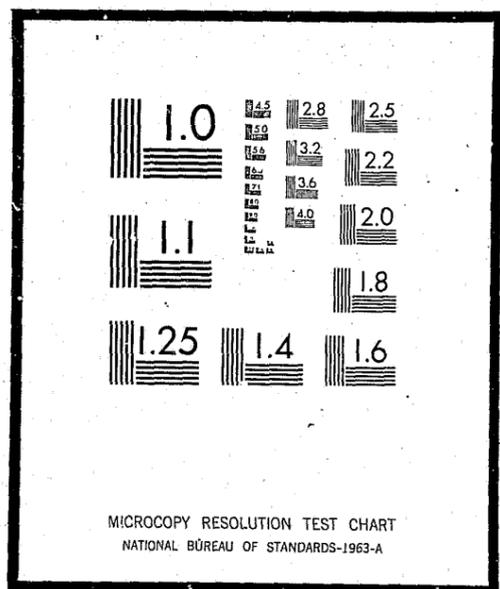


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FINAL EVALUATION REPORT

STATEWIDE PENAL CODE TRAINING

An evaluation of grants
A70-176-53, A70-176-53CC,
and A71-211-152 for the
Connecticut Planning Committee
on Criminal Administration

16627
EVALUATION

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PENAL CODE TRAINING

I. INTRODUCTION

A. Purpose and Scope

Connecticut is one of three states that has undergone revision of its General Statutes regarding law enforcement within the past several years. To date, Connecticut has been the only State to accompany the legal change with legal training for the practitioners. It is the intention of this paper to deal solely with the training afforded the 7,000 municipal police officers during the three-month period following the effective date of the Penal Code. It will be our purpose to investigate whether the innovative training approaches utilized in this accompanying training were not only effective in familiarizing the local police officer with aspects of the Penal Code but also whether the technique holds any potential for future training sessions and needs.

B. Methodology

The methodology of study was an attempt to assess the delivery of training as it sequentially evolved. The project director enlisted ten legal training specialists to train a supervisory sample of the local police population at regional centers. It was then up to the supervisory personnel to transfer their training experience to the individual police officers in their particular department. For this reason, it was deemed necessary to investigate the denouement of the training, first as it was received by the supervisors, and second, as it was received by the line officer. It is the assumption of the evaluator that the perceptions and attitudes of the supervisory personnel involved in the first round of training necessarily affected the ultimate design of a training program for the remainder of their department. Above all, however, it is the opinion of the evaluator that each police supervisor and line officer is located within a very unique administrative structure and must perform accordingly. It is hypothesized at this point that the degree of administrative involvement documented within the development of any training program can be directly related to the degree of success of that training program within the department operations. The remainder of this paper will deal with these departmental distinctions in the final analysis.

In order to describe the parameters of the training within each department, a comprehensive questionnaire, including 101 elements, was submitted to each police chief. The questionnaire addressed questions toward the department trainers, who, in most cases, participated in both rounds of training, both supervisory (regional) and line officer (departmentalized). It was then decided that we would follow-up this round of questioning with

personal interviews of a stratified random sample of police officers categorized according to resident city or town population size, e.g., since approximately 40% of the police officers in the State represent departments of 20,000 to 30,000, 40% of our random sample would be pulled from the rosters of appropriate cities or towns with 20,000 to 30,000 population statistics. At each location where interviews were conducted, one administrative, and one, operational, not only were we attempting to verify the information received on the questionnaire, through administrative interviews, but also to expand upon our knowledge of the departmental training procedures and police training problems confronted. The operational interviews were conducted to determine the "front line's" opinion of the training program and content.

II. BACKGROUND TO THE PRESENT PENAL CODE

A. Development

On October 1, 1971, the Penal Code, an amalgamation and revision of former General Statutes governing the enforcement of laws, became effective through an act of the Connecticut General Assembly. Although all components of the Criminal Justice System were affected by the aforementioned laws, they were not, prior to 1971, centrally located nor reflective of the modern society to which they must address themselves. Through the efforts of several prominent attorneys in the State, the Penal Code as it is known today, was formulated.

B. Changes in the New Legislation

The changes between the old laws and the new Penal Code were manifold. First of all, the laws were restructured to categorize all crimes by type of offense. Heretofore, it had not been the case that all crimes of violent assault be located in the same section of the Statutes. Second, each offense was broken down into degrees of offense, first degree indicating a worse offense than second degree. Each degree included specific elements of a crime which MUST be present before a crime has been committed. For example, Burglary 2 states, "the actor enters and remains unlawfully in a dwelling at night with intent to commit a crime therein, while Burglary 3 states, "the actor enters unlawfully in a building with intent to commit a crime therein." Third, different penalties were set for each degree of offense. Certain penalties previously had become outdated; for example, a theft of \$100 could send a person to jail for 10 years as easily as \$100,000. Major changes from previous penalties for the same offense were in larceny and rape, increasing the penalties from one year to five years and decreasing the age of raped victims by two years in the latter.

III. SUBSEQUENT TRAINING REQUIREMENTS

A. Criminal Justice Personnel

1. Judges, Lawyers, Prosecutors

Because of the legal changes primarily pertaining to varying treatments which society uses against the perpetrator, the judges, lawyers, and prosecutors were immediately affected by the Penal Code. In order to prepare these court actors, it was necessary to publish a legal document relating the old to the new laws and to hold a seminar outlining the different penalties associated with each new category of offenses. The initial definition of these new offenses had to necessarily be performed by the intake agent of the system, the police officer.

2. Police

An old adage concerning police work states that a split-second decision of the police officer on the streets will be deliberated upon by the prosecutors, lawyers and judges for hours, weeks, and sometimes, months. It is the reality of this situation which points up the essentiality that the police officer be attuned to every change in the law and be intimately familiar with the entire document presently called the Penal Code. The Code supplants in part the large amount of police discretion once exercised with such offenses as Breach of Peace which could include anything from idle vagrancy to attempting a robbery. Therefore, familiarity with the Penal Code would require more than casual lectures for the vast majority of the police population which was required to operate under a different set of rules on the midnight of October 1, 1971.

B. Alternative Techniques

1. Seminar/Lecture Approach

Traditionally, the lecture approach had been utilized to educate large numbers of assembled persons. Certain recognized training academies in the State still persist in using the lecture approach in their intent to train large numbers of persons at a given time. Certain limitations, however, are inherent within the lecture approach, the most basic of which are:

- a. Unknown standardization of material retention as each student interprets the lecturer differently

- b. The requirement of note-taking as a reinforcement of material while some students are more adept at the art of note-taking than others
- c. The variable of the instructor's delivery personality or other communication problem which might reduce the interest level and therefore the retention level of the officers
- d. The variable of subject content upon the attention span of the student
- e. The subjective opinions of the instructor which can contaminate the objective thought process of the student, and
- f. The capability of congregating large numbers of people at a lecture generally reduces the possibility of free interaction and discussion.

2. Programmed Instruction

The militarily perfected technique of programmed instruction is one of the few educational approaches which can insure a certain amount of retention of study material once it is studied. Through presentation of the study material in learnable portions and the development of theory as the student progresses in his studies, the manufacturers of this approach claim that a large percentage of students can score highly on tests given at the end of subject units. Geared to the average student, the programmed instruction requires the student to answer questions and to write in the answers. It is this technique in addition to the developmental thought process which the student is required to perform which ultimately reinforces the student's retention of the material. Due to the large number of police officers to be trained in the Penal Code and the anticipated intellectual level of the officers, the leaders of the Penal Code training opted to utilize the programmed instruction technique to present a complex body of legal material to a non-legal person.

Programmed instruction was first used to teach a pilot the use of complicated military equipment. The most recent militarily perfected use has been to train hundreds of pilots to fly the complex 747 aircraft. It was discovered that the retention level on the immediate testing was extremely high by even the average officer. Since its first uses in the Korean War, programmed instruction has become an integral part of the educational sector, accounting for much of the modern math, chemistry, physics, statistics, and other sophisticated subjects. The student is allowed to progress at his own time, to take a test at his own speed, and to record his score in an honor system fashion. School

authorities have discovered its extreme effectiveness.

DELIVERY OF TRAINING

The Penal Code Statewide Training Project exemplified a combination of the advantages of the centralized, regionalized, and decentralized approaches to training, three popular theories in the field of police training. The centralized approach was utilized in the uniform preparation of standard training materials, uniform training of ten legal training specialists who would administer regional training programs, and the distribution of proposed training program guidelines.

The regional approach, referred here as Phase I of the training, involved 251 supervisors from police departments throughout the State whose populations represented 90% of all officers in the State. These supervisors were given a comprehensive training session which included 40-hours of classroom study of the training materials and a follow-up discussion at the end of each 8-hour session. The decentralized approach denotes these regional participants responsibility for: 1) The distribution of a Training Manual, Field Manual, and a copy of the Penal Code to each man in his department, and 2) The implementation of a training program utilizing the materials which replicated that which he had received from the legal training specialist. Because programmed instruction is a self-study technique, the mere distribution of materials is indeed one step to training. However, it was the intention of this project to reinforce the self-study nature of the technique with comprehensive classroom and other supportive activity. Therefore, our discussion will center around the nature and amount of the training programs as they were implemented throughout the State in late 1971 and early 1972.

Many training programs funded by LEAA are an attempt to not only upgrade the existing personnel standards in legal training but also to provide impetus to police administrations to develop similar and ongoing programs of this type. The Penal Code training coupled with the distribution of manuals was an attempt to do just that. Although it is too early at this point to be able to follow-up upon our police departments documented in this study, it is the assumption of the evaluator that those departments utilizing some form of classroom approach in addition to the self-study training manuals have a greater capacity in the future of developing a similar kind of training setting within the Penal Code or other prepared area. For the purposes of this study, we hypothesized that the optimum self-study training experience, according to educational specialists, would be a 40-hour period of study of the training manual coupled with a classroom environment and discussion at the end of each unit. In

this way we could begin to measure the all-important variable of administrative involvement upon training experience of subordinates. Our assumption is therefore extended further to state that the greater the administrative involvement in a training program, the greater the success of the training.

An important exception to administrative involvement to training must be pointed out, however. An astounding fact is that, of all of the training divisions in the State, only 22% of them have full-time personnel devoted to training. Of the remaining 78%, only 38% of them have trainers who devote more than 25% of their time to training activities. In the execution of any training policy, this essential administrative fact must be underlined.

Our questionnaire documented that all of the departments received the training manuals, while 70.5% operated formalized training programs to support the self-study process. Therefore, we can safely say, because of the self-study nature of the text, that 100% of the officers received some form of training while 77% were involved in formalized training programs. In our compilation of data, however, 172 police officers were not reported as having received training. This number could possibly include police chiefs, terminations, retirements, other superior officers, or officers receiving training elsewhere.

Twenty-five of these departments communicated with neighboring departments to discuss methods of training. The most outstanding example is the Manchester Regional Police Academy which set aside a 40-hour, uninterrupted classroom week for each of the 250 men in the entire region. Coordination, learning retention, and recordkeeping were of excellent quality. Another place of communal effort was the joint meeting of New London, Waterford, Town of Groton, Groton City, Montville, and Norwich to participate in a lecture program for 3 nights presented by a Norwich lawyer. The Canton Police Department received its training at Avon Police Department. The remainder of the attempts to aggregate training efforts were frustrated through overwhelming scheduling and other administrative problems. Notable among this brief communication was: the Valley, the Norwalk Region, the Fairfield Region, the coastline towns (Branford, East Haven, Guilford). In several cases, it was stated that their individual plans far exceeded that which could have been accomplished with other towns.

Fifty-eight percent of the departments informed the community residents of the Penal Code Statewide Training Project of which they were a part. This is an excellent measure of administrative involvement within the program.

The following table presents an overview of the training programs implemented throughout the State in late 1971 and early 1972. It can be noted that four departments offered different training programs to various members of their force, while the other 57 of our sample operated either total or partial classroom completion of the text, introductory lecture sessions, or relied upon self-study techniques.

OVERVIEW OF TRAINING PROGRAMS IMPLEMENTED IN THE STATE

PHASE II

						SUPPLEMENTARY TRAINING		
						SELF-STUDY		
TRAINING PROGRAMS ESTABLISHED IN SAMPLE DEPARTMENTS	# OF DEPTS.	%	# OF MEN	%	AVERAGE HOURS	# OF MEN	%	AVERAGE HOURS
Lecture	9	14.8	812	20.1	13	812	100%	15 (of only 2 re ortin
Total text completion	25	40.9	1340	33.2	40	146	10.4	16
Partial text completion	9	14.8	806	20.0	11	754	93.5	18(of only 1 re ortin
Self-Study	14	23.0	436	11.5	24 (of only 6 reporting)	N A	N/A	N/A
Total text completion	Hartford Wolcott 2	3.3	64	1.5	26	N/A	N/A	N/A
Self-study			412	10.2	-	N/A	N/A	N/A
Partial text completion	Bristol 1	1.6	65	1.5	9	N/A	N/A	N/A
Self-study			11	.3	-			
Lecture	Milford 1	1.6	15	.2	24	N/A	N/A	N/A
Self-Study			60	1.5	-			
TOTALS	<u>61</u>	<u>100.0</u>	<u>4021</u>	<u>100.0</u>	<u>147</u>	<u>1712</u>	<u>203.9</u>	<u>49</u>

Of great interest to the study is that 40.9% of the departments operated total text completion (40-hour sessions), which involved 33.2% of the police officers. An equal number of departments, however, operated partial text completion and introductory lecture sessions. Due to lack of time, this often times became the training plan, in an effort to educate the men in the most important aspects of the Penal Code. The evaluator was encouraged to note that only 23.0% of the departments, involving an insignificant 11.5% of the police force population, relied solely upon self-study for Penal Code training. This comparison of figures leads us to speculate that the smaller departments were among those included within this category.

Those departments providing a combination of training techniques had particular specialized training problems. Of significance is the fact that one of the major departments in the State, Hartford, relied upon self-study for operational line officers, representing 10% of the total police force in the State. Because of the statistics, we must state that 21.7% of the officers in the State were trained through self-study in an informal training setting.

Self-study was frequently used as a supportive technique of formal training, both for retention and refresher purposes. Those departments relying upon partial text completion and lecture introductions to the material assigned their men to complete the training on their own time with the training manual. Of those reporting their self-study time allocations, their training via self-study was quite substantial. However, because of lack of complete statistics, it is hard to speculate how valid these 15 and 18 hour assignments really are as typical of all departmental assignments.

Our generalizations concerning delivery of training can only be completed by a comprehensive analysis of the individual programs administered by each municipality in our sample. The following chart includes a breakdown of each training program by town, population size, number of men involved, type of training, and number of hours committed.

This chart is revealing in that it shows the capability of more departments residing in towns of population 20,000-29,999 to administer formal and optimum training programs than any other departments. As departments in towns of population sizes become larger than 29,999 or smaller than 20,000, the less likely it appears they will be to run an optimum training program. One generalization to be made is that the small to average department size has enough manpower to involve in training programs, and less primary criminal offenses to deal with during the course of the day. Their activities may center more around order maintenance and preventative patrol, than on criminal apprehensions, and for this reason have more available time to glean the benefits of this sort of training program.

Those cities and towns starred represent those which were included within our sample interviews with representative police officers concerning their training experience and field performance. The next section will probe more deeply into the subjective experience individual officers encountered with the Penal Code Statewide Training Project.

THE TRAINING EXPERIENCE

We attempted to determine the officer's responses to both Phase I and Phase II training programs. We not only were investigating the response to and impact of the Penal Code Training, but were also probing to discover whether programmed instruction should be utilized for future training programs.

The supervisors of the Phase I training program overwhelmingly replied that it had been a worthwhile course and fulfilling week. However, the majority stated that it was an exhaustive week and difficult, especially for those who had not been in formal training of this sort in several years. Despite the rigid training schedule, the fact that they bore the responsibility to train the remainder of their department's force appeared to be a stimulus for learning and achieving good scores on the unit tests. Scores averaged above 95% and their shift from the old to the new laws was reportedly smooth. Many later found themselves in positions of authority to oversee that charges made by their subordinates had been properly carried out and reported. They were required to be immediately familiar with the new Code. Therefore, they not only were instrumental in designing and implementing a training program, but also found themselves in a training resource capacity for the new Penal Code.

The Phase II participants, including supervisor and operational line officers alike, were interviewed by a sampling procedure which would enable us to get a cross-section of approximately 25% supervisors and 75% operational line officers. We attempted to assess the differences, if any, in the training experience between different ranks or experience levels of the officers. Supervisors appeared to have perhaps more training difficulty but greater retention (or scoring ability) than did operational line officers. They experienced difficulty in training because: 1) their experience over the past several years had many times not included any formal educational training and thus they were out of practice from weighty reading and, 2) their experience in unlearning the familiar old laws was difficult and tended to cloud their retention of the new Code.

Patrol officers with a great deal of experience had similar difficulties in assimilating the new Penal Code because of their intimate familiarity with the old laws. Relatively inexperienced patrolmen and supernumeraries apparently had little trouble with the programmed instruction training and the new subject content. The examples provided in the book for testing purposes were not as familiar to the newer officers, and hence tended to be perhaps more of a learning situation. The experienced patrol officers stated to us that their comprehension of the examples set forth for explication and testing purposes tended to be confusing and hence, accounts for their difficulty in answering the questions correctly. For purposes of

our study, it appeared that the experienced supervisors, while paralleling the experience of the experienced patrol officers, were superior in their handling of the overall material possibly due to their increased responsibility of supervision.

