interests beyond GMIS, administrative systems, LEAA guidelines, et al., but many of these could be filled by programmed instruction materials.

Note the high incidence of personal skill requirements that cut across the board of functional categories. Writing, problem-solving, interpersonal relations, scheduling of one's personal workload, and other such items discussed above, are identified as needs as well as requirements by a significant number of those reached by this study. The other common theme, heard in almost all the functional categories, is CJS-related topics. These two areas of interest should probably be responded to, if only by electives, in all but the most highly specialized seminars, at least until programmed instructional materials are

in wide use. The very scale of need suggests that these topics merit serious consideration as programmed packages, which would be the most efficient way to reach large numbers in a relatively short time.

4.3 APPLICATION OF THE MATRIX TO CURRICULUM DESIGN

How does one go about using the matrix to construct a curriculum? What use does he make of the more than twelve hundred "information bits" displayed in it?

The total curriculum for, say, a program development specialist would embrace the sixty-six S/K requirements indicated by persons in this functional category as necessary to the position. This data is a sound baseline for the designer. It identifies the required range of skills and knowledge with which such personnel should be equipped.

Further analysis reveals that thirty-five items were designated as being a primary subject, thirty-one as secondary. This picture can be further clarified by subtracting those items which are clearly in the domain of the SPA. But this still leaves a universe of requirements too extensive to be undertaken in a single seminar. Furthermore, no incumbent program developer

would need training in every one of his required skills; he already has some of them--perhaps even many of them. A needs assessment, then, is necessary to inform the designer of the felt needs of his potential clients.

Another critical input at this juncture comes from management. What does it want to achieve by training program development specialists? A basic introduction to the function for those new on the job? A thrust toward crime-specific programs and projects? More court-oriented programs? Increased emphasis on community-based projects? Better articulation of project goals and milestones? In short, the objectives of the training will heavily influence the construction of a specific curriculum. (The designer may even recommend to management, based on Table 4-1 and other factors, that a certain objective would be better served by distributing programmed training materials, or by turning the task over to the states.)

Those items in the matrix not related to the stated goals of the training would then be eliminated. The aspects of program development to be addressed in the training can then be analyzed in relation to the listing of skill and knowledge requirements. The appropriate elements of the master curriculum could then be extracted. The design process would formulate the final course, adding whatever specialized topics might be indicated.

The point is that a fundamental, comprehensive curriculum for each of the functional categories has been identified in this study. It would serve as the basis for a series of seminars (or a mix of training media) that would constitute a thorough-going course in the eight functional areas. It can also be adapted for special purpose training.

The greatest potential of the matrix is that it constitutes the foundation of a comprehensive training program, pointing to various delivery system options in correlation to topics. Recommended state programs could be developed and distributed, with the matrix providing detailed suggestions.

4.4 CONCLUDING RECOMMENDATIONS

In the light of the findings of this study, three groupings of recommendations have been developed: general recommendations, recommendations to SPA's, and a recommended comprehensive approach to LEAA training.

4.4.1 General Recommendations to LEAA

- o Accept the listing of skill/knowledge requirements as valid for planning and training purposes;
- o Recognize the functional categories as a valid articulation of an SPA's work elements;
- o Utilize the matrix of S/K requirements and functional categories as a schematic, comprehensive curriculum for SPA personnel;
- o Review the recommended delivery systems as part of a comprehensive training plan, determining what requirements will be addressed by programmed instructional materials, what will be addressed by videotape and film, and what will be addressed in seminars and workshops;
- o Develop guidance for the states concerning their own training programs, implementing the data in the study with model plans and packages;

- o Adapt a training system that provides for assessing participant training needs as well as management goals and priorities as a means to further refine the results of this study;
- o Search the report for data of general interest to LEAA and SPA management.

4.4.2 Recommendations to SPA's

- o Use the matrix of S/K requirements and functional categories as the basis for conducting an assessment of actual training needs;
- o Review Table 4-1 for its listing of S/K requirements that could appropriately be delivered by SPA's; in the light of the needs assessment of your agency, set priorities for your training efforts;
- o Develop a master training plan that integrates in-house training, locally contracted training, LEAA sponsored training, and other externally available training.

4.4.3 A Recommended Comprehensive Approach to LEAA Training

This final sub-section is an attempt to answer the question:

"Given the findings and recommendations of this study, where does LEAA go from here?"

