

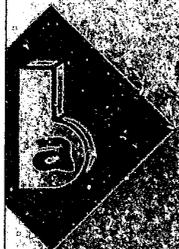
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FINAL EVALUATION REPORT

Pennsylvania - TRI-COUNTY AREA CADET TRAINING PROGRAM
(SW-251-738)

25134
Evaluation



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FINAL EVALUATION REPORT
TRI-COUNTY AREA CADET TRAINING PROGRAM
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EXECUTIVE SUMMARY

This Final Report of the Tri-County Cadet Training Program covers an evaluation length of three months - from July 1, 1974 to September 30, 1974. The purpose of the Final Report is to provide information in the following areas.

- Continuation of internal operational analysis of the training program including handout material, class subjects, and instructional techniques.
- Recommendations for the second year program including length, structure, and content.
- A review of the criteria to be used in the analysis of outputs and impacts to be included in the update to the Final Report.
- Summary, conclusions and recommendations.

The continuation of the internal operational analysis of the training program demonstrated that, unlike the first half of the evaluation, the cadet course of instruction was beginning to move positively away from the pattern of the State Police Training Course. This was demonstrated through a priority ranking as was done in the Interim Report. The handout material was also analyzed for the second half of the evaluation. The handout material, as in the first half of the evaluation, has provided excellent training material for the cadets. In addition, the instructional techniques used by instructors of the training program also proved to be of

excellent value in the training program in preparing the cadets as future police officers.

Recommendations for a second year program were also made in this report and followed the basic pattern of the model cadet training program outlined in the Interim Report. The recommended structure includes the State Police Training as early in the program as possible and leaving the two days in the classroom and three days in the sponsoring agencies as is presently being done. The length of the program is recommended as one year which combines the State Police Training and the Cadet Training Program. The content of the program as stressed in the Interim Report as well as in this Final Report should build upon the State Police Training rather than be redundant with it.

As mentioned in the Interim Report, the Tri-County Cadet Training Program would be recommended for refunding if the program met the short-term recommendations of the Interim Report during the second half of the evaluation as well as the recommendations for next year's program. As is demonstrated in this report, there has been progress made toward the short-term recommendations in terms of subject areas moving away from the State Police pattern and also a change in priorities. This has been a positive change and it is therefore recommended that the program be refunded

for the second year. If the program is to be refunded,
however, it is highly recommended that the recommendations
for the second year program be implemented.

I. INTRODUCTION

On July 1, 1974, Bartell Associates, Inc., submitted its Interim Evaluation Report for the Tri-County Area Cadet Training Program. The purpose of the Interim Report was to provide an historical review, analysis of the needs and internal operations of the program, short and long range recommendations, and sufficient information to the Governor's Justice Commission on which to base their decision on future funding of the program. To meet that purpose the evaluation has been conducted on the following elements of the Tri-County Area Cadet Training Program:

1. The needs of the Tri-County Area for police cadet training.
2. The internal operations of the Tri-County Area Cadet Training Program including:
 - (a) selection processes
 - (b) course content
 - (c) reading materials
 - (d) instructors
 - (e) field training

The initial section of the needs analysis determined that there is a requirement for police training in the Tri-County Area. However, because of the State Police Municipal Training which the cadets are to receive in September, further analysis was conducted to compare the subject areas covered in SPMT with those included in the Tri-County program.

As a result it was concluded there is substantial redundancy in the two programs.

Through a study of priority ranking of police activities by the public and by reviewing a police workload analysis, several instructional areas were identified which could be included in the Tri-County Cadet Training Program without duplicating SPMT. It was a major Interim Report recommendation to restructure the Cadet Training Program by introducing several new courses which would supplement the State Police Municipal Training. An outline of a Model Cadet Training Program was developed in the Interim Report.

An internal operational analysis included in the Interim Report disclosed a number of shortcomings in the Cadet selection process. The selection process did not include psychological screening, a thorough background investigation, or a thorough physical examination. In the future a more rigid selection procedure should be followed since the program is designed to produce sworn officers.

Detailed analysis demonstrated that there are training areas which can be expanded using the State Police Training as a foundation. Reading materials were found to be of high quality, however, additional materials are needed to cover areas not included in the State Police Training. Instructors were found to be generally capable according to Cadet

evaluations. Field training varies from agency to agency, causing not only morale problems, but differences in the extent of training received by cadets. To alleviate this problem, recommendations were made to include coach training and cadet rotation among agencies.

Although the Interim Report identified areas in the Tri-County Area Cadet Training Program which could be improved, the concept of cadet training is valid, and it was recommended in the Interim Report that the Cadet Training Program be refunded for the following year contingent upon implementation of the short term recommendations for the second half of the program and the long term recommendations for the program in 1975.