The standard training manual included 18 major subject units. Each unit was completed by a final test, which was scored by the student or instructor. The average of these 18 scores was taken by the departments as an indication of the "success" of individual training experiences of its force. Unfortunately one of our primary measuring sticks of an officer's training experience is partially using this score because of its concrete nature. Our interviews were an attempt at fleshing out our results of these test scores. The unreliability of the test scores can be attributed to two factors: 1) the immediate testing of sections an officer just read which would assist him in using immediate recall of certain technical material, and 2) the lack of statewide documentation of training scores. Only 24% of our sample police officers kept and submitted their scores. The honor system of programmed instruction, whether operational or not, does not enter into a discussion of unit scores, because of the nature of the text which is to provide short-term retention and long-term familiarity with the training concepts.

Of this 24% of the measured sample, the supervisors received an average score of 95.0%, while the patrolmen received an average score 93.2%. For purposes of comparison the supernumeraries received an average score of 97.5%. All of these scores bear out our expectations that the supernumerary, because of his inexperience in the old laws would score highly, that the patrol officer because of his familiarity with the old laws would score less high, and that the supervisors, while being very familiar with the old laws had the responsibility of becoming immediately familiar with the new Code and would therefore score respectively higher than the patrol officers, but less high than the supernumeraries. If indeed scores are a reliable measuring stick of training success, the average score of 94.0% as an average for the 18 unit tests is exceptionally high, and has a high predictability ratio toward successful Penal Code utility on account of this experience.

In order to assess the technique of programmed instruction, it is necessary to provide an overview of how many officers were involved in what type of training program:

	<u>%Departments</u>	<u>%Men</u>
1. Total Classroom Text Completion	40.9	33.2
2. Partial Classroom Text Completion	14.8	20.0
3. Lecture Introduction to Material	14.8	20.1
4. Combination Total and Self-Study	3.3	11.7
5. Combination Partial and Self-Study	1.6	1.8
6. Combination Lecture and Self-Study	1.6	1.7
7. Total Self-Study	23.0	11.5

Our findings conclude that there was a general positive experience with programmed instruction, increasing in participant opinion proportionately with the amount of training hours, i.e., the amount of administrative involvement. For purposes of this study we requested the respondents to compare programmed instruction as a technique against the traditional lecture technique. It became apparent, by gridding the advantages and disadvantages of each, that programmed instruction far outweighed the lecture approach on the advantages side. Following is a comparative chart of the two techniques.

(PLEASE SEE PAGE 15 FOR THE COMPARATIVE CHART)

PHASE I

PROGRAMMED INSTRUCTION

Advantages

1. Learn at own speed
2. Questions answered in text
3. Each man learns from his own mistakes within the material
4. Material is learned at own convenience
5. The material required a response and thus intimate participation within the learning of the material
6. Designed for all intelligence levels
7. Simple to complex is the material; a very logical progression
8. Immediate feedback is offered on a man's success or failure with certain parts of the testing
9. Own motivation of the student is instilled; competition against oneself
10. Can keep referring back to difficult sections to refresh and retain
11. Uniformity
12. Greater confidence of men in material
13. Little student pressure
14. Accuracy
15. Speed of retaining information
16. Completeness of training

LECTURE

Advantages

1. Personal contact between teacher and student
2. Ability to have questions answered and explained
3. More possibility to have discussion and general feedback
4. Quick process to disseminate information
5. Class at same place
6. More impact on performance

Disadvantages

1. Without an instructor, one can't ask questions
2. Several "what if" situations cannot be answered by the text; fixed in its presentation
3. Material is time-consuming to go through
4. Material at times can seem begrudgingly repetitious
5. Expensive
6. Concentration time required difficult to achieve in many departments

Disadvantages

1. Instructor talks AT students
2. Can get poor instructors
3. Inflexible pace setting of presentation
4. Boring, depending upon subject
5. Most people are passive; one person working
6. Note-taking dependence; those slower ones lose a good amount of valuable information
7. Not tested on retention
8. Notes were only reference material for application back in departments; notoriously incomplete
9. Unsure of retention

This comparison is significant given the historical perspective concerning the lecture approach. Our respondents were requested further to compare the two approaches and to suggest an optimum relationship between the two in a classroom situation. To a question asking in what ratio lecture should occur to programmed instruction in future training programs, an overwhelming majority stated 75% programmed instruction with 25% lecture would be preferred. Our chart shows that most of the disadvantages under programmed instruction center around its individual nature and the inability of the student to relate to the instructor during the training session. For this reason, it is easy to see why our respondents felt that certain advantages of the lecture approach, when added to the self-study programmed instruction approach, would improve the quality of training and hopefully ultimate retention of the training concepts.

A further indication of whether a technique is truly successful is through querying which approach the respondent would like to see utilized in the future. Again, overwhelmingly, our respondents addressed the fact that programmed instruction as a technique was a definite possibility for particular types of subject matter. Among these, as cited in our interviewing, were motor vehicle law, criminal law and investigation, search and seizure, among others. Many of our respondents spoke of their genuine interest in the technique and its potential to educate the average patrolman in highly sophisticated material. Our supervisors, in particular, believed the technique to be worthwhile because of its adaptability to the individual schedule of the department and its force. If, during a particularly busy season, a department is unable to provide an optimum training program, the force would still have available to them the substance of the proposed training course. The department would then be responsible for supporting the training, but would have had the major portion of the training prepared and distributed prior to the training program. Because of the primarily part-time training staffs across the State, it seemed feasible to the supervisors that such preparation of training materials be centrally prepared and distributed.

FIELD PERFORMANCE

The delivery of training and the training experience are indeed essential elements of any evaluation to determine overall success of the Penal Code training program. However, it is equally as important to document the experience the officers encountered after the training was over. Their performance in the field with the newly acquired information will be of main interest in this discussion.

Our first source of information concerning field performance was supervisors, as most were in unique positions to expound upon the experience of their underlings. The supervisors almost invariably disclosed that those officers who had received closest to the optimum training program were more confident within the law, than those who had been left merely to their own self-study devices. According to the supervisors, the former officers were more confident that the charges they had placed on an accused were correct. Indeed, those supervisors

whose responsibility it was to oversee the placement of all charges for their correctness pointed out that the quality of charges had improved, while the "bad" arrests decreased since the Penal Code training. Such a change was more evident in those departments where the training had been an optimum training experience.

The patrol officers, in particular, the recruits, gave us insight into the utility of the Penal Code among officers on the street. It appeared that the more experienced patrol officers had greater difficulty determining the proper charge. Most departments made Field Manuals, including the specific elements of a crime, and the Penal Code Correlated, a document relating the old to the new laws and outlining the changes, available to each man on the force. The experienced officers told us that they relied heavily upon this correlated manual, in order that they use the knowledge of the old laws to their best advantage.

A logical conclusion was drawn that the person most able to assess the quality of arrests since the inception of the Penal Code would be the Prosecutor. However, the long lapse of communication between the Prosecutors and the Police Force makes such statements at best impressions rather than concrete facts. The history of the lack of interaction and communication between the two necessarily hamstrings any attempt to have one reliably evaluate the performance of the other. The prosecutorial stereotype of the police officer is one of a nominally educated person who experiences difficulty with investigative and reporting skills. The police stereotype of the prosecutor is that he is a person who plea bargains many cases down in charge, allows many hardened criminals to roam the streets again, and is one who is unaware of the difficulties of apprehension and patrol of such individuals. Our telephone interview of a sample of prosecutors throughout the State reveals that most did not perceive any major changes in the quality of police arrests or reporting. Most claimed that the arrest reports have not appreciably made any difference in plea bargaining or case dispositions either. Mistakes in arrests and investigations are still noted by the prosecutors, but information concerning these is seldom filtered back to the police department of concern.

Certain ambiguities have arisen at the prosecutorial level concerning the new Penal Code. It seems that there is a misunderstanding on the criminal justice system's part between conspiracy and attempt and between burglary from a building or an automobile. It was suggested by the prosecutors that someone attempt to clarify these few ambiguities of the law still apparent and causing problems at the court level.

A major factor in the confidence with which police officers enforced the laws, as expressed to us by supervisor and patrol officer alike, was that the Penal Code itself was a far superior legal document. The following reasons were expressed commonly as to why police are better equipped in the Law:

- 1) Statutes are codified and in one place
- 2) Officers must frequently refer to the laws because of their newness, and therefore, charges are of better quality

- 3) The increasing professionalism of police work speaks to a superior police force than in the past
- 4) the greater specification of laws supersedes the ambiguity of the old laws; the officer can more closely relate the incident to the crime.

Questions concerning police discretion were addressed. In the old laws, some catch-all charges, such as breach of peace, were prevalent in apprehending individuals. On the surface, there appeared to be more police discretion in the past than under the stricter and more rigidly specified Penal Code. However, the officers stated time and again their increased comfort with the law. They apparently were glad that there was greater specificity of the elements of the crime. The reason most often cited was the fact that the citizenry is increasing in its awareness of crime and its disrespect for authority (especially teenagers, according to most officers). For this reason, more citizens are asking to be shown the law in order that they concur with the fact that they were a perpetrator. The officers in this situation are also very glad to have a copy of the Field Manual in their briefcase in order to show the citizens the law.

Administratively, we discovered that less time overall is being spent by police officers in report writing. Administrators and supervisors both stated that, because of the criminal element specifications, the police officer must spend less time researching cases, or finding justifications for his arrest of an accused. Speculation was that an officer spent 2/3 of the time formerly required to prepare his report. This aspect of report writing was extremely time-consuming and a drain on manpower resources. Although the long-term effect of such a situation cannot be measured at this time, it is the opinion of the evaluator that this reduction of report writing time allocation has some very positive administrative and management effects upon the overall police performance in a given department, and hence, the citizen's perception of police services in their locale.

Therefore, our findings concerning the field performance of the police officer as it related to his Penal Code training are inconclusive at this point in time. It is our indication, however, from the supervisors that the average police officer has become a stronger member of the criminal justice system and in his role as a law enforcement agent. It is this fact that should be investigated in the future to determine the impact such would have upon the rest of the criminal justice system.

CONCLUSIONS

Delivery of Training

We can, therefore, conclude, that the Penal Code training program was indeed completed in Phase II and provided 77% of local police personnel in formal training simultaneous to the institution of the Penal Code. The following is an overview of optimum training programs implemented by towns categorized by population index:

<u>Population Index</u>	<u>Total Cities</u>	<u>Cities with Optimum Training</u>
Under 10,000	3	2
10,000-20,000	20	7
20,000-30,000	12	9
30,000-40,000	6	2
40,000-50,000	2	1
50,000-70,000	8	4
Over 70,000	6	1

It can be seen that those departments residing in towns of 20,000-29,999 were most likely to provide training of an optimum 40-hour self-study classroom environment followed by a discussion among the participants. As departments in towns or cities have a population size further from the median of 20,000-29,999, the less likely it would be that they were able to implement the optimum training program. Use of purely self-study techniques were an option of different police administrations as to whether to supplement formal training with it or to depend upon it alone to train the force.

The involvement of supervisors during Phase I appeared to be a positive factor in training program development within the individual departments. Not only were they in a unique position to promulgate training policies, but they also were given an optimum training experience and previous familiarity with the subject content. This trained them to be in-house training resources, an essential feature of any police department.

The distribution of manuals to each police officer was significant in that he was aware of receiving the same training as his superiors. Each officer was, therefore, reinforced in his role within the criminal justice system, and was stimulated to learn the new laws more precisely than the older laws. Each officer was also given the opportunity to look up problem cases and criminal elements on his own time rather than constantly referring to another officer on the force. A major problem however is that no provision has been made to update these manuals for future training sessions as changes in the laws occur.

Police administrations appeared, on the whole, favorable to this type of training approach, placing the burden of training upon the individual police department, while the material had been previously prepared in a standard format. Coordinative efforts between departments, while attempted, were minimal regarding training program implementation.

Perhaps the greatest achievement of the delivery of training was its innovative combination of the centralized, regionalized, and decentralized approaches to training to afford an effective statewide training program. It is the innovativeness of this approach which could have far-reaching implications for the future of training. The advantages of the centralized training were incorporated to prepare standard training materials, provide uniform training for regional specialists, and distribute standard training program guidelines for each department in the State. The regional approach advantages used were the gathering of top supervisors from each department at regional centers. Not only did this enable a remarkable turn-out, but also acquainted each officer with the fact that each department would be implementing the same program and introduced him to those persons in neighboring departments responsible for this function. Coordinated efforts between municipalities took place, it is asserted, because of this regional participation. The decentralized approach to training has the obvious advantage of reducing travel time and related scheduling or manpower problems. Each department, regardless of size and peculiar scheduling problems, was responsible for providing its force with the appropriate standardized training materials. It appears to the evaluator that this maximization of the three training approaches was its most important element of success.

Training Experience

There was a general positive experience with programmed instruction, increasing in participant opinion proportionately with the amount of documented administrative involvement. The optimum approach to this form of training, however, appears to be overwhelmingly a 25% lecture and a 75% programmed instruction approach within a classroom environment. Most of the criticism surrounding programmed instruction centered around the fact that questions and answers addressed at the material were not always possible, and that discussions were nominal given the different pace of each student through the training material.

A comparison was drawn between the traditional approach of the lecture and the innovative technique of programmed instruction to point up a 100% favorable reaction to the latter. The major advantages of the programmed instruction were that it is adaptable to all men, levels, and schedules and it invites and allows repetition in order to provide the most complete training, confidence in training retention, and active student participation. The major disadvantages were that it is time-consuming and exhaustive, and leaves little possibility to have responsive questions and answers with an instructor during the training experience. The major lecture advantages were this student-instructor relationship and the fact that the class, which can accommodate large numbers of people, proceeds at the same pace. The major disadvantages are that retention is reliant upon note-taking thereby resting success upon a student's ability to take good notes, and that the variable of the quality of instructorship can positively or negatively affect the training experience of the students.

Of the 4928 police officers in our sample, 4430 reported their experiences as follows: 33.2% received optimum 40-hour training, 20.0% received 13 hours of partial training completion in the classroom, 20.1% received an introductory lecture, while 11.5% had the benefit of self-study only. Partial programmed instruction appeared to be superior to self-study in that the major points were stressed and discussed. Those receiving only self-study did not feel as equipped in the law as those trained via other methods.

Scores from programmed instruction unit tests, while misleading, showed that supervisors, because of their responsible positions within the police departments, received higher scores than the patrol officers. By comparison, the supernumerary officers received the highest scores, due to their inexperience with previous laws. The more experienced officers, supervisory and patrol alike, expressed training difficulty due the fact that they had to unlearn the old laws before they could accept the changes in the new Penal Code.

Field Performance

The more classroom hours of programmed instruction training (i.e., the greater the administrative involvement), the greater the positive impact on the field performance of individual officers as perceived by the supervisor. Those who participated in merely self-study training were the least confident about their abilities with the new Penal Code. Those with partial textbook completion in a classroom setting were much more confident in their abilities with the new laws. Those receiving the optimum training were the most confident. The assumption that programmed instruction provides short-term learning and long-term familiarity appears to be borne out according to our supervisory sample.

The greater specificity of the Penal Code has made a major difference in the documentation of field performance. The laws and the distributed Field Manual assist the officer in specifically relating every incident to a criminal act through a detailed list of elements which must occur. This reduces the element of police discretion and decreases the amount of time necessary to prepare exhaustive reports of arrests and investigations. It is too early to determine whether the quality of arrests will improve or whether such a situation could be correlated to Penal Code training. At this point, although a small sample of prosecutors have not perceived much improvement in the quality of police arrests, a majority of police supervisors believe that the average police officer is a stronger law enforcement agent and member of the criminal justice system. However, it is the opinion of the evaluator that a reduction of the time necessary to fill out reports by one-third will begin to have an impact upon the police services, the citizen's perception of same, and the relationship to the function of the prosecutor. Only a personnel/ allocation documentation and performance evaluation will begin to indicate this possibility.

RECOMMENDATIONS

Training Techniques

Our findings have conclusively pointed out that programmed instruction is a very successful educational experience and technique if:

- 1) It is presented and at least partially completed in a formal training situation and,
- 2) It is accompanied by a knowledgeable lecturer leading a well-informed classroom discussion to clear up any and all questions and,
- 3) It is supplemented by supportive retention and reference materials whether Field Manual or Penal Code

The suggestions to adapt this expensive yet important technique to other fields such as Motor Vehicle Law, Laws of Search and Seizure, Investigative and Arrest Procedures, appear to be quite valid, especially if the supplementary materials are also provided. We would recommend further exploration into the feasibility of adopting Criminal Law, including the essential procedural laws with which each officer must be intimately familiar, to programmed instruction. The crucial factor would be the ability of a company to develop examples which would most closely resemble the actual exercise of the investigative procedures. From our study, we would recommend that this Criminal Law programmed instruction course be given in a classroom situation with an extensive question-and-answer, lecture demonstration following each unit as it is completed by the men in the class. The demonstration should be handled by a well-qualified lawyer/prosecutor/police officer who is a centrally recognized instructor of criminal law.