It is recommended that LEAA undertake a major planning effort to develop a comprehensive training program for itself and its client - constituency. Such a plan would embrace and integrate training for:

- LEAA personnel at all levels
- SPA personnel, according to the functional categories in this study
- Sub-state regional planning unit personnel
- Selected personnel from various components of the Criminal Justice System

The first of these listings is self-evident; LEAA obviously requires a training program for its own employees. The point is that it should be consistent with all other elements of the training program (some modules, units, and materials could be standardized for various audiences) and that the internal training program should reflect management's goals, priorities, and program thrusts, as well as basic S/K items.

Clearly LEAA should provide training support to the SPA's. This component would have at least four elements:

- (1) Basic programmed instruction materials (see Matrix for possible subjects), in various formats -- filmstrip, film, videotape, booklets, etc. -- for use on-site by all SPA's.
- (2) Model training plans for SPA's and/or training aimed at equipping SPA's to plan their own training programs.
- (3) Seminars in relation to the functional categories, plus advanced or specialized workshops in support of policies and programs needing more impetus.
- (4) On-site or in-state training seminars aimed at implementation and practical application in the light of that state's peculiar circumstances. Perhaps these programs could be conducted through the Regional offices.

Note that 1, 3, and 4 above have to be carefully integrated. The second element has to be carefully coordinated to ensure that it is consonant with the others. (This study provides basic data for such a program.)

The personnel in regional planning agencies or units also need training in the functional categories, specifically planning, program development, program monitoring, and evaluation.

Beyond the federal and state personnel mentioned above, it would seem appropriate to LEAA's mission for it to provide training leadership in other dimensions of the CJS. For example,

- o Training for senior managers and planners in law enforcement agencies, court systems, and correctional departments.
- o Training for the directors of state training academies for police and corrections.
- o Seminars or other events that bring together key CJS people with educators and authorities in related fields.

Whether this sort of training is done through universities or other institutions, or LEAA establishes its own national academy, or some combination of instrumentalities, it would seem to be an important part of any truly comprehensive program.

In short, THE POTOMAC GROUP recommends that the top management of LEAA sponsor and participate in the development of a comprehensive training strategy in support of the agency's policy and program strategies. The present study we believe to be a valuable resource in such an undertaking.