Most definitely, however, for each training manual developed, there must be a procedure promulgated for it to be updated as legislation and techniques change. Such comprehensive training manuals like the Penal Code Manual would require a simple insert periodically without which the contents will be tragically outdated. Police training manuals cannot tolerate being outdated in this complex society.

Approach

The Centralized-Regionalized-Decentralized Approach appears to the evaluator to be the optimum approach, in that it utilizes the advantages of each to the overall benefit of the training program. The centralization insures the uniformity; the regionalization insures the involvement of important personnel throughout the region as training resources; the decentralized approach insures the training of each local police officer. As in the Penal Code training, this decentralization should most definitely be supplemented and reinforced by the distribution of the training materials as an issuant to each officer. Without this

training material, each officer is expected to rely upon his own note-taking or memory in his practical use of the material. Although the implementation of this program operated by New Haven was not influenced by that fact, we would still recommend that all future training programs be centralized through the Municipal Police Training Council. In order to further investigate the role of MPTC in the future of police training in Connecticut, a consultant contract is in progress, the results of which will be forthcoming soon. Our underlying supposition is that training must be centralized in the State of Connecticut with respect to standards and requirements for each officer. A central authority should embody the major resources and coordinative tasks for such standardization of training requirements, and must maintain the coercion necessary for the proper conformance. In keeping with the advantages of the centralized approach discussed above, the MPTC could provide the uniform training requirements and materials, and could be responsible for defining those specialized training needs throughout the State for each department and/or officer. This centralization appears to be crucial to successful police training both with programmed instruction and other techniques.

GENERAL TRAINING OBSERVATIONS

INTRODUCTION

In the course of assessing the impact of the Penal Code Training upon the training experience of the municipal police officers, it was possible for me to gather first-hand impressions of existing local police training programs, operational problems of police trainers, and desired police training programs to meet existing police training needs. The following is a brief summary of these general findings concerning police training needs and programs in the State of Connecticut.

PURPOSE AND SCOPE

It is the intention of the evaluator to merely pose the following first-hand impressions regarding police training programs in the State as contextual material to the Penal Code training assessment. Because of the great amount of information made available to me concerning police training in Connecticut, it was felt that such should be documented in anticipation of it becoming useful in further study of police training needs in the State of Connecticut. The scope of this investigation is necessarily colored by the extent to which the questions were directed to the officers and supervisors and necessarily correlated with answers dealing with Penal Code training specifically. For this reason, much of the investigation centers around police legal training as a conceptual field of interest in the Penal Code training analysis.

METHODOLOGY

The following are merely impressions of a field of knowledge called police science training. They were gathered in questionnaires, personal interviews with administrative and line personnel, and general discussions with police training-related personnel throughout the State. The latter included prominent lawyers, prosecutors, judges, and defense attorneys among other criminal justice system participants. It was anticipated that a dialogue with representative participants of the entire system would place the police, as the intake value of the system, into perspective. Furthermore, it was assumed that the performance of the police officer can be in some way evaluated by viewing the rest of the system. For example, in the final analysis, the prosecutor is in a position to evaluate whether a particular officer had made a "good" or "bad" pinch. Only in this way can one determine with any perspective what training needs the police may possess which they themselves are not attuned to.

OVERVIEW OF EXISTING PROGRAMSProgram Development

Virtually every major police department in the State is left to its own devices in 85% of the training programs it requires for its personnel. While recruit training is legislatively required to be offered at a central location, the Municipal Police Training Council, in Meriden, the bulk of training required in the police operations is in-service and includes more highly technical skills in the training. Unfortunately, of our anticipated 85% of the training programs being left to the department's own devices does not necessarily imply that each department actually performs all of the training that is necessary. The truth of the matter is that very little of the required training is performed by the police administrations. The following is an overview of the operational problems confronting the modern police trainer.

Each police officer is located in a peculiar police administration to which he must respond and remain loyal. However, police administrations many times are swayed by political and municipal budgetary limitations and must therefore respond to a different set of stimuli as they affect the training needs of the men in the department. Mere organizational statistics will bear us out. Indeed, if an administration is to be committed and involved to training principles, it will demonstrate its commitment in organizational strength. The astounding fact is, however, that only 22% of the major police departments in the State have full-time training divisions. Of the remaining 78% of the departments, only 38% of the assigned trainers spend more than 25% of their work week in training activities. It is at once obvious that training and its upgrading within police departments is hamstrung by the lack of personnel, and indeed, possibly a lack of administrative involvement, for, it appears, budgetary reasons.

Training is a relatively new concept in many fields, but above all, police science. Indeed, police science has just taken on this nomenclature during the past decade demonstrating the relative newness to its becoming a profession. When one considers professionalism, he immediately thinks of training, upgrading, and promotion. It is with this in mind, that we look at training as a modern technique, which is becoming as gradually acceptable as police professionalism itself. It is, therefore, not surprising that police training has taken on a slow administrative acceptance, especially in the smaller departments. In order to further exemplify our results, it is necessary to make distinctions between departments in cities and towns of varying population size, for it is the assumption of the evaluator that a department is directly affected in its performance and training needs by the size and, therefore, nature of its clientele. For example, a New Haven police officer is required to have a largely different set of responses than the officer in South Windsor with a population of 20,000.

We categorized the cities and towns with major police departments in the State into seven population indices:

Under 10,000	40,000-49,999
10,000-19,999	50,000-69,999
20,000-29,999	70,000 and over
30,000-39,999	

It was assumed that departments within each of these population indices would vary significantly from those represented in other population indices. Although our techniques are largely impressionistic, our assumption appears to be borne out. The following comparative study between the different population indices will be divided into three sections: 1) nature and requirements of the community 2) existing police training programs to meet these needs of the community and, 3) police training needs to more effectively respond to the community.

Under 10,000 population

The clientele in a town with the population of less than 10,000 is commonly rural in Connecticut and has a minute crime rate. Social pressure is prevalent and criminal elements tend to be detracted from its environment. The family structure is close and little temptation to crime appears to be prevalent. The role of the town law enforcement officers tends to be largely motor vehicle coupled with an increasing responsibility of dealing with the young people in the town. The latter function is not strained, in most cases, however, because of the close societal structure, where both the officer and the child very possibly know each other and personal associations. The police, although enjoying a position of relative protection from certain modern societal confrontations, is seldom, however, considered a professional by his clients or his superiors. It does not appear to be necessary that each police officer on a force barely large enough to staff all three shifts must have sophisticated techniques offered at recruit and other training programs, centrally or regionally located. Their functions are largely order maintenance.

For this reason, little training is afforded the officer in the above department, by his superiors. In most cases, the recruits in such a department were on the "street" a good year before they were sent to a recruit training at MPTC because of the lack of personnel available to patrol the town streets. Most believed their experience at recruit training to be supplementary to their experience in the field, and largely superfluous to the real needs of their job. The experiences on the job are so varying between this town and its larger counterparts throughout the State that its officers feel, it appears, somewhat inferior in both technique and philosophy of police work. Further, a town of this size almost always is located in a rural setting at some distance to a town of a population of at least 30,000. This large distance from urban centers not only affects the clientele, but necessarily precludes the police officer from freely traveling to other cities to observe police operations or partake in new training programs. Indeed, when information reaches these departments concerning

training programs, chances are great that the department is unable to let even one man participate.

The needs of police training in the town of under 10,000 population center around motor vehicle training for the recruits, and an update of elements of the Penal and Motor Vehicle Codes as they occur. First, because of the immense activity (90%+) relating to motor vehicle offenses, the department is required to be perhaps more familiar with the Code than its larger counterparts. Because of their distance from urban centers, their immediate knowledge of legal changes is essential for such communication will not take place without formal procedures, by our estimation.

10,000 - 19,999

Most of the towns in Connecticut fall within the category of 10,000-19,999. They vary from rural to urban in nature, distant and in proximity to urban centers, industrial to agrarian in commerce. However, the nature of criminal offenses in these areas are also largely motor vehicle related. The clientele, while not easily classifiable across all determinants of their populations, are not the usual hard-core criminal, and are not usually connected with the criminal justice system outside of a few minor motor vehicle related offenses. However, it is the occasion that such towns do, from time to time, harbor criminals passing through or hiding out from larger jurisdictions. This displacement of crime can be measured at different seasons during the year or can directly relate to the stiffening of law enforcement activities in neighboring larger towns. For this reason, the police officers on the force must at least possess some familiarity with more sophisticated police science techniques as they relate to criminal offenders.

Existing training programs in these locations appear to be related to availability in terms of distance and resources. In certain exceptional cases, among them being cities in proximity to Manchester, the availability of training is quite adequate and more tailored to the specific needs of the participatory departments than was the case elsewhere. Although these departments are more attuned to training programs, it seemed that the type of training largely depended upon neighboring resources. This is the unique case where the department, while in need of a nominal amount of technical training, is limited in in-house resources from delivering such training, even in part, to its own officers. It is unfortunate, therefore, that certain small towns, such as Wolcott, must depend upon training programs offered by the Waterbury Police Department, including such highly technical things as narcotics raids, fingerprinting, firearms skills, etc.

I would, therefore, submit that the average department residing in a town of 10,000 to 19,999 population size is in need of motor vehicle training, criminal law courses, search and seizure refreshers and nominal other brush-up training in more general skills. The problem confronting officers in this location is the fact that they use their technically trained skills so seldom so as to fall out of practice. For this reason, it would seem that their answers to the questionnaire question, "What training needs does your department

have?", most of them reply a general overview of "everything". Policy-community relations is not a reality in this setting. Perhaps "youth work" would be a better nomenclature and should perhaps require some drug work but mainly organizational work with kids.

20,000 - 29,999 population

As the town size grows larger, the personalism of the police force decreases, and hence, some of the informal power and authority of the police becomes altered in the process. Crime rate, although small, has grown increasingly over the past decade. Violent crimes, although few, have increased at alarmingly high rates. Police officers in general appear to be more apprehensive about their work, as it is providing a greater challenge. Here again, as in the population size preceding, the police officer is required to encounter basically order maintenance activities, until he is required to "pinch hit" off of the bench at a crucial point in the enforcement of the law. This lack of immediate alertness, above all, and skill, secondly, seemed to make the police officer in this type of department quite apprehensive when it came to training. Many seemed to feel that training would be the magic between them and success. Several of the administrations had made informal commitments to training, and were attempting to send as many men as could be spared to available training schools throughout the State. It appears that the smaller town, who occasionally is witness to crimes caused by transiency and displacement effects from larger towns, feels the definite need to be more equipped to handle these tough cases, increasing in their frequency.

Present training capabilities include mostly travel to outer points. In a few cases, where members have been included in high level training in other parts of the State, a superior officer will hold informal roll-call sessions with shifts of men to inform them of a latest technique. There was a great deal of resentment, however, that they were discriminated against in the doling out of federal funds for police training. Because they were not large enough to qualify as a regional center, they felt swallowed up in the race to equip major urban centers with riot control and other crowd techniques. A shoreline town posed the question, that if the hardened criminals are to seek shelter in smaller towns away from the urban center where the crime was perpetrated, would it not seem advisable to equip the smaller town police with certain equipment to promote their proper patrol techniques? It was stated that these departments are witness to training programs centering on riot control, when their big problem is properly trained resources to appropriately patrol their jurisdiction.

My observations concerning the training needs of this type of department center around providing them with on-site training including the basic motor vehicle, in addition to comprehensive criminal law, search and seizure, and narcotics training. If we are to believe the latest studies concerning displacement of crime and criminal elements, then it is only reasonable to assume that these police departments will be required, at an increasing pace, to become involved in major burglaries and narcotics rings. It is probably not far from speculation that such

centers might become unknown sub-centers of the State's larger organized criminal activities. Although manpower allocation is not a problem to these departments, specialization of training by division most certainly is. For this reason, I would recommend that each division be plugged into a special training unit, be it central, regional, or in-house, for on-site training and counselling. Only in this way can we consider upgrading the police force locally throughout the State.

30,000 - 39,999 population

These towns are caught directly in the middle of the training spectrum. They are both big small towns and small big towns when one considers their clientele and commercial resources. Because of their size, they are apt to be both self-sufficient in resources and dependent upon a much larger city nearby. Their clientele, in most cases, are indigenous and work in the same area. With respect to crime rate and population density, most of these departments in Connecticut would rate within the big city category. With respect to police department capabilities, most of these departments would rate within the small city category. Bitterness was expressed by certain officers that they have as many tough problems as the larger cities, except on a smaller scale. For this reason, they request for federal funds in the same categories as major cities, with limited success. In most cases, the town folk view the city as a small town, and therefore, do not realize the necessity of the police department to expand and sophisticate to meet modern demands. Little does the citizenry know that the police are required to deal with all of its runaways, its school drop-outs, and its transient elements, all of which are fairly common to towns of this size. They are equally as unaware of the burgeoning crime rate, and again, displacement effects which most certainly play a large role in the past decade in the crime rate.

Existing training for these police departments was, for the most part, quite nominal until the last decade, when it was discovered that the town had to deal with some major criminal elements. However, the local commitment to training has been lacking, therefore, placing the burden for training upon federal dollars. It also appeared that the administrations, although addressing certain training needs, were notoriously lacking in commitment toward same. Those who had received federal funds for training had appointed someone to have jurisdiction over training activities and had offered some sort of training to the supervisors on the force at the very least. This organizational division becomes more apparent as the department size increases. It becomes necessary to make administrative decisions as to which men on the force should travel to neighboring towns for training. Supervisors, in part because of their capacity mainly out of operational details, are often times selected to participate. The participation, however, might have its impetus in part to gaining knowledge of information concerning federal funds. The greater the participation of a police department within the activities funded through the Planning Committee on Criminal Administration, among other sources, it is believed, the greater the fruition in terms of training dollars. Since the competition

for training dollars is stiff, towns of this average size must vie for their share through participation and reporting the crime problem to be a greater problem than it actually is.

My suggestions concerning training for these departments includes offering programs within the vicinity and other similar towns for the supervisors, and offering in-house programs for the operational line officers who often times will not be included in more sophisticated training programs. Notoriously in departments of this size, our findings point out, the training gained by one officer at a distant point, is seldom passed on to those residing under him in the organizational hierarchy. The department activities hover somewhere in the middle between pure order maintenance and patrolling of criminal elements. Their functions often times, given the amount of resources available, are performed practically on a subsistence level. Therefore, training officials, while sorely needed, are often times pulled to perform several other tasks essential to the overall activity requirements of the police department. Perhaps their needs center around supplementing their training staff, at least temporarily, to include full-time professionals who can concentrate on providing meaningful in-house training within the tight working schedule, while at the same time pointing up the essentiality for training in the department. This department, therefore, appears to be in a dilemma far different from other size departments, in that they are, a majority of the time, behind in their case work and community requirements, and must spend all of their time performing services. They cannot afford much time for training given the demands on their time. Their lot, however, cannot be overlooked.

40,000 - 49,999 population

Because there are only two towns in this particular category, we can look at both separately in a comparison of training needs. Enfield is a small urban center given the makeup of its crime rate and youth problem with drugs, etc. Burglaries exceeding \$300 are much more prevalent, given the improved socio-economic level of the citizenry, and the youth are more predisposed to drugs given the middle class value structure against which it is fashionable to rebel. Other crimes of an organized nature, violent assaults, and other characteristics of larger populations, such as alcoholism, are much more in occurrence, and require immediate attention of the police force. Because of the distance of Enfield from Hartford and proximity to Springfield, much of the crime prevalent in Enfield is perhaps more a displacement from Springfield than any other environs. It probably accounts for our lack of intimate knowledge concerning much of its peculiarities as well. The police, however, are not looked upon as a strong social service agency, unlike in other towns of this disposition, as there is a notoriously strong network of available social services in the Enfield region. For this reason, the police are merely referral agents in many cases and can even pass on the time-consuming activity of tracking down runaway juveniles. Perhaps for this reason the police department does not exemplify that of a modern unit of a complex society, but in fact harkens to a former era in history. Educational levels of the personnel are not high, and the enthusiasm

directed toward training is practically nihil. However, in response to the more severe criminal elements, Enfield has begun to trudge new avenues toward federal commitment to their rural big city.

Existing training programs are roll-call in nature and centered around what funds have been made available for various training. Because of a limited force size, Enfield has found it difficult to actualize to any full extent the regional training center made available through LEAA funds. Participation from neighboring towns was reportedly lacking as well. Once federal funds were ceased, virtually training ceased as well. The training division is not considered to be full-time, nor professional, and hence has stalemated training attempts.

Enfield needs highly sophisticated training, especially in the light of becoming a sub-center of Springfield and Hartford criminal elements. The lack of communication or program participation on the part of the Enfield Department seems to point to the fact that their professional personnel is limited. Perhaps their need is in attaining a full-time in-house training staff whose function it is to assess the needs as they relate to the increasing crime rate, and to deliver such training to the appropriate personnel at conveniently scheduled times. Divisional specialization is essential, whereas the patrolmen receive Motor Vehicle Training, the Detective and Investigation Division receive Search and Seizure, Criminal Investigation, Legal Training, Fingerprinting, and Narcotics Training, and the supervisors receive manpower allocation, management techniques and principles of evaluating police performance. Only in this way, it is postulated, can a department like Enfield become upgraded to the extent to which they will be able to effectively cope with and respond to the increasing complexity of the society in which it finds itself.

Manchester, on the other hand, also received LEAA support for a regional training academy and has fulfilled its training objectives with the inclusion of all neighboring towns quite adequately. Having committed a full-time professional police trainer, who has also been to the FBI Training Academy, Manchester has made leaps and bounds toward assessing their region's training needs, and attempting to provide programs to fulfill such. The nature of the communities surrounding Manchester are notoriously middle class and suburban. The crime rate is low but the youth population is in need of certain social services which the police can direct them toward or assist in. Even in Manchester, which has the largest population in the region, the crime rate is mild and centers more around motor vehicle violations and burglaries than any other item. The men receive quite adequate training in Motor Vehicle Laws and changes therein, Penal Code laws and changes therein, Human Relations Training, and Technical Skills Training such as firearms, etc. The danger in this approach is that such an efficient training academy can actually overtrain the police department resident populations in skills which

they will seldom, if ever, utilize. The needs of the entire region appear to have been in part addressed. It was expressed by some of the neighboring towns that certain small-town needs which they experienced (and different police administrations and organizational structures) had not been addressed in a greater emphasis upon larger towns and problems characteristic of their crime rate. Again, the personalized training approach appears to be in order for certain small towns.

50,000 - 69,999 population

The police department residing in a population size of 50,000-69,999 takes on more characteristics of the urban center police departments throughout the State. The criminal elements are far more urban in nature, and major crimes are commonplace. Crimes of person and property are frequent and the police departments are required to take on much of the same investigative activities and community informant activities characteristic of major city departments. Because of the size of the departments and the citizenry, the administration has often times assigned the personnel to more hierarchical statuses on the force, whereas, the recruit is motor vehicle, the experienced patrol officer is preventative patrol, the inexperienced detective is case research, the experienced detective is narcotics and organized crime involved, and the supervisors are required to become involved in police manpower allocation. Although more professional resources are committed to police work, response time of the officers is hamstrung by the lack of more technical equipment, such as dispatch communicators, etc. The backlog of cases appears to be extremely high accordingly, and the departments tend to come under public scrutiny thereby.

Much training and upgrading is participated in by these departments, out of necessity. Full-time trainers are usually quite involved in new principles of training and police science techniques, and personnel can be freed to participate in in-house, regional, and central programs almost without hesitation. Supervisors have been concentrated upon of late, in the realization that there is more to patrol allocation than assigning a certain number of men to man the automobiles. Other personnel matters characteristic of any large organization also are pressing the supervisors and encourage them to become involved in modern management practices as well. Other technical training is available as it is to larger departments, and representatives of specialized units are often times sent. One shining example of innovative police science techniques has been Norwalk, whereby the Police Chief, who is very public relations minded, has attempted to engineer pioneering programs in his town. This is indicative of a town that must respond to complexities of society, and that is able to take some time out of performing maintenance activities to fully plan for the future of law enforcement. Up until this point, training was not a matter of planning, with the exception of the Manchester Regional Academy. Training was merely a crisis, stop-gap measure directly relating to the present fluctuations of the crime rate. In a population of greater than 50,000, training takes on more planning and future orientations, and thereby is considered itself a modern police science technique.

Perhaps a way that the training/planning could be expanded would be through connections between these departments and computers and technical equipment of the larger departments in an attempt to upgrade their response time. Obvious updates concerning supervisory and manpower allocations, legal changes, human relations training, and basic technical skills to specialized representatives should be continued and constantly updated. Requirements for all special representatives should be forthcoming to insure that each man receives equal training.

Over 70,000

Without exception, the police departments residing in locales of greater than 70,000 people, have been analyzed, assessed, supported, supplemented, bolstered, and emphasized by federal sources of money. Probably due in part to the extreme civil disorder awareness of the sixties, the urban centers in the State were geared up with riot control equipment, special technical devices of communication, sophisticated training cameras and educational aids, some information processing capabilities, specialization forces and supportive equipment, i.e., burglary squads, etc. and the list goes on indefinitely. Perhaps federal sources have been overzealous in an attempt to prevent the heartache which occurred during ghetto and racial disturbances. When urban masses gather in large groups, it is necessary to train and equip the modern police officer to be in preparedness for any potential of civil disturbance. However, when only a certain amount of money is available for training, for example, who is to set the priorities as to whether the larger cities are more deserving than smaller ones given the magnitude of their concerns and problems?

Training in all major departments in the State has been extensive and operated through in-house training centers. Virtually all of the departments have major full-time administrative staff personnel involved in training who have had FBI Academy Training in addition to college degrees. Training programs are a scheduled entity of the administrative arm, and involve virtually all officers either at roll-call situations, in the station house, or on patrol shifts. It has included everything from motor, vehicle training to Penal Code training to legal training, to firearms training, to first aid training, to criminal investigation training, to communications skill training and on and on. However, the subject matter of programs tends to be one-shot in nature in order to provide a variety of subjects. The aspect of upgrading the existing training capacity and performance level of the average officer has been neglected even by the larger departments. Because of a surplus of manpower in most of the departments, and communications capabilities tending to produce a very efficient working operation in the departments, an excellent response time is documented in comparison to other

departments. Priority listing of incoming calls is one of many functions which is afforded a shift man or woman. Such personnel are luxuries in the smaller departments. For this reason, also, most all of the major departments are supplied with or have hired planners to engineer new programs for personnel and technical development. Therefore, while the needs are great to provide the men with frontline training in violent assaults, narcotics investigations, searches and seizures, interactions with hardened criminals, completing long and well-documented investigations, the resources available to fulfill these training needs to have been in part taken care of.

Further training development includes, it is asserted, to perfect and update training provided to specialized units of field performance. For example, a burglary squad should be afforded specialized training consistent with their particular needs perhaps concentratedly each quarter of the year. Because of the possibility to train large numbers of men either in the station or out on shifts, it seems feasible that a training planner could schedule not only basic refresher type training for all officers, but specific and specialized on-the-job training for special assigned units for surveillance, burglary, narcotics, investigation (general), youth problems, traffic, crowd control, etc.

GENERAL OBSERVATIONS

The above observations are obviously affected by the various police administrations which exemplify a particular style, be it watchman, legalistic, or paternalistic, and find themselves within a special and unique position in a local municipality. It was, however, our opinion that the size of the city or town which a police department served was largely the overriding factor which affected its training needs, and existing and required programs to meet those needs. The remainder of the discussion will center around questions dealing with organizational relationships among departments in the State as they relate to training needs, approaches future training programs ought to take, and educational techniques which might prove interesting to pursue. The observations are a direct result of contact and interviews with police administrations and line officers during the few months spent in collecting data on the Penal Code Training.

Organizational Relationships

Legislatively, the Municipal Police Training Council has been established as the central recruit training vehicle for municipal police and State Police. However, MPTC is not organizationally recognized as being the prime mover of police training in the State. It appears that police training, as itself a police science technique, must be institutionalized more broadly to include statewide requirements and personnel standards for both municipal and State Police. Our discussion deals solely with municipal police.

Our findings proved that most of the departments, while unable to provide adequate in-house training for their own forces, would be delighted to look toward a more centrally located agent for police training. Since they presently send all of their recruits to MPTC for 6 weeks of intensive training, several suggested that a centrally located training center might be MPTC, if it were to expand its in-service training capabilities and other specialized training aspects. While staffed by competent personalities in the field of police training, MPTC does not boast the capabilities to provide the initial impetus to police training innovation either in resources or available facilities. For example, the MPTC administrative offices spend a great deal of time scheduling comprehensive State Police requirements in addition to the time-consuming preparations for the recruit training sessions. Little available time can be devoted to planning and program development for statewide training programs.

It is postulated, however, that MPTC could enjoy a fruitful relationship, not only with the major police departments in the State who boast some fine training capabilities and specialities, but also with such nationally recognized organizations as IACP. These relationships could spawn productive and substantive training programs sorely needed by the departments in the State. It was asserted by several departments, especially those with less than 30,000 constituents that a central training agent could be supplemented to include traveling troops of specialists to instruct officers in each department according to need. In this way, organizationally, MPTC could expand to be involved with each department internally and externally.

Further implications stem from our postulation that MPTC enjoys a position of being a training prime mover in the State. Not only must one agent be instrumental in lobbying for police training interests, and planning innovative and responsive training programs to meet the needs within the State, but also must insure that capability resides to investigate baseline police training needs in the state and evaluation propensity of existing training programs. Not only can MPTC require certain departments to undergo particular training programs, but they must also be equipped to follow-up on the training to insure quality control and reinforcement of the techniques used in the instruction.

Planning and research aspects like these harken to the capability of sophistication so as to indicate which towns of which population sizes are required to have or demonstrably do need a particular type of training. As we suggested above, a town of population 10,000-19,999 has different apparent training requirements than a town of population 50,000-69,999. This capability could only be developed through a committed and full-time research division who constantly is aware of new techniques in the field of police science, who continually assess peculiar training needs of locations in the State, and locate available resources to assist in providing training programs to police officers.

Curriculum

The field of education has been one of the oldest and most stalwart of industries. Despite this vast wealth of knowledge concerning educating and upgrading people, police science has chosen over the past several years to largely ignore techniques utilized for centuries in classrooms across the nation. Only recently have techniques other than the traditional lecture approach been selected to deliver training programs to police officers. Traditionally, the lecture approach has been plagued by many limitations, among them being:

1. Unknown standardization of material retention as each student interprets the lecturer differently
2. Requirement of note-taking as a reinforcement of material, while some students are more adept at the art of note-taking than others
3. The variable of the instructor's delivery, personality or other communication problem which might reduce the interest level and therefore the retention level of the officers
4. The variable of subject content upon the attention span of the student
5. The subjective opinions of the instructor can contaminate the objective thought process of the student
6. The capability of congregating large numbers of people at a lecture generally reduces the possibility of free interaction and discussion

We asked our questionnaire respondents to place in order which of the following six techniques they preferred most as a training tool for their departments: lecture, programmed instruction, role playing, textbook learning, classroom instruction, and classroom discussion. The respondents, representing 90% of the police departments in the State responded in the following manner:

<u>TRAINING TECHNIQUE</u>	<u>RESPONSES</u>
25% lecture 75% programmed instruction	49%
50% lecture 50% programmed instruction	27%
100% programmed instruction	10%
100% lecture	8%
75% lecture 25% programmed instruction	2%

(It must be kept in mind that our questionnaire directly addressed the technique of programmed instruction, hence accounting for a higher percentage of preference for that technique than is probably warranted.)

Later in the questionnaire, we attempted to gather information concerning the police departments' general reaction to all types of training programs, and discerned from certain cross tabulation of answers, that the most preferred technique is still the traditional lecture approach, with a variety of techniques utilized, such as role-playing, which appeared to be a favorite, and programmed instruction. Lack of familiarity with innovative techniques could possibly account for a low documented preference for other techniques utilized but not specifically mentioned.

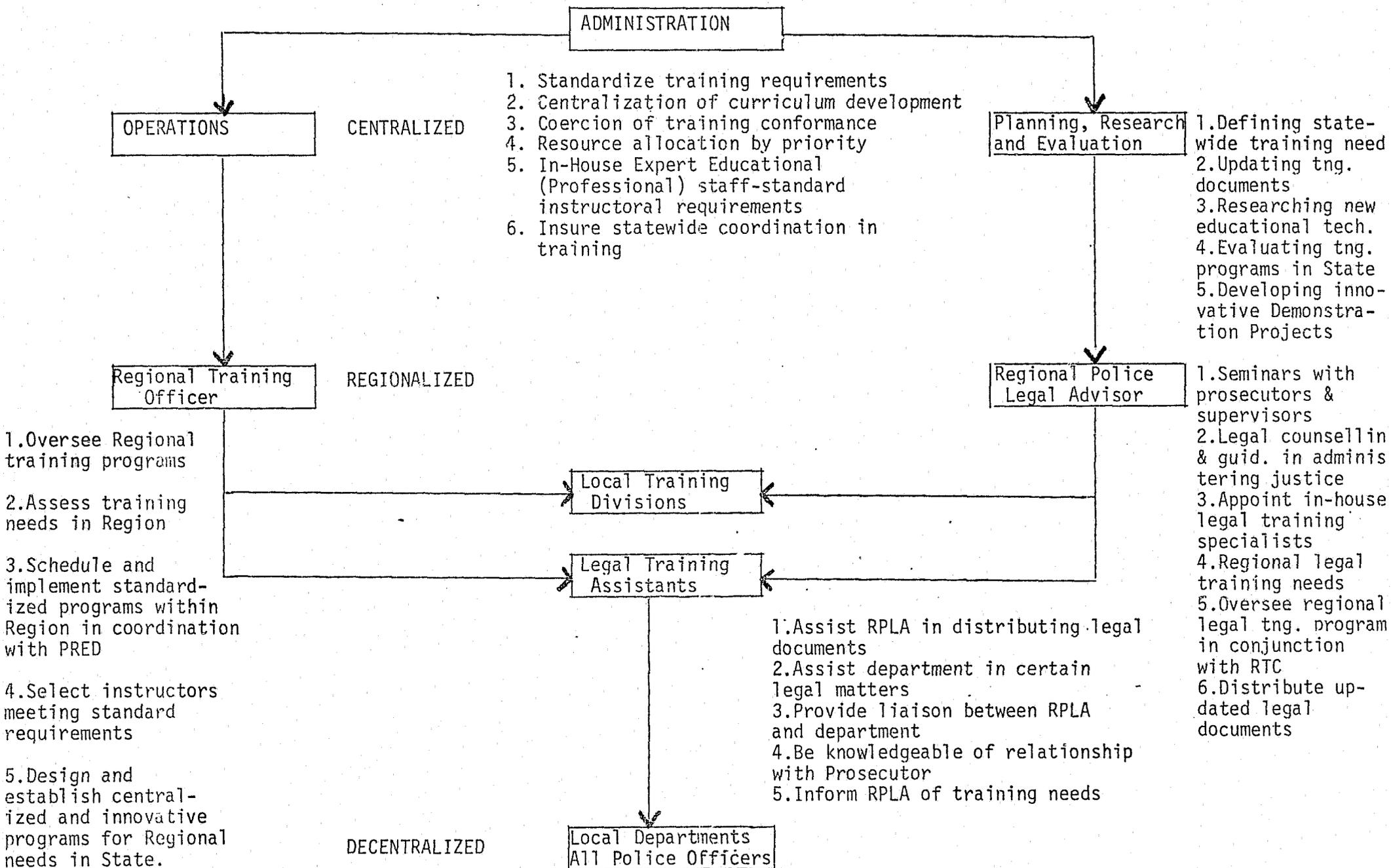
Because the lecture approach appears to remain the preference and backbone of future police training programs, the quality of instructorship is extremely important. If the instructor is not a professional at inciting discussion, planting enlightened ideas, or engineering topic investigations with an entire class, the time for everyone can be quite wasted. Such has been the case, according to our respondents at certain training programs. It was believed that the quality of trainers was extraordinarily low given the increasing professional nature of the in-service and recruit level police officer. Standards of entrance regarding educational credentials have steadily been raised, and therefore, the quality of instructorship must also appropriately be improved. MPTC, according to the above discussions, would be the logical focal point for a troupe of professional instructors, which have been pulled from all aspects of the educational system. Each instructor could have special topics which he addresses, and therefore, can be made available on a prescribed schedule and contract basis to local or regional department personnel.

What we are suggesting is curriculum planning to be accomplished by the professional resources at MPTC. This curriculum planning could not only be professionally refined, but standardized for particular sizes of departments. Therefore, a standard training package of basic materials would be made available to each department based upon the size of its clientele, etc. It would be their responsibility, perhaps in conjunction with units of MPTC to be presently proposed, to deliver this training to their officers in a prescribed manner set forth by the central authority. This direction statewide heretofore has been lacking. Such has apparently not been successful in the light of the fact that police work is a paramilitary profession, and centralized lines of authority are prevalent and expected in such professions. For this reason, it is postulated that a central authority in the field of police training would encompass the necessary direction and motivation to propel police training far and above what it embodies at the present time.

A further suggestion includes the establishment of regional centers working out of the central unit of MPTC. Each of these units could be headed up by a regional training coordinator, whose function it could be to maintain close liaisons with each police department in the region, to assess their training needs, to assist in coordinating training programs, and to evaluate these efforts during and after their completion. He would be the essential field communications person for MPTC and could report back to them on a regular basis. Each year this person could be instrumental in developing his region's overview of planning needs for training, which could be incorporated within other similar reports to make up the general plan of MPTC for the coming year. He could assist and supplement existing training divisions throughout the State, which, as was demonstrated, many times lacked sufficient full-time personnel to propel training programs within their departments.

Therefore the following organizational chart is presented as one alternative to the role MPTC could potentially play in the future of police training in Connecticut.