APPENDIX B

LEAA STUDY: Interview Format For Key Personnel

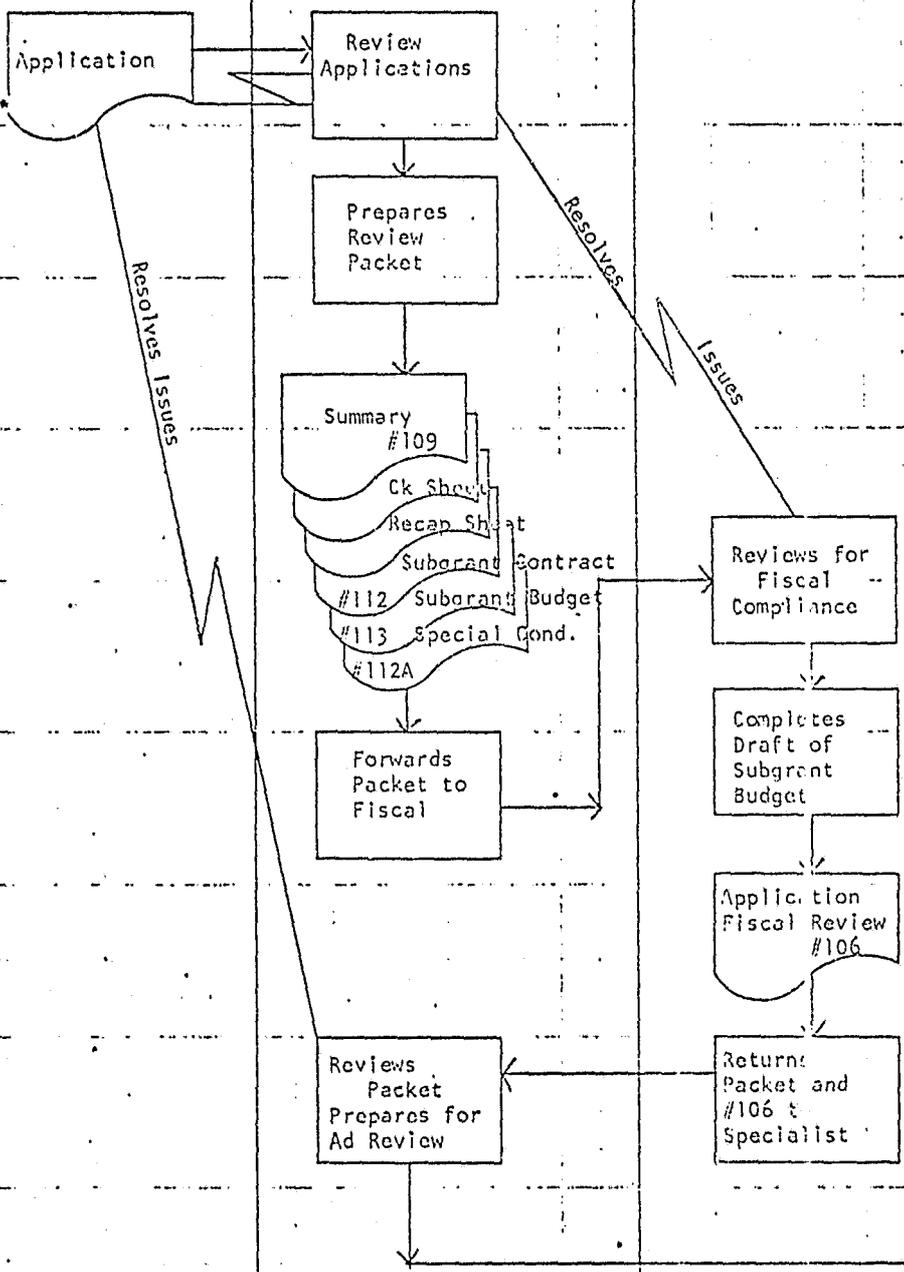
- 1) What are the principal activities and functions of your Division (agency, Regional office, etc.)?
- 2) What secondary activities and functions do you perform?
- 3) What informal activities are assigned to people in your Division? How much time is involved?
- 4) What are the most important skills/knowledge areas needed to perform your Division's functions?
- 5) Would you prefer to have your staff trained as a group, or have individuals go to be trained with their counter-parts from other agencies? Why?
- 6) What kinds of training would best be given by the State rather than by LEAA?
- 7) What kind of training do you think ought to be provided by LEAA?
- 8) What kinds/subjects of training would you like to have available in self-instructional formats?
- 9) Do you see any limits to the number of people in your Division who can be away at any one time, or to the number of days away?
- 10) Is there one time of year that is better or worse than others for training?