PROPOSED STRUCTURE OF MPTC



STRATIFIED RANDOM SAMPLE - A DISCUSSION

We operated with the following universal and sampling elements:

N = universe = all local full-time police personnel with a Chief = 4927 officers

n = sample universe = questionnaire respondents = represented 4430 officers

H = universal strata = cities and towns by population index = seven
(under 10,000; 10,000-20,000; 20,000-30,000; 30,000-40,000; 40,000-50,000;
50,000 - 70,000; over 70,000)

h = sample strata = sample cities and towns = questionnaire respondents = (Same as H)
but represented here to show differentiation

M = sample strata sub-elements = all local full-time police departments
with Chief = 89

m = sub-sample strata sub-elements = sample full-time police departments
with Chief

Y = stratified sub-sample universe population

y = stratified randomly selected sub-sample of sample universe population

N = 4927 local sworn police personnel (see above)

n = 4430 (89.9%) sample local sworn police personnel (see above)

H = 7 population indices = sample cities and towns

h = 7 population indices = sub-sample cities and towns

M = 89 local police departments with Chief

m = 61 sample police departments with Chief

Because of the increased representation of the universal through stratified random sampling, the sample population was relatively easy to determine. According to Mildred Parten's, Surveys, Polls, and Samples (New York, 1950), p. 315, sixty-six (66) was the minimum sample size required to represent our total sample population in a stratified manner. A sample of 96, however, would insure 90% accuracy of our sample. We, therefore, aimed to reach a sample of at least 100, and were fortunate enough to have been able to increase that to 110, almost twice as high as minimum standards.

The sample size we did select gives us 1.4% standard of error computed by the formula:

$$\sigma P = \frac{P(100-P)}{n}$$

where P = 2.6% of the population is represented by the sample and n is the size of the sample

A stratified random sample differs from a simple random sample by the fact that it has grouped the sample elements in comparatively homogeneous categories, a representation of which can conclusively draw conclusions concerning the remainder of the category. In this way, the size of the sample population is reduced considerably. The random selection occurs within the specific strata.

In this case, we have taken our sample of police officers and categorized them according to the population size of the city or town in which they operate(h). The assumption underlying this technique is that a police officer boasts different training needs and requirements which are directly correlated to the population size of the city and synonymous with other officers working within a like population index. The percent of which one strata represented the whole quota for significance was the anticipated strata sample quota, the sum total of which would then be 100, to insure 90% accuracy of results.

The police officers were then grouped within their respective departments, sub-elements (m). Whole departments were randomly selected within the seven (7) strata (m_n) by a random selecting of every third department, placed alphabetically. The anticipated strata sample quota was equally divided among the selected departments. The end result was a selected list of departments representing proportionately the seven (7) population indices of which we had a specified the number of police officers to be included within our sample.

Assuming that $\frac{y}{Y} = \frac{n}{N}$

then,

$$hy = \frac{Y}{N} \times 100$$

therefore,

$$\frac{3hy}{M_h} = my$$

As an example of the utilization of the formula, suppose that we have 9 sample sub-elements (m) in Strata (h) 2 as follows (m_h):

department/Town 1
 department/Town 2
 department/Town 3
 department/Town 4
 department/Town 5
 department/Town 6
 department/Town 7
 department/Town 8
 department/Town 9
 department/Town 10
 department/Town 11
 department/Town 12

(And 3 sub-elements not in the sample;
 the total of both is the universe M_H.)

Suppose that the sub-sample population of officers in this strata (y) is 144; the total population in this strata (Y) is 192.

$$\frac{y (144)}{Y (192)} = \frac{3}{4}$$

Suppose also that, of all 7 strata, there is a total sub-sample population (n) of 3000 and a total universe of 4000.

$$\text{Therefore, } \frac{y (144)}{Y (192)} = \frac{n (3000)}{N (4000)} = \frac{3}{4}$$

This equation insures that valid conclusions can be drawn concerning 'y' in the same manner and reliability as concerning 'n', that is, they are proportionately equal to their total universal elements.

Then, we have pre-determined the significant sample of 100 to be represented proportionately with the seven strata.

Since the total population (N) of the 7 strata is 4000 and the total population of strata 2 (Y) is 360, and we want to represent this ratio $\frac{Y}{N}$ in equal proportion to our stratified sub-sample (hy) within our quota sample size of 100, then:

$$\frac{Y (360)}{N (4000)} \times 100 = hy$$

OR

$$9.0\% \times 100 = 9.0$$

and we have pre-determined to select our sub-sample sub-elements (m_h), the cities/towns to be visited for interviewees, by dividing the total number in the sample population (M_h) by 3. (The selection was every third town or city placed in alphabetical order.)

Therefore, our strata 2 containing 9 sub-elements (M_h = 9), would become:

$$\frac{M_h}{3} = m_h \text{ (sub-sample sub-element) including towns 3, 6, and 9 and the strata quota for our stratified sub-sample (hy) has been determined to be 9}$$

Therefore,

$$\frac{3 hy(a)}{M_h (9)} = my$$

$$\frac{27}{9} = 3 \text{ (representing number of interviewees to be selected from towns 3, 6, and 9)}$$

N.B. - As can be noted, the randomly-selected departments represent every CPCCA Region, County Division, Geographical Boundary, and Circuit Court District, a truly representative sample for reasons other than statistical significance.

SELECTED SAMPLE OF POLICE DEPARTMENTS BY CPCCA REGION

<u>Region</u>	<u>Department</u>	<u>Population Code</u> (1000's) 1-7	<u>Circuit</u> <u>Court Dt.</u>	<u>Statistically</u> <u>Designed Inter-</u> <u>view Sample</u>	<u>Implemented</u> <u>Administration</u> <u>Support Interviews</u>	<u>Implemented</u> <u>Police Officer</u> <u>Interview</u>	<u>TOTAL</u>
Capitol	Canton	under 10 (1)	13	1	1	1	2
	South Windsor	10-20 (2)	12	3	1	3	4
	Glastonbury	20-30 (3)	12	3	1	3	4
	Manchester	40-50 (5)	12	4	1	3	4
	West Hartford	50-70 (6)	16	6	1	5	6
	Hartford	over 70 (7)	14	13	4	13	17
	Central	Berlin	10-20 (2)	15	2	1	1
Southington		30-40 (4)	17	2	1	1	2
Bristol		50-70 (6)	17	6	1	5	6
New Britain		over 70 (7)	15	7	3	4	7
Naugatuck	Wolcott	10-20 (2)	4	2	1	1	2
	Waterbury	over 70 (7)	4	12	1	11	12
New Haven	North Branford	10-20 (2)	8	2	1	1	2
	Ansonia	20-30 (3)	5	3	1	2	3
	Meriden	50-70 (6)	7	5	1	4	5
	New Haven	over 70 (7)	6	12	2	10	12
Fairfield	Westport	20-30 (3)	1	3	1	2	3
	Fairfield	50-70 (6)	2	4	1	3	4
Eastern	Putnam	under 10 (1)	11	2	1	2	3
	Clinton	10-20 (2)	9	3	1	2	3
	New London	30-40 (4)	10	3	1	3	4
Litchfield	Torrington	30-40 (4)	18	2	1	2	3
				100	28	82	110

OVERVIEW OF SAMPLE BY POPULATION INDEX **

POPULATION INDEX	INTERVIEWS ANTICIPATED			INTERVIEWS ACTUAL		
	Supervisory	Patrol	TOTAL	Supervisory	Patrol	TOTAL
(1) Under 10	1	2	3	2	3	5
(2) 10 - 20	5*	7	12	5	8	13
(3) 20 - 30	3*	6	9	3	7	10
(4) 30 - 40	3*	4	7	3	6	9
(5) 40 - 50	1*	3	4	1	3	4
(6) 50 - 70	4*	17	21	4	17	21
(7) Over 70	8	36	44	10	38	48
	25	75	100	28	82	110

*Representative of number of Departments (m) contacted

**A note is made of the arithmetic progression of interviewed supervisory personnel to operational personnel as the department size decreases; this approximates the representative ratio of supervisory personnel to operational personnel within the individual departments, the mean of which is approximately 25% supervisory to 75% operational personnel.

*Average size of below Depts.
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PRESENTATION OF SAMPLE POPULATION WITH ENTIRE POPULATION**

QUESTIONNAIRE RESPONDENT	UNDER 10			10-20			20-30			30-40			40-50			50-70			OVER 70		
	Pop.	City	Police	Pop.	City	Police	Pop.	City	Police	Pop.	City	Police	Pop.	City	Police	Pop.	City	Police	Pop.	City	Police
	7000	Canton	7	10300	Rocky Hill	15	20400	Branford	29	31400	Southington	35	45900	Enfield	45	50300	Stratford	100	79800	Norwalk	154
	8600	Putnam	11	10500	Madison	18	20900	Darien	42	31700	Torrington	60	49200	Manchester	75	51900	Danbury	89	82200	N. Britain	165
	8900	Stafford	4	10600	Clinton	14	21400	Ansonia	35	32000	N. London	68				52000	Milford	75	107400	Waterbury	265
				11000	N. Branford	8	21800	Glastonbury	29	32300	Trumbull	43				53400	Bristol	79	110200	Stamford	240
				11100	Bethel	17	22800	Windsor	35	35000	Middletown	64				53600	West Haven	82	135400	New Haven	420
				12200	Derby	22	23600	Naugatuck	30	38500	Groton(city)	21				56200	Meriden	91	153700	Bridgept.	476
				12300	Guilford	24	25100	East Haven	38							57100	Fairfield	91	157600	Hartford	480
				12300	Monroe	16	26500	Newington	35							57200	East Htfd.	88			
				12900	Wolcott	17	27000	Wethersfield	41							60100	Greenwich	148			
				13100	Seymour	19	27700	Vernon	38							67900	West Htfd.	108			
				13600	Danielson	8	28100	Westport	52												
				13900	Orange	21															
				14600	Berlin	20															
				14900	N. Milford	20															
				15200	Windsor Locks	20															
				15800	S. Windsor	15															
				16200	Stonington	21															
				16900	Plainville	26															
				17200	Waterford	24															
				17900	N. Canaan	38															
				18700	Bloomfield	33															
				19200	Watertown	26															
	TOTAL POLICE IN SAMPLE (19.5%) 22			442 (74.5%)			404 (84.5%)			291 (85.7%)			120 (66.7%)			951 (91.0%)			2200 = 443 (100%)		
	2900	Sprague	(7)	10500	Plymouth	(17)	22400	North Haven*	(37)	35000	Wallingford	(49)	42000	Norwich	*(60)	50800	Hamden	*(87)			
	3000	Lisbon	(7)	4400	Wilton	(17)	27900	Shelton	(37)			*									
	3900	Westbrook	(7)	14600	Farmington	(17)															
	5100	Easton	(7)	15100	Newtown	(17)															
	5700	Middlebury	(7)	18100	Simsbury	(17)															
	6300	Granby	(7)	19300	Ridgefield	(17)															
	6300	Thomaston	(7)	19300	Cheshire	(17)															
	7200	E. Hampton	(7)	19900	Windham	(17)															
	7900	Woodbridge	(7)																		
	8400	Coventry	(7)																		
	8600	Avon	(7)																		
	8900	Old Saybrook	(7)																		
	9000	Suffield	(7)																		
	TOTAL POLICE NOT IN SAMPLE (80.5%) 91			136 (25.5%)			74 (15.5%)			49 (14.3%)			60 (33.3%)			87 (9.0%)			= 49		
	GRAND TOTAL (2.3%) 113			578 (11.7%)			478 (9.7%)			340 (6.9%)			180 (3.7%)			1038 (2.1%)			2200 (44.7%) 492		

PENAL CODE QUESTIONNAIRE
CODE AND RESPONSE SHEET

QUESTION	CODE	RESPONSE
1) a1.	<15	9%
a2.	≥15<35	38%
a3.	≥35<50	20%
a4.	≥50<75	5%
a5.	≥75<100	13%
a6.	≥100<150	5%
a7.	≥150<200	4%
a8.	≥200	6%
b1.	<5 (increase)	71%
b2.	≥5	20%
bb1.	<5	7%
bb2.	≥5 (decrease)	2%
c1.	<5	19%
c2.	≥5<20	42%
c3.	≥20	39%
d1.	<5	70%
d2.	≥5 (increase)	7%
dd1.	<5	14%
dd2.	≥5 (decrease)	9%
e1.	<15	91%
e2.	≥15	9%
f1.	<5	84%
f2.	≥5 (increase)	13%
ff1.	<5	3%
ff2.	≥5 (decrease)	0%
2) 1.	Yes	22%
2.	No	78%
3) 1a.	Yes <25%	62%
b.	Yes ≥25% <50%	19%
c.	Yes ≥50% <75%	0%
d.	Yes ≥75%	0%
e.	Not Given	7%
2.	No	12%

QUESTION	CODE	RESPONSE
4) 1.	0	6%
2.	≤2	54%
3.	≤5	28%
4.	>5	12%
5) a1.	Extremely favorable reaction	15%
a2.	Favorable	29%
a3.	Neutral	5%
a4.	Unfavorable	2%
a5.	Very unfavorable	0%
b1.	Extremely helpful	11%
b2.	Helpful	28%
b3.	Neutral	9%
b4.	Unfavorable	1%
b5.	Very unfavorable	0%
6) 1.	<15	24%
2.	≥15<35	36%
3.	≥35<50	17%
4.	≥50<75	7%
5.	≥75<100	10%
6.	≥100<150	5%
7.	≥150<200	0%
8.	≥200	1%
7) 1.	Staff Meeting	1%
2.	Training sessions	33%
3.	Supervisor Responsibility	1%
4.	Word of Mouth	0%
5.	Written material	18%
6.	Other	2%
a.	Chief	1%
b.	Training Officer	6%
c.	Supervisory Personnel	1%
d.	First-Round Attendees	22%
e.	Senior Officer of operations	0%
f.	Other	9%
g.	Doesn't Say	4%
h.	No Answer	2%

QUESTION	CODE	RESPONSE	
8) 1a. 1b. 1c. 1d. 2.	newspaper	58%	
	flyer	0%	
	radio	4%	
	other	1%	
	No	37%	
9) 1. 2. 3. a. b. c.	More than enough	20%	
	Enough for each man	27%	
	Not Enough	2%	
	yes	29%	
	no	6%	
	unknown	16%	
10) 1. 2. 3. 4.	Regular training	30%	
	Self-study	18%	
	Combination	52%	
	Other	0%	
11) 1. 2. 3. 4. 5.	12	18%	
	18	7%	
	24	7%	
	40	45%	
	Other	23%	
12) 1. 2. a. b. c. d. e. f.	Hourly requirement	8%	
	Men on their own	46%	
	12	1%	
	18	1%	
	24	3%	
	40	5%	
	Other	8%	
	No specific hours(unkn)	28%	
13) 1. 2. 3. 4. 5. 6. a. b. c. d. e. f.	6	2%	
	12	11%	
	18	4%	
	24	4%	
	Unknown	15%	
	Other	13%	
	6	2%	
	12	2%	
	18	2%	
	24	2%	
	Unknown	32%	
	Other	11%	

QUESTION	CODE	RESPONSE	
14) 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.	Time restraint	20%	
	Money restraint	13%	
	Scheduling problem	7%	
	Lack of training resources	5%	
	Delay of material	0%	
	Chief	2%	
	Training Officer	0%	
	Chief of Operations	0%	
	Uniformity of Training	5%	
	Self-study nature of material	6%	
	Importance of Penal Code	11%	
	Other	31%	
15) 1a. 1b. 1c. 1d. 2a.	Yes - Overtime	16%	
	Yes-Compensatory time	7%	
	Yes-Union Pay	0%	
	Yes-other	0%	
	No-Regular Pay (duty assignment)	77%	
16) 1. 2. 3. 4. 5. 6.	One-shot	44%	
	Daily	28%	
	Weekly	26%	
	None	0%	
	Other	0%	
	Doesn't Say	2%	
17) 1a. 1b. 1(1) 1(2) 1(3) 2.	Penal Code	20%	
	Other Training	9%	
	Regional Meeting	15%	
	Personal Contact	3%	
	Other requirement	6%	
	No	47%	
18) 1a. 1b. 1c. 1d. 1e. 1f. 1g. 2. 3.	Scheduling problem	4%	
	Administrative decision	0%	
	Union Problem	0%	
	Men's reluctance	0%	
	Personnel Shortage	2%	
	Lack of Interest	0%	
	Other	15%	

QUESTION	CODE	RESPONSE
19)	1.	More structured 8%
	2.	Less structured 0%
	3.	More classroom discussion 5%
	4.	More self-study 0%
	5.	The sessions were fine the way they were 0%
	6.	Weekly rather than every day 0%
	7.	In one-week's sitting rather than at home 0%
	8.	In classroom setting 0%
	9.	It was adequate 54%
	10.	Other 31%
	11.	Doesn't Say 2%
20)	1.	Very favorable 45%
	2.	Favorable 33%
	3.	Neutral 18%
	4.	Unfavorable 2%
	5.	Very unfavorable 2%
21) Advantages - P.I.	1.	Speed 3%
	2.	Accuracy 3%
	3.	Greater confidence of men 3%
	4.	Less pressure 17%
	5.	Uniformity 12%
	6.	Completeness of training 8%
	7.	Other 13%
<u>Disadvantages - P.I.</u>		
1.	Expensive 3%	
2.	Too many tests on units 0%	
3.	Takes concentration time 1%	
4.	Men at own speed; delays classroom setting 0%	
5.	Other 6%	
<u>Advantages - Lecture</u>		
1.	Class at same place 0%	
2.	More conducive to discussion 4%	
3.	More confident with material 0%	
4.	Higher scores - retention 0%	
5.	More impact on performance 1%	
6.	Quicker pace 0%	
7.	Other 1%	
<u>Disadvantages - Lecture</u>		
1.	Boring, unstimulating 13%	
2.	Slow pace 1%	
3.	Unsure of retention 5%	
4.	Testing - arbitrary 0%	
5.	Other 6%	

QUESTION	CODE	RESPONSE
22)	<u>YES</u>	
	1.	Time-saving 6%
	2.	Better retention 12%
	3.	Men's confidence in using materials 0%
	4.	Geared to average intelligence 6%
	5.	Only if material warrants such 0%
	6.	Saving of other training time 0%
	7.	Uniformity of training 27%
	8.	Other 31%
9.	"just said 'yes'" 14%	
	<u>NO</u>	
	1.	Time-consuming 0%
	2.	Men's personal time must be used 0%
	3.	Not enough money to subsidize it 0%
	4.	Too broken down and fragmentary 0%
	5.	Other methods are better 0%
	6.	Not foolproof method of teaching 0%
	7.	The present level is adequate 2%
	8.	Other 0%
9.	"just said 'no'" 2%	
23)	1.	yes 88%
	2.	yes, easy for them to understand 4%
	3.	yes, no fear of failure 2%
	4.	yes, units are broken down into easy-to-learn groupings 0%
	5.	no 0%
	6.	no, their level of grades didn't prove this our 0%
	7.	no difference between old and new theories 0%
	8.	I don't know; no way to tell 2%
	9.	Some 4%
24)	1.	Self-administered 1%
	2.	Self-administered; tests handed to training officer 1%
	3.	Classroom-administered 25%
	4.	Individual trainer administered 12%
	5.	No test administered 29%
	a.	Training officer 7%
	b.	Senior Operational man 0%
	c.	Other resource personnel 10%
	d.	Other (please specify) 12%
	e.	doesn't say 3%

QUESTION	CODE	RESPONSE
25)	1a. Training Division (Yes)	34%
	1b. Records Division (Yes)	0%
	1c. Chief's Office (Yes)	15%
	1d. Other (Specify)	19%
2.	No	30%
3.	Doesn't Say	2%
26)	1a. State	0%
	b. MPTC	0%
	c. legal trainer	2%
	d. John Heaphy or staff	0%
	e. Other (specify)	0%
2.	No	92%
	Unknown	6%
27)	1. Yes	69%
	2. No	31%
	3. Other	0%
28)	1. yes, marked improvement	30%
	2. yes, but no relationship to training	0%
	3. yes, I think so, but don't really know	2%
	4. I don't know	6%
	5. not really, but possible I suppose	0%
	6. No, no change	30%
	7. Yes, there is a change	32%
29)	1. yes, marked improvement	33%
	2. yes, but no relationship to training	0%
	3. yes, I think so, but don't really know	4%
	4. I don't know	0%
	5. not really, but possible I suppose	0%
	6. No, no change	26%
	7. Yes, there is a change	37%

QUESTION	CODE	RESPONSE
30)	1. Yes	26%
	2. Yes, always necessary to policeman's duty	2%
	2a. yes, periodic refresher and updating sessions necessary	50%
	3. yes, but not required	0%
	4. no	18%
	5. no, only need it once	4%
	6. no not required; no more revisions	0%
7.	Other	0%
31)	1. Yes	7%
	2. yes, makes them more aware of new techniques	12%
	3. yes, makes them more alert	17%
	4. yes, makes them more competent in handling people	30%
	5. yes, makes them more skillful	29%
	6. no	0%
	7. no, not permanent change; maybe temporary	0%
	8. no, most training is useless	0%
	9. no, little relationship btwn. classroom training and field; there is nothing like experience	1%
	10.	other
32)	1. 100 classroom lecture	8%
	2. 100 programmed instruction	10%
	3. 50 lecture	27%
	4. 50 programmed	2%
	5. 75 programmed	49%
	6. 75 lecture	4%

QUESTION 33	1	2	3	4	5	6	7	8	9	10
1. Firearms, nightstick; mace; riot control; computer sciences	7%	5%	3%	11%	3%	10%	0%	11%	11%	7%
2. Sensitivity training; Supervisory tng., human relations; sociology, minority relations; psychology	29%	24%	10%	17%	15%	7%	21%	6%	17%	14%
3. legal training; criminology; General Statutes; Court testimony; Penal Code; Penology; Juvenile Law	31%	10%	10%	8%	6%	24%	4%	33%	11%	0%
4. Arrest procedures; seizures, warrants custody; apprehension; booking	7%	10%	5%	0%	18%	7%	8%	0%	6%	0%
5. Report filing; documentation; Licensing procedures; evidence preparations and main.	4%	5%	13%	8%	10%	17%	13%	11%	5%	22%
6. Order maintenance; civil disputes, family crisis intervention, child development; general emergency asst. social service asst., first aid, handling sick or injured persons	0%	5%	13%	3%	15%	7%	8%	5%	11%	7%
7. Prisoner maintenance, transportation, investigation, interrogation	0%	0%	3%	0%	0%	0%	4%	6%	5%	7%
8. Traffic law, traffic direction and control, Motor Vehicle Code, automobile training & maintenance, report filing; traffic accident investigational impounded vehicle handling, defensive driving	0%	22%	18%	11%	6%	7%	21%	11%	6%	22%
9. Other	22%	19%	25%	42%	27%	21%	21%	17%	28%	21%
QUESTION 34 (same coding as above)										
1.	0%	8%	0%	13%	20%	6%	6%	3%	0%	10%
2.	29%	6%	11%	3%	9%	12%	3%	10%	24%	10%
3.	21%	14%	13%	13%	9%	24%	6%	31%	19%	10%
4.	11%	13%	32%	10%	3%	6%	10%	3%	0%	5%
5.	3%	6%	3%	16%	14%	18%	22%	0%	0%	24%
6.	2%	6%	0%	10%	11%	10%	9%	17%	5%	9%
7.	0%	0%	0%	3%	3%	6%	3%	0%	0%	4%
8.	8%	25%	22%	24%	11%	9%	22%	7%	19%	9%
9.	26%	22%	19%	8%	20%	9%	19%	29%	33%	19%

QUESTION 35	1	2	3	4	5	6
1. Classroom lecture	20%	16%	6%	18%	36%	4%
2. Classroom discussion	16%	16%	6%	22%	34%	6%
3. Role-playing	8%	34%	14%	22%	16%	6%
4. Audio-visual stimuli	15%	22%	18%	27%	10%	8%
5. Programmed instruction	16%	12%	20%	10%	2%	40%
6. Textbook instruction	25%	0%	34%	2%	4%	35%

36) 1.	Individual Departments	27%
2.	Regional Departments	45%
3.	Centralized training corps	22%
4.	Other	4%
	Unknown	2%

36) 1a.	Each department knows what they want	15%
1b.	Better knowledge of men to be training	4%
1c.	Small Department; handled easily	2%
1d.	Other methods are too expensive	7%
1e.	Other methods are not necessary for this department	2%
1f.	Other (please specify)	2%
1g.	No explanation	0%

36) 2a.	Each region knows what it wants	2%
2b.	We have specialized problems to our region	10%
2c.	We have qualified trainers to operate efficiently over the region	7%
2d.	Too expensive for individual departments	4%
2e.	Better quality sessions possible	11%
2f.	Other (please specify)	11%

36) 3a.	Too expensive for individual departments or regionally-operated programs	2%
3b.	Better quality session by full-time professionals	2%
3c.	More responsive training; new techniques capability	4%
3d.	More uniform training for police	15%
3e.	Other (please specify)	0%

QUESTION	CODE	RESPONSE
37) 1.	Lack of available funds	27%
2.	Scheduling problems for officers	2%
3.	No full-time trainer or training division	3%
4.	Lack of officer interest	10%
5.	Lack of administrative involvement	0%
6.	Low quality materials	7%
7.	Lack of officer participation	2%
8.	Space restraints	5%
9.	Other (please specify)	27%
10.	No shortcomings	17%
38) (same as code 33)		
1.		13%
2.		8%
3.		6%
4.		6%
5.		2%
6.		9%
7.		2%
8.		4%
9.		15%
10.	None	26%
	Unknown	9%
39) (same as code 33)		
1.		7%
2.		8%
3.		8%
4.		7%
5.		10%
6.		9%
7.		3%
8.		15%
9.		30%
10.	None	3%

QUESTION	CODE	RESPONSE
40) 1.	Should be individual departments	10%
2.	Should be regional	6%
3.	Should be centralized	20%
4.	Should be longer period of time allowed	6%
5.	Should be on a subject relevant to all departments	10%
6.	Should be programmed instruction	3%
7.	Should be lecture approach	0%
8.	Should not be statewide programs again	0%
9.	Should be follow-up on activities	0%
10.	Other (Please specify)	32%
11.	None	13%

PENAL CODE QUESTIONNAIRE

NAME OF DEPARTMENT: _____

DEPARTMENT CHIEF: _____ TELEPHONE NUMBER _____

RESPONDENT: _____ DATE _____
Name and Rank

1. OFFICERS IN YOUR DEPARTMENT	REGULAR FULL-TIME	SUPERNUMERARY	PART-TIME CIVILIAN
as of October, 1971	a.	c.	e.
as of January, 1973:	b.	d.	f.

2. Do you have a full-time training division? If so, list names and ranks of persons currently assigned to it.
3. If there is no full-time training division, is there an officer assigned to conduct and coordinate training on a part-time basis? Please give name, rank and approximate percent of his time that is devoted to training activities.

4. PENAL CODE TRAINING: FIRST-ROUND INSTRUCTION

How many men were trained in September, 1971, at the first session in Penal Code programmed instruction conducted at the MPTC by a legal training specialist? Who were they?

NAME	SEPTEMBER, 1971		JANUARY, 1973		SCORE ON FINAL TEST
	FORMER RANK	FORMER ASSIGNMENT	PRESENT RANK	PRESENT ASSIGNMENT	
1.					
2.					
3.					
4.					
5.					

5. How did they like the training and the way it was handled? Did they feel it was helpful in any way in introducing them to the project and the teaching approach? Please explain.

6. SECOND-ROUND INSTRUCTION:

Were any of your men trained during the period between September 1, 1971 and December 31, 1971, in the new Penal Code using programmed instruction materials by the above listed personnel (in item 4), who took part in the First-Round Instruction training? Please list them below with their former and present ranks and test scores received on the final test.

OFFICERS RECEIVING PENAL CODE TRAINING

NAME	SEPTEMBER, 1971		JANUARY, 1973		FINAL TEST SCORE
	FORMER RANK	FORMER ASSIGNMENT	PRESENT RANK	PRESENT ASSIGNMENT	

7. How were your men introduced to the project? Who handled the introduction?
8. Were the community residents informed of the project? If so, how?
9. How many Penal Code training manuals did your department receive? When were they received?
10. Were these used in regular training courses or distributed to the men for self-study?
11. If a training program was used, how many hours did it last?
- 12 hours
 18 hours
 24 hours
 40 hours
 Other (please specify)
12. If self-study was used, was there an hourly requirement or were the men totally on their own? How many hours, would you say, on the average were set aside for this activity?
13. If a combination of training courses and self-study was used, how many hours were there of each?
14. What influenced the choice of this particular training program schedule?

15. Were the men remunerated for their participation? If so, who paid for it? Overtime? Compensatory time? Regular assignment? Please explain.
16. Describe the training program. Please outline in detail: schedules, requirements, time frames, hours of instruction, number of instructors and students, and other descriptive aspects of instruction. (Use the back side of this sheet to complete your answer, if necessary).
17. Did you have contact with any other Departments within your region or throughout the State concerning this or any training programs? If so, how and why?
18. Did you encounter any unusual problems in the implementation of your training program? Did they influence the meeting of your training expectations in any way? If so, which expectations and how?

19. If you had designed the training program yourself, how would it have been different? (If you did design the program, would you want to make any changes for a future session?)

20. How was the training generally received? Please explain your answer fully.

21. How would you compare the programmed instruction approach with the more traditional lecture approach? List advantages and disadvantages of each.

22. Would you favor an increase in the use of programmed instruction? Why or why not?

23. Do you feel that the men were confident in working with the programmed instruction materials for units of training?

24. How was the Final Test administered? Who was responsible for this activity?

25. Were the test results filed in a central place? If so, where?

26. Did anyone from the State level or the MPTC follow-up on the training or its results? If so, who, when and how?

27. Do your supervisory personnel maintain a log of each officer's activities in the field?

28. Have you or your field personnel noticed any change in the daily field performance of those officers who have received the training?

29. Has any noticeable change been noted in the men's ability to work within the Penal Code? If so, in what way?

30. Do you think there is a need for more Penal Code training? Why or why not?

31. Does training, in general, make any significant or permanent change in the field performance of officers? Why or why not?

32. Supposing for the moment that more Penal Code training is required. How would you like the material to be presented? Check one.

- 100% classroom lecture
- 100% programmed instruction
- 50% classroom lecture
50% programmed instruction
- 75% classroom lecture
25% programmed instruction
- 25% classroom lecture
75% programmed instruction
- Other (please specify)

33. What types of police training do you feel are needed on a regular basis? Please list items by priority.

TYPE OF TRAINING	FOR WHAT RANKS/JOB	ESTIMATED HOURS NEEDED
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

34. What types of police training do you feel are needed for recruits? Please list items by priority.

TYPE OF TRAINING	ESTIMATED HOURS NEEDED
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

35. Of the following training approaches, which do you prefer? Number each response; 1 for the most preferred, 2 for the second most preferred and so forth up to 6.

- classroom lecture
- classroom discussion
- role-playing
- audio-visual stimuli
- programmed instruction
- textbook instruction

36. What do you feel would be the best approach to meeting police In-Service Training needs on a statewide basis? Individual departments? Regional units? Centralized training corps? Other? Please explain your choice fully and offer new suggestions.

37. What shortcomings have you experienced with the training programs your department has administered?

38. What is your next planned training session?

39. What immediate needs does your Department have with respect to training?

40. What suggestions would you offer for the next statewide training program?

APPENDIX D

Interviewee: _____
Interviewer: _____
Type of contact: _____
Date and Time: _____
Duration of Interview: _____

PROJECT ADMINISTRATION QUESTIONNAIRE
(New Haven Training Division)

1. How long did you work with this particular project?

2. Did you actually design the program and its implementation? What problems did you encounter in this activity? What people did you have to involve?

- 2a. What made you decide upon programmed instruction textbooks? Have you used this technique since?

3. I understand that there was a round of instruction for supervisory police officers.
How were the trainers selected? Who were they? Were they trained for this activity?

What was the philosophy behind this particular type of training-both classroom and programmed instruction material?

Describe the sessions and the way they were treated.

Were you pleased with the results of the training session?

Did the students seem to enjoy the sessions? Were evaluations of the course filled out or other types of expressions made by the participants?

Were the scores of the tests filed in a certain place with respect to this first-round instruction at the Academy? Are they available in any one place?

How were the participants selected for this training? Was it the idea that they would then go back and train their officers in their department?

What requirements/suggestions were made at the first-round training sessions as to how the men were to handle the training of other officers?

Were they held to these suggestions? Were they followed up on by any of the instructors? If so, how, why, by whom, and when?

What were the results of these follow-up sessions? Or if they were not held, what do you anticipate to be the results of this second-round instruction in the separate departments?

How many officers did you hope to reach on the second-round instruction?

4. Were there any things you would have liked to see different about the first-round sessions?
5. If you could design the system again, what facets would you change?
6. Were you pleased with the outcome of the sessions and the participation it received?
7. Do you envision this type of training to be recurrent or one-shot in nature? Why?
8. Is this training necessary for the recruit? Were any stipulations mentioned of this sort to the men during the first-round training?

9. Were the Manuals distributed to the men at the Training Academy? If not, where? How many did they receive? What instructions did they receive for their usage, dissemination, etc.?
10. Did the first-round instructors have any more to do with the project beyond the training session? Did they ask to have any more input?
11. How much time did you anticipate it to take for the average officer to go through the material in the Penal Code Manual? How did you arrive at this figure?
12. Was a mandate placed upon the local departments to achieve at least a minimum of hours with the material?
13. Did you mandate the local departments to go to purely self-study techniques, or to set up model projects much like the first, or to have totally training sessions? How were they pressured to conform with one of these ways, if at all?
14. What do you feel to be the ideal training system of the Penal Code material? Why?

15. You have had experience in many types of training programs? What do you feel to be the best techniques, possibly by hierarchy, if such a listing is possible? Maybe we could discuss the advantages and disadvantages of each type you mention for my education.
16. Are there any regions or local departments in the State you felt confident would operate this training system without delay and with a great deal of success? Which ones?
17. Are there any departments, regionally or locally, you were worried about in terms of complying with your training requirements?
18. Is there any conceivable way to determine the retention level of this material? Is programmed instruction to be a retention learning device, or just a device for fundamental learning on a one-time basis? Permanent retention or temporary? How do we test the success of the men in remembering this material?
19. Should each officer in the State own a Penal Code Manual? Should it be an operational guidebook or more of a reference book after hours or to check legal points?