APPENDICES

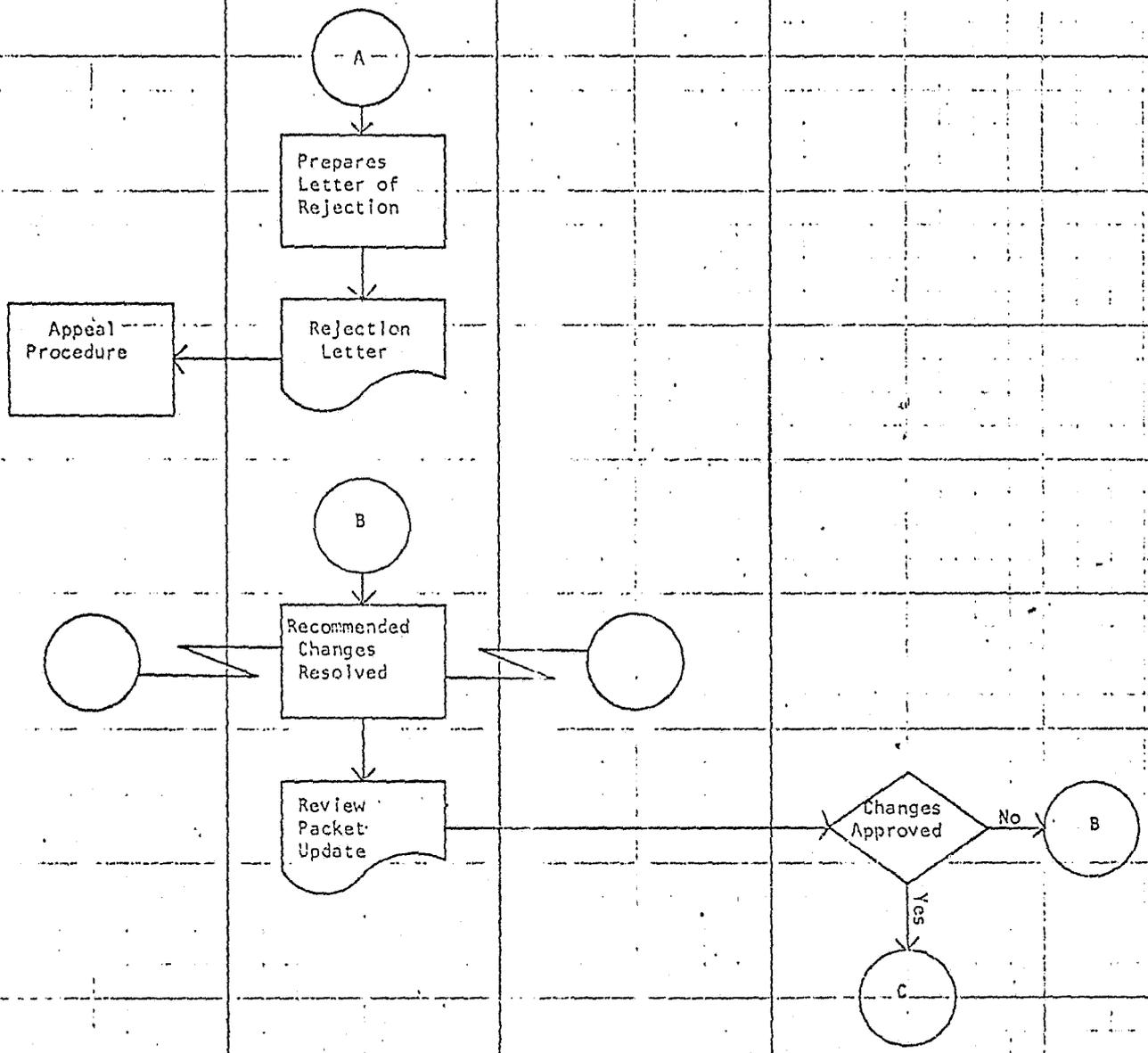
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APPENDIX C

MICHIGAN GRANT PROCESSING FLOW CHART



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APPENDIX D

STATE OF MICHIGAN

OFFICE OF CRIMINAL JUSTICE PROGRAMS

Project Continuation Policy
Revised 1/15/74

Since the inception of the LEAA program, OCJP has, as a general policy, limited project funding to two years. This has been consistent with the "seed money" concept of LEAA and has enabled this agency to maintain a balance in funding between continuations, which at present constitute over 50% of local funding, and new and innovative projects.

Experience, however, has surfaced the need for exceptions to this policy and as a result, the policy has been revised.

The present policy places each program element in one of five categories:

Category I - 1 year funding: Projects developed for a specific action without any potential for expansion or consecutive follow up. (Example: communication equipment projects.)

Category II - 2 year funding: Projects designed to expand or improve the internal operations of an agency, that can be rapidly established, fully evaluated, and integrated into the agency system within two years.

Category III - 3 year funding: Projects designed to expand or improve the services offered by an agency which are relatively slow in developing and require more than two years to fully implement, evaluate, and integrate into the existing system. Funding of these projects can be negotiated for the third year at a rate not to exceed 50% federal money. Local pick up must be assured in the fourth year. (Example: rehabilitation projects.)

Category IV - Projects which are on-going and remain at essentially the same funding level but provide either new accomplishments (research) or the same objectives for different personnel (i.e., training).

Category V - Projects which have peculiarities in funding base (i.e., Model Cities, HEW, etc.) or the emergency the project was designed to correct has not abated due to outside circumstances; or subgrantee assurances of continuation must be postponed due to verifiable circumstances beyond the subgrantee's control; regional or multi-unit projects wherein majority benefits cannot be clearly fixed. Decision on continuation for projects in this category rest with the Administrator. Long-range, phased projects would be considered here such as systems development or construction projects.

END