20. From your experience, is there a need for more Penal Code Training?
21. What are the benefits of this Penal Code training for the daily operations of the average police officer?
22. Did you have contact with any other members of the Criminal Justice System which might have indicated some sort of impact this training had upon the performance of the police officer? Were any case handlings changed? Or is this type of a program more concerned in exposure to the material rather than actual impact?
23. If it were your assignment, how would you determine the success of this project as a system approach? or as a training program with impact upon the field performance of the average police officer? or a combination of both? Why do you feel that way?
24. Did you feel that the second-round instruction was the most successful approach to providing an in-house resource for the police department? Were any police departments not represented in the first-round training?
25. Is this type of a resource really necessary?

26. Should Penal Code training be presented this way to future patrolmen? If so, in the Academy? or in the department? What would the difference be between these two environments?

27. What are your answers to the Training needs of the policemen? in general? What are those needs by priority? How can they be met through programs?

28. What impact does training have upon the field performance of the average police officer? How lasting do you think it is? How often should training sessions be given? and in what subjects?

29. What difference, if any, do you see, from your experience, between the older officers and the younger ones?

30. Is there any difference in attitude toward the Penal Code between the older or younger police officer?

31. How does the average police officer regard the Penal Code? How should he regard it? Was part of this training to cope with these attitudes?

32. What other suggestions do you have to offer with respect to evaluating this project, and making viable recommendations for future training programs and systems of presenting them? What people should I touch base with to have access to any files that were kept, or any information that may have been compiled etc.?

Further areas to explore:

Other people to contact

Role of M.P.T.C.

Future training programs - system, technique, content

ADMINISTRATION SUPPORT INTERVIEW RESULTS

Standard Measurement: Questionnaire Responses

1. 100% produced text and Field Manual at front desk and training division;
45% suspected Field Manual located in car or briefcase of patrolman;
Was referred to as "the Bible"
2. 43% referred to Combination of all three
27% referred to Field Manual
22% referred to Penal Code correlated
8% used Penal Code Statute book
3. 87% arresting officer does all investigation
76% of charges are routed through superior officers
4. 92% charges often changed by the Prosecutor; don't recognize case
Reasons given:
42% soft hearts
38% high caseload; lack of time
12% misunderstanding of police report
8% faulty evidence or investigation by arresting officer
5. 46% said yes
42% said no
12% said they had no way of knowing
6. 85% no
15% yes, most notably among them being Hartford, Bloomfield, Southington
7. 36% yes, more Penal Code training
64% no, will gain knowledge through experience
8. General training:
41% Regional emphasis to training
27% Centralized training for everything
32% Individualized needs

INTERVIEWER: _____
INTERVIEWEE: _____

Name

Rank

DURATION OF INTERVIEW: _____

PLACE OF INTERVIEW: _____

ADMINISTRATION SUPPORT QUESTIONS FOR THE INTERVIEWER TO PURSUE

(To be directed to a Senior Operational Man (i.e., Captain of Operations, Desk Sergeant, not Chief))

1. Do you keep a copy of the Penal Code Training Text or Field Manual at the front desk? at the Booking Sergeant's desk? in Patrol Cars? in the Training Division or other related Division?
(Ask to be shown where each is kept if possible) (Probe feelings of hostility, embarrassment or confidence in the completion of this question)
2. Is the Field Manual referred to during the course of placing, investigating or reporting upon charges against an individual? Frequently-Sometimes-Rarely
Any place more times than any other?
3. Could you please describe to me the procedure you use to bring a client in from the field, to book him, to place charges against him, to investigate the case, and finally to submit the arrest report to the office of the Prosecutor? (Probe and get down in detail)

OPERATIONAL POLICE OFFICERS INTERVIEW - RESULTS

Standard Measurement: Questionnaire Responses

2. 47% 5 - 10 years
 21% under 5 years
 24% 10 - 15 years
 8% over 15 years (influenced both by selection process and position of more experienced officers in the Station)

3. 84% Yes, definitely

Reasons for this:

- 54% Citizen apathy
 21% More educated public
 13% Disrespect (from teenagers, in particular)
 6% More technical skills required
 6% Other

4. & 5. 40% defined role of police as part of Criminal Justice System
 60% as strictly law enforcement agent

Responses, in general"

- Public apathy
 Teenagers
 Drugs
 Traffic violations to Motorists
 Citizens trying to con police out of charge
 Courts limit effectiveness of Police:
 -not making strict enough charges stick, as examples
 -dismiss cases of importance to community

6. 53% Yes In-Service Training (Regional or Departmental)
 C.P.R. Courses
 Fingerprinting
 Milt Fishman and Arnie Markle's respective courses
 (17% of which take Police Science accredited courses)

7. & 9. 59% yes, but practical experience is the true teacher
 11% yes, always necessary
 22% depends what it is; not really
 8% other

8. 75% regular duty
 12% volunteer time
 7% overtime
 6% other combination of these depending upon municipal training requirements/obligations

10. 41% Total completion of programmed text
 17% Partial completion of programmed text
 22% lecture to introduce Penal Code
 20% Self-study

11. & 14.

ADVANTAGESDISADVANTAGES

- High retention
 Presented in one place
 & volume
 Take tests immediately to
 test yourself
 Learn from your mistakes
 Can look back to difficult
 places

- Some examples not applicable
 Time-consuming
 Not as useful in practical
 field experience
 Could not ask questions

12. 94% favorable of those who had a formal course in it
 76% of those who did not have a formal course in it
 54% mentioned John Heaphy as administrator of the course

13. 13% stated that they heard other officers were just handed
 the books with no class; thought this would very
 definitely be unsuccessful
 87% Not applicable

15. 60% Always need refresher
 28% With the reference materials they do fine
 12% Practical experience is the teacher now; becoming
 familiar with the whys and wherefores of the Penal Code

16. & 19. 65% feel they are placing better charges; more black and white;
 more specific; easier to place charges

17. 22% one year
17% 6 months
61% no opinion; different for each officer; more difficult for experienced officers
18. 44% Part of job; bound to know it; would not be good officer if unknowledgeable in it
43% Easier to make charges; easier to do job
13% Citizens ask to see law; show me
20. 52% Not necessary; courts take care of everything above police level; just policeman's job to take people off the streets
48% Yes, it is necessary to have refresher courses in updated sections of all legal matters
21. 87% Use Field Manual constantly; part of their briefcase; little book of "gold"; handy reference; that most everyone &
22. uses them excepting walking the beat when they get a bit bulky
23. & 24. & 25. 11% Arresting the accused
54% Booking the accused
35% Writing the Prosecutor Report
42% Trouble with physical arrests
36% No
12% Finding proper charges to retain the accused
87% Arresting officer prepares reports
2% Supervisors on basis of officer's report of incident
11% Detective Division for larger cases
26. 100% No
27. 89% No, courts too easy; misunderstood intention of Penal Code to stiffen laws
(72% of which state that Prosecutors are too soft, yet hurried)
11% Courts under great stress, can't help but alleviate caseload
28. 51% Legal refresher courses was emphasis
15% First Aid
8% General investigation; and accident investigation
26% All aspects of police work in refresher training

29, 30, 31, & 32.

- 29) 81% Individual Departments for specialized;
31) Central for basic training
32) 11% Regional emphasis
8% Other
(42% said not to have lecture method like MPTC, most of whom were on the force for 5 years or less)
- 30) 61% how to work with people; to be open and sincere
20% how to uphold the law
19% Other

INTERVIEWER: _____
 POLICE DEPT: _____
 DURATION OF INTERVIEW: _____

QUESTIONNAIRE FOR POLICE OFFICERS AND THE PENAL CODE TRAINING

1. Name of the Officer interviewed: _____
 1a. Rank of the Officer interviewed: _____
2. How many years have you been on the force?
3. Do you think the role of the police officer is harder today than in the past? Why do you feel that way?
4. How would you define your role as a police officer? Please explain fully. (Probe into areas of law enforcement - lead into the body of law which he protects and enforces) Get emphasis upon law, clients, victims, etc.
5. What are your greatest hassles in the line of duty?
6. Have you been involved in any training programs recently? If so, what were they?
7. How do you like training programs, in general? Are they generally a waste of time? or do you think they are worthwhile?
8. Is it part of your regular duty or an overtime activity?
9. Is the amount of time spent in a training session worth its investment when you are out in the field or is it experience which dictates the way you handle a situation?
10. I understand that you were involved in a Penal Code Training session which your department officers ran during the fall of 1971. Do you remember that training? Perhaps you could describe the sessions to me.

20. Would you like to see officers being even more equipped in the Penal Code and other legal matters?

21. Do you have the use of a Penal Code Field Manual (red cover manual about 9 inches by 6 inches)? If so, do you refer to it often, sometimes, or practically never?

22. Do you think that many of the other officers use the Field Manual while in the field?

23. Where is the Field Manual most useful? In what instances? (Probe)

24. Do you encounter any problems in apprehending an individual, bringing him in and booking him?

25. Who makes up the final arrest report to be sent to the Prosecutor's Office of individuals you bring in? Do they also do the investigation activities connected with the case?

26. Are the charges you place on an individual ever changed before they reach the Prosecutor's Office? If so, by whom and why?

27. Do you feel that most criminals receive what's coming to them after you have processed them and they are tried in a court of law?

28. What types of training programs would you like to see instituted?

29. How should these be handled?

30. If you were to train the recruits in what you felt to be the most important aspect of your job, what would you teach?

31. Do you have any preferences to locations of training programs - are they more effectively presented, in your opinion, here in your Department, at a Regional Center, or at a Central location throughout the State?

32. If you were to design the next Statewide training program, what would it look like? (in order that each officer receive uniform training)

CONTINUED

1 OF 2

RESULTS FROM THE PROSECUTOR INTERVIEWS

Of the eighteen (18) Circuit Courts in the State of Connecticut, we contacted seven (7) during the course of this evaluation. Two (2) of the interviews were contacted personally, while the other five (5) were conducted via the telephone. Full-time prosecutors or the Chief Prosecutor were represented in each case. The following is a brief synopsis of those interviews:

First District

The Prosecutor felt that the police charges were more precise than they had been in the past. He expected greater difficulty in the transition between the old and the new laws, but found very little. Certain charges, however, are frequently documented wrong by the officers, the most apparent of which is the possession of stolen property section and the attempt and conspiracies section. These sections of the Code appear to be imprecise to the prosecutor and thereby cause the officer to be equally as imprecise. He also saw the necessity for everyone within the system to be given more legal training, especially as it pertains to the latest revisions. He instructs the officers in his Circuit to charge the highest possible charge if there is any doubt. It then is his job to decide upon the disposition of the case at his level.

Third District

The Prosecutor did not feel that there had been any significant upswing in the quality of police charges or reporting of same. He thinks that the basic English of the officers is atrocious, but that the different Statute reference number usage under that new Code had been fairly accurate. He felt

that he had to dismiss numerous cases because of faulty or incomplete reporting on the part of the police, and that the police could use more legal training.

Fifth District

The Prosecutor placed his position between the police officer and the State Attorney's office with respect to his duties. He receives cases, but knows that he cannot shoot every case through. The State Attorney's office wants only those cases greater than Class B felonies; a murder case is the only one which is bound over. Concerning local police reporting, this gentleman claims that spelling is perhaps the worst problem, but that insufficient reporting and factual base are also commonplace. Many of the cases seem to be "Mickey Mouse" and a general waste of time for the prosecutor and the court. He thinks, however, that the police officer has generally improved over the past year and a half since the Code went into effect, because he has been forced to be studious, whereas in the past he trusted his memory for the proper charges. He implied that once they become assured of the laws in the new Code, they will again trust their memories and the level of charges might slip slightly. The levels of charges sometimes reveal that the police officer, especially in the smaller towns, are overzealous when it comes to reporting the more serious crimes. These usually have to be changed by the prosecutor at the higher level.

Seventh District

Milt Fishman, the instructor of the course on Criminal Law, was the Prosecutor in the Seventh District. He reported that there was a general lack of communication between the Prosecutor and police officer with respect to the different roles required of each. As time goes by, people will become

more familiar with the sections of the Code, but in the interim, certain charges will be made which are incorrect. This occurs because the officer does not know which Statutes were or were not repealed, or is not familiar with all sections of the new Code, or makes imprecise charges due to the imprecision of the laws themselves. He strongly suggested that a clarification be forthcoming with respect to the attempt and conspiracy section and the receipt of stolen property section of the Penal Code, because there are consistent mistakes in the charges. As a Prosecutor, he had informed the officers in his district to place as many charges as apply to a particular situation, because this provides the Prosecutor with more of a bargaining position.

Twelfth District

The Prosecutor indicated that he had participated in certain seminars with police officers in his area to communicate his feelings about arrest reports from the two differing viewpoints. He emphasized to them the important aspect of evidence preparation and the priority this factual base of the case should be given. Because of the time spent on Detective Division cases within a Police Department, he indicated that these cases are usually very well prepared. It is the patrolman who has trouble preparing an arrest report concerning an incident on the street. He has told his officers that he wants them to charge the highest possible charge or charges in order to give the prosecutor the further possibility of bargaining power. He feels that the charges have gotten possibly a little better over the past year, but feels that part of that is due to the fact that they have been instructed by him and their training divisions as to what the judicial preference of arrest reports is. They are better on the whole for plea bargaining, but quality of reporting still has room for improvement.

Fourteenth District

The Prosecutor felt that the Penal Code greatly affected plea bargaining because of the different penalties attached to each crime. Concerning the police reporting, he stated that it has always been of a generally poor quality. Some practically come to him in crayon. The charges are many times incomplete or higher than necessary. Many times he does not feel that the report justifies the level of the charge, but realized that there are other purposes for arresting individuals than to convict them in a court of law. He appeared to be a tougher prosecutor than normal and refused to give much ground to defense people with whom he dealt. He says that he changes his tactics if the police officer comes in to the court process. He does, within time constraints, attempt to contact the arresting officer with questions about the crime in order to more fully understand the written report. This lack of communication between the police and Prosecutor appeared to be a big one, especially under the heavy caseload in the Hartford area.

Sixteenth District

The Prosecutor in this Circuit was extremely helpful to me and apparently appends much of his time assisting the arresting officers in their procedural problems of search and seizure, investigation, and arrests. He feels that a close coordination with the police officers not only helps them in the performance of their duty, but also helps the prosecutorial staff in receiving better charges. He also feels that he has a closer knowledge of the case when he has been directly involved in one way or another. Perhaps, he states, that his caseload is less than the other courts, and this facilitates his work with the local departments in apprehending their criminals.

Circuit Court District: _____
 Prosecutor Represented: _____
 Date and Time of Interviews: _____
 Duration of Interview: _____
 Interviewer: _____

PROSECUTOR QUESTIONNAIRE (by telephone)

1. Has there been any change at all in the quality of police reporting procedures or, more specifically, police charges for an individual's arrest? If so, in what way?
2. If there has been a change, to what do you attribute it? When did it become apparent to you?
3. For the most part, would you say that police officers make incomplete reports?
4. Would you say that they make incorrect arrests, or superfluous arrests a good deal of the time?
5. What per cent of the cases you deal with actually are nolle due to a bad arrest or incomplete reporting of same?
6. Is there any screening of cases? If so, who does this function? What is their experience?
7. If you were to have a perfect police report, what would it include?
8. In your opinion, do police officers need more training with respect to arrest charges, the reporting of same?
9. Would you say that police officers need more legal training? If so, why? How would it influence your job, if at all?
10. If you received only complete police records, would you have fewer nolle or dismissed cases? Would it affect plea bargaining and the results from that activity?

Major ProgramPenal Code Training

The Connecticut General Assembly recently enacted Connecticut's first comprehensive Penal Code. Many criminal statutes, some dating back to the colonial period, were given close scrutiny by a blue ribbon commission over a period of four years. The resulting document presents complete revision of Connecticut's criminal law. The Code, which goes into effect October, 1971, presents a challenge to the Planning Committee (and law enforcement officials. Many of the laws previously applied have been modified, presenting the problem of law officers relearning the law).

To meet this challenge, the Connecticut Planning Committee on Criminal Administration, in conjunction with the Training Division of the New Haven Police Department, sought a new approach to teaching the Penal Code -- programmed instruction and seminars.

The main objective of this proposed project is to train every police officer in the State of Connecticut in the provisions of the recently enacted revised Penal Code for the State of Connecticut. It represents a significant attempt in assuring that police officers throughout the State are uniformly trained in the provisions of the code. It is also an attempt to introduce on a state-wide basis a very sophisticated training system which will ensure the highest possible quality of incorporation of the concepts of the Penal Code by every officer. An additional benefit is that the project would leave every department in the State with a relatively simple mechanism for future recruit training and in-service training review of the Penal Code.

The Training Division of the New Haven Police Department has completed the process of developing a programmed instructional text on the Connecticut Penal Code under the terms of a previous grant, A70-176-53 in the amount of \$55,000 from the Planning Committee on Criminal Administration (PCCA). The

essential characteristics of this text are: (1) that it is self-instructional -- in other words, students progress through the material at their own individual rates; (2) it offers a guaranteed, pre-determined, level of criterion performance -- in other words, the learner outcome is guaranteed before the start of training by the nature of the material. In designing programmed instruction, it is assumed that if the learner does not meet a specified criterion level on final examination, it is the fault of the material and not of the student. The contracted criterion level with the firm doing the programming is that fifty (50%) percent of policemen will achieve a final exam score of ninety (90%) percent or more on each unit of the text; (3) the material has been designed specifically for policing - it emphasized those aspects of the Code that are most critical for the policeman to perform his duty and it is designed in such a way that it has a very high interest value to policemen.

The technique of programmed instruction involves taking a large block of material, breaking that large block down into its simple, concrete, component concepts, and then presenting each of these concepts in an attractive format, profusely illustrated, at a controlled rate, and giving the learner a chance to practice and test his incorporation of one concept before introducing a second. It is an instructional technique that has met extremely wide spread reception in other contexts.

Impact and Results

The major impact of this project is expected to be on the preliminary development within police departments throughout the state, of a cadre of instructors trained and experienced in the use of programmed instructional materials and in the organization of in-service training programs around such programs. Under the project, up to two hundred persons would receive such training and, after the program, would remain as a valuable instructional resource within police departments.

The penal code training program will also have a major impact upon law enforcement agencies by insuring that there will be an orderly transition to the enforcement of an entirely new set of criminal laws. Penal code programmed instruction texts will be distributed to each officer in the state in conjunction with the training.

Continuation

The materials and programmed text are expected to be updated in the future and it is also expected that such training will be incorporated into present recruit training programs.

Methods and Timetable

The process of this project would, first of all, involve the project coordinator taking the responsibility for the final development, printing, and distribution of copies of the programmed instructional text to every police officer in the State of Connecticut through that officer's department. In addition, each police officer will receive a copy of a field manual on the Connecticut Penal Code. This field manual will be a pocket size reference document which will contain two major sections. Section I will be a complete listing of technical terms and their definitions as used in the Penal Code. Section II will be a comprehensive outline of elements of every relevant section of the code. These will be cross-indexed in a number of ways for quick, ready reference. The project coordinator with appropriate consultant help will then recruit approximately five to ten penal code training specialists from throughout the State and train them in the provisions of the Code and in the techniques of teaching with programmed instruction. These legal training specialists would be predominately attorneys and exceptionally well qualified police officers from throughout the State. The project coordinator will then work with this

select group of legal training specialists in organizing and implementing training for one hundred and fifty to two hundred representatives of Law Enforcement agencies from throughout the State. Representatives from these Law Enforcement agencies will be selected by the Chiefs of Police and would probably include training officers, command personnel, booking officers, etc. This group of one hundred and fifty to two hundred persons are to be put through a one-week program in the provisions of the Code and how to teach with programmed instructional materials by the Legal Training Specialists. They would then implement actual training sessions on the Penal Code, using the programmed instructional materials, in their own departments.

The group of one hundred and fifty to two hundred trainers would be familiarized with a number of different training designs for their consideration in deciding which approach would best meet the needs of their department. For instance, the basic working time on the programmed text will be approximately eighteen (18) hours. These eighteen hours can be put in by policemen at home or on the job. It can be done in class or out of class. It should be supplemented at some point in time with some classroom discussion on the provisions of the Code. Discussion guides will be prepared and distributed to the trainer group. The program can be implemented on a full or a part-time basis, depending on the specific situation encountered in an individual department.

THE CONNECTICUT PLANNING COMMITTEE ON CRIMINAL ADMINISTRATION ANNOUNCES THE BEGINNING OF ITS STATEWIDE PENAL CODE TRAINING PROJECT FOR LOCAL POLICE OFFICERS.

WITH THE PASSAGE BY THE 1969 LEGISLATURE OF A COMPLETE REVISION OF THE CRIMINAL LAW OF THE STATE OF CONNECTICUT, A SIGNIFICANT NEED WAS CREATED FOR A SYSTEM WHEREBY CONNECTICUTS 6,000 LOCAL POLICE OFFICERS COULD BE MADE FAMILIAR WITH THESE NEW PROVISIONS. THE NEW PENAL CODE CONTAINS APPROXIMATELY 210 SEPARATE PROVISIONS AND EFFECTIVELY REPEALS APPROXIMATELY 70% OF THE EXISTING CONNECTICUT CRIMINAL LAW. THE 1969 VERSION OF THIS PENAL CODE WAS AMENDED BY THE RECENTLY COMPLETED SESSION OF THE GENERAL ASSEMBLY, THUS ADDING A SERIOUS TIME PROBLEM TO THE ALREADY DIFFICULT SITUATION OF FAMILIARIZING LOCAL POLICE OFFICERS WITH THE CODE.

REALIZING THE NEED FOR HIGH QUALITY TRAINING THROUGHOUT THE ENTIRE STATE IN THIS AREA THE CONNECTICUT PLANNING COMMITTEE ON CRIMINAL ADMINISTRATION REQUESTED MR. JOHN HEAPHY OF THE NEW HAVEN POLICE DEPARTMENT TO IMPLEMENT, ON A STATE WIDE BASIS, PENAL CODE TRAINING FOR LOCAL POLICE OFFICERS ACCORDING TO A SYSTEM DESIGNED BY MR. HEAPHY FOR USE IN THE NEW HAVEN AREA. AT THE HEART OF THE SYSTEM DESIGNED BY MR. HEAPHY IS A SET OF NEWLY DEVELOPED MATERIALS USING AN INSTRUCTIONAL TECHNIQUE CALLED "PROGRAMMED LEARNING".

PROGRAMMED LEARNING IS A TECHNIQUE THAT HAS MET WIDE ACCEPTANCE IN MANY AREAS OF TRAINING, BUT WHICH HAS NEVER BEEN USED BEFORE IN LEGAL OR POLICE TRAINING. ESSENTIALLY THIS TECHNIQUE INVOLVES TAKING THE LARGE MASS OF DATA WHICH IS THE PENAL CODE, BREAKING IT DOWN INTO ITS SMALLEST COMPONENT PARTS, PRESENTING EACH PART IN CAREFULLY AND PRE-DETERMINED SEQUENCE, ILLUSTRATING EACH PART PROFUSELY AND REQUIRING THE STUDENT TO ACTIVELY RESPOND TO EACH ELEMENT AS HE IS READING

IT. IN OTHER WORDS, A STUDENT READS ONE SMALL SECTION OF THE CODE, THEN READS A NUMBER OF ILLUSTRATIONS OF THAT SECTION, AND THEN ANSWERS A NUMBER OF QUESTIONS RELATED TO THAT SECTION. THIS PROCESS IS CONTINUED THROUGH THE ENTIRE TEXT WHICH INCLUDES EIGHTEEN SEPARATE UNITS WITH A TOTAL OF ABOUT 900 PAGES. THE MATERIAL IS BOUND IN LOOSE-LEAF FORMAT TO ALLOW FOR EASE OF REVISION AS SUBSEQUENT LEGISLATIVE CHANGES AND COURT DECISIONS CHANGE THE EXISTING LAW.

UNDER THE TERMS OF THE PLANNING COMMITTEE GRANT A PACKAGE OF MATERIALS WILL BE PROVIDED TO EVERY LOCAL POLICE OFFICER IN THE STATE WHICH INCLUDES THE FOLLOWING: A NINE HUNDRED PAGE TEXT BOOK, A COPY OF THE PENAL CODE LEGISLATION ITSELF, AND A POCKET SIZE FIELD MANUAL. THE FIELD MANUAL IS A SMALL LOOSE-LEAF BOUND OUTLINE OF THE MAJOR ELEMENTS OF EVERY SECTION OF THE CODE, TOGETHER WITH A COMPLETE VOCABULARY LIST OF EVERY RELEVANT TECHNICAL TERM CONTAINED IN THE LEGISLATION.

THE TRAINING PROJECT WHICH ACCOMPANIES THESE MATERIALS IS BEING ADMINISTERED BY MR. HEAPHY WITH THE ASSISTANCE OF LIEUTENANT WILLIAM AHERN OF THE NEW HAVEN POLICE DEPARTMENT TRAINING DIVISION. THE TRAINING DESIGN CALLS FOR THE DIRECT TRAINING BY MR. HEAPHY AND ATTORNEY DAVID BORDEN OF HARTFORD OF A GROUP OF TEN LEGAL TRAINING SPECIALISTS. THE LEGAL TRAINING SPECIALISTS INVOLVED IN THE PROJECT ARE ATTORNEY DOUGLAS SCHRADER AND ATTORNEY RICHARD ALBRECHT OF BRIDGEPORT, ATTORNEY JOSEPH KEEFE OF TORRINGTON, ATTORNEY HUGH KEEFE, ATTORNEY JOSEPHINE GITTLER AND ATTORNEY ROBERT WALSH OF NEW HAVEN, ATTORNEY RICHARD ROBINSON, ATTORNEY SCOTT WARNER AND ATTORNEY MAC BUCKLEY OF HARTFORD.

THIS GROUP OF LEGAL TRAINING SPECIALISTS WILL UNDERGO ONE WEEK OF INTENSIVE TRAINING IN BOTH THE PENAL CODE AND IN METHODS OF TEACHING WITH PROGRAMMED INSTRUCTIONAL MATERIALS. THIS TRAINING PROGRAM

COMMENCES ON MONDAY, AUGUST 23, 1971, AT 9:00 O'CLOCK A.M., AT THE HOLIDAY INN IN MERIDEN, CONNECTICUT. AFTER THIS ONE WEEK OF INTENSIVE PREPATORY TRAINING, THE GROUP OF TEN LEGAL TRAINING SPECIALISTS WILL BE SENT ALL OVER THE STATE OF CONNECTICUT TO TRAIN A TOTAL OF 200 TO 300 LOCAL POLICE OFFICERS. THE LOCAL POLICE OFFICERS HAVE BEEN CAREFULLY SELECTED BY THE CHIEF OF EACH DEPARTMENT IN THE STATE AND THE TOTAL NUMBER IS DISTRIBUTED PROPORTIONATELY ACCORDING TO THE SIZE OF EACH POLICE DEPARTMENT. THIS TRAINING WILL TAKE PLACE DURING THE WEEK OF AUGUST 30TH AT A NUMBER OF LOCATIONS THROUGHOUT CONNECTICUT.

IN EFFECT THEN, BY THE 3RD OF SEPTEMBER, APPROXIMATELY ONE MONTH BEFORE THE EFFECTIVE DATE OF THE NEW CODE, LOCAL POLICE DEPARTMENTS IN CONNECTICUT WILL HAVE A CONSIDERABLE AMOUNT OF EXPERTISE ON THE NEW CODE WITHIN THEIR DEPARTMENTS, AS WELL AS, THE REAL POTENTIAL FOR TRAINING THE BALANCE OF DEPARTMENT MEMBERS AND ENOUGH MATERIAL TO MEET THE NEEDS OF VERY SWORN OFFICER.

THE ENTIRE PROJECT IS BEING COORDINATED BY MR. HEAPHY AND LIEUTENANT AHERN, AND IS BEING SUPPORTED BY A GRANT OF \$133,000. FROM THE CONNECTICUT PLANNING COMMITTEE ON CRIMINAL ADMINISTRATION UNDER THE OMNIBUS CRIME CONTROL AND SAFE STREETS ACT.

THE BENEFITS OF THIS PROJECT FOR THE STATE OF CONNECTICUT ARE NUMEROUS. IN THE FIRST PLACE, EVERY SWORN LOCAL OFFICER IN THE STATE WILL RECEIVE THE BEST POSSIBLE QUALITY OF INSTRUCTION IN THIS CRITICAL AREA. IN ADDITION, THERE WILL BE A UNIFORMITY OF INSTRUCTION IN THE LAW THROUGHOUT THE ENTIRE STATE. THE MATERIAL WILL ALSO LEND ITSELF VERY READILY TO FUTURE REVISION AND USE IN IN-SERVICE TRAINING. For further information contact Manual Jainchill at 566-3020.

STATEWIDE PENAL CODE TRAINING
FOR
LOCAL POLICE OFFICERS

FINAL REPORT

INTRODUCTION

This is a final report on Planning Committee on Criminal Administration Grant #A71-2111-152, Statewide Implementation of Penal Code Training for Local Police Officers. The period of this grant was July 1, 1971 to September 30, 1971. The project was initiated at the request of the Manpower Subcommittee of the Planning Committee on Criminal Administration, and Planning Committee on Criminal Administration itself is the sponsoring agency.

OBJECTIVES

The objectives of this project were essentially threefold:

1. To complete work already in progress of developing a set of training materials in the new Connecticut Penal Code for local police officers;
2. To make these materials available to all of Connecticut's 6,500 local sworn officers;
3. To train a group of approximately 200 police officers from throughout the state in the process of using these materials for maximum effect.

An objective that was stated for the initial grant to the New Haven Police Department, and which continued to be of significant concern to us during this implementation phase was that of demonstrating the effectiveness of a very new approach to the development of police training material. Specifically, we were concerned with testing the feasibility of using Programmed Instructional material to teach relatively sophisticated subject matter to police personnel.

PROCESS, EVALUATION AND STATUS

An original text on the Code was developed pursuant to the terms of an earlier Planning Committee on Criminal Administration Grant to the New Haven Police Department. With the enactment by the Connecticut Legislature, however, of a bill making significant revisions to the code, revision of this original text was necessitated. The legislature did not act specifically on the revisions bill until the very end of their 1971 session, and in spite of so doing, they did not alter the codes original effective date of October 1st. This put great pressure on us to incorporate the revisions and still have a product available for training in time to meet the October 1st deadline. Only through the outstanding cooperative efforts of the Legislative Commissioner's Office, the projects technical advisor, the consultant firm engaged to write the text, and the staff of the New Haven Police Department Training Division was this objective met. All material published and distributed is completely accurate and up to date.

The problem of distribution was complicated by the volume of material involved, the geographical spread of the distribution points (100 local police departments), and, again, the short period of time available to complete all this (three months). Because of these factors, distribution proved to be the most difficult aspect of the project. The decision was made to make the State of Connecticut Purchasing Division responsible for distribution of most of the material, and at this writing, the material is about 80% delivered.

The material involved included the following:

- A 900 page text on the Code, bound in a three-ring loose-leaf binder;

- A copy of the legislation itself;

A Leader's Guide for administering the training program (distributed only to approximately 250 trainers);

An analysis of the relationship between the old criminal law and the new code, developed by the Criminal and Social Justice Coordinating Council of Hartford (distributed only to approximately 250 trainers);

A Field Manual, summarizing all relevant sections of the Code, which can be used as a quick ready reference by police officers.

The Field Manual, as per our original plan, will be delivered to each local department directly by the printer sometime in early November.

We also experienced a greater demand for material than we anticipated. Our original projection of 6,000 copies proved to be inadequate by about 25%. This probably happened because we used 1969 figures on sworn strength for initial projections (the only ones available to us and no time to develop more accurate ones), and the material is packaged in a somewhat cumbersome form, thus leading to greater waste than we should have. Also, the real demand was heightened by the specific reaction to the material. Campus Police Departments, Auxiliary and Supernumerary Units, various state agencies and other interested parties have expressed great interest in obtaining sets of material.

The specific process of this project involved the following steps:

1. Arranging for text revision, and printing;
2. Dividing the state into eight regions, and soliciting the help of the Chief of the largest department in each region in organizing his area;
3. Conducting a briefing session in each region for every Chief in that region, where the entire project was detailed for him;
4. Asking each Chief to designate some number of men from his department to attend a one week program on the Code and the process of using programmed material;

5. Arranging for personnel and space to conduct these one week programs throughout the state;
6. Training a group of ten attorneys to conduct these one week programs;
7. Arranging for specifics of delivery and follow-up help for all local departments.

Our group of ten attorneys (Legal Training Specialists) was trained during the week of August 23rd, and the police trainers during the week of August 30th. Material was available to most departments during the first week in September for implementation on the local level. Both the August 23rd and August 30th training programs went extremely well, with nearly 260 local officers being trained during the latter week.

A brief glance at the data from the August 30th training week with nearly 260 officers served to confirm our initial data on the effectiveness of these materials obtained during developmental testing over the past two years. The specified criterion of 90% effectiveness for the average policeman, as measured by unit exam score, was easily achieved with our group of 260. Further, the informal reaction of participants to the materials continues to be overwhelmingly positive.

SUMMARY AND RECOMMENDATIONS

These materials have been designed to easily accommodate future revisions in the Code. The small pieces of content into which the Code is broken down, and the loose-leaf format, together make it extremely simple to keep the text up-dated. All that is needed is some agency to take the responsibility. Some thought should be given to this problem now, instead of at the eleventh hour. Many of the problems encountered administratively in this project could have been avoided if the relevant agencies in the state had agreed at an earlier date than June 21st to implement this program statewide.

Some thought should also be given to a long-term evaluation of the effectiveness of these materials. Measures should be taken at six-month and at one year periods to ascertain the amount of retention resulting from use of these materials. Such a study would provide invaluable data for the design of future materials. An outside consultant should be employed by the Planning Committee on Criminal Administration to handle this. I sincerely hope that the Planning Committee adopts this rational approach to such a critical area as police training systems, rather than consider the problem solved now that the crisis of the October 1st effective date of the Code is over.

This project, I feel, has also demonstrated the validity of this system to such an extent that further systems development projects in other content areas are warranted immediately.

Such topics as Motor-Vehicle Law, Criminal Procedure, Investigative Techniques, and many others would lend themselves very well to a programmed system.

END