This Final Report covers a three-month evaluation from July 1, 1974, to September 30, 1974. The purpose of this report is to provide the following information:

1. Continuation of the internal operational analysis of the training program to include the following:
 - (a) Evaluation of the handout material included in the last three months of the program.
 - (b) Evaluation of subjects of instruction during the last three months of the program, and the changes that have been made since the Interim Report.
 - (c) A more thorough evaluation of the instructional techniques used by the instructors.

2. Recommendations for the second year program including length, structure, and content.
3. A review of outputs and impacts including a discussion of the criteria to be used for the impact analysis which will be included in the update to the Final Report to be submitted at the end of the project.
4. Summary, conclusions, and recommendations.

II. CONTINUATION OF INTERNAL OPERATIONAL ANALYSIS

CLASSROOM INSTRUCTION

In order to analyze the classroom instruction, all scheduled classes from February 11 to June 4 were listed in the Interim Report. Next to each course listing, the equivalent of that course in the twelve week State Police Municipal Training Course was listed. The listing indicated a large amount of overlap with the State Police Municipal Training. The Table on the following pages presents a listing of Tri-County Training Program classes from February 11 to September 14, along with the State Police Municipal Training Courses. As is evident some changes have occurred in the focus of instruction during the second half of the evaluation. In the legal section, hours remained relatively the same with 28.8 hours in the first half and 23 in the second. Instruction in traffic was reduced measurably with 32.3 hours in the first half and 13.8 in the second. The hours in Criminal Investigation remained relatively the same at 14.5 and 11.6. Instruction in firearms was reduced from 10.4 to 3.3 hours. Academic instruction was reduced from 59.4 hours to 9.6. The last category - Other Proficiency Areas - remained at about the same

COURSE OF INSTRUCTION FEBRUARY 11 - JUNE 4
 COMPARED TO COURSE OF INSTRUCTION - JUNE 4 TO SEPTEMBER 14
 AND STATE POLICE INSTRUCTION

Cadet Course	Cadet Hours 2/11 - 6/4	Cadet Hours 6/4 - 9/14	State Police Hours	Total State Police By Category
Orientation and Review	3.3			
LEGAL				LEGAL
Bill of Rights and Constitutional Law			1	142
Basic Law	.8			
Courts and Criminal Justice System	1.6	1	1	
Criminal Law	1.6		18	
Crimes Code	20	13.6		
Court Procedure	1.6	8.4	5	
Police In Court	1.6		1	
Subtotal	28.8	23		
TRAFFIC				TRAFFIC
Traffic Law	1.6		73	145
Vehicle Code and Traffic	22.5	9.0		
Accident Investigation	7.4	4.0	27	
Auto Theft	.8	.8	8	
Subtotal	32.3	13.8		
CRIMINAL INVESTIGATION				CRIMINAL INVESTIGATION
Criminal Investigation	.8		20	
Preliminary Investigation	1.6			
Physical Evidence	1.8		13	
Crime Scene	.8		2	
Burglary	1.6		10	
Shoplifting	2.5			
Related Thefts	1.6		4	
Murder and Fugitives	1.6		1	
Homicide	1.6		10	

Cadet Course	Cadet Hours 2/11 - 6/4	Cadet Hours 6/4 - 9/14	State Police Hours	Total State Police By Category	
Sex Investigations	1.6			85	
Crime Scene Sketching		1.6	2		
Fingerprinting		.8	4		
Pathologist		1.6	2		
Forgery		1.6			
Interviewing Witnesses		1.2	1		
Coroner		.8			
Plaster Cast Identification and Lineup		.8 1.6			
Polygraph		1.6	1		
Subtotal	14.5	11.6			
FIREARMS					FIREARMS
Weapons	1.6				40
Firing Range Safety Rules	.8	3.3	4		
Firearm Practice	8.0		36		
Subtotal	10.4	3.3			
ACADEMIC				ACADEMIC	
English	20.8	9.6		5	
Math	20.0				
Psychology	17.0				
English and Communications	1.6				
Subtotal	59.4	9.6			
OTHER PROFICIENCY AREAS				OTHER PROFICIENCY AREAS	
Introduction to Police Careers	.8				
First Aid	4.2				

Cadet Course	Cadet Hours 2/11 - 6/4	Cadet Hours 6/4 - 9/14	State Police Hours	Total State Police By Category
Hot Wire	.5			Includes a number of categories, no definite number.
Criminal Justice	1.6			
Study and Critique Mental Retardation and the Law	23.3			
Organized Crime	.8		2	
Juvenile Procedure	.8		2	
Crime Classification	1.6			
Community Relations	1.6		2	
Law Enforcement	6.7	12.8		
Public Relations	.8		2	
Drugs and Alcohol	2.4	1.6	8	
Report Writing	1.6			
Physical Training	3.3	1.6	38	
Domestic Disturbances	1.6		4	
Typing		22.2		
Defense Tactics		2.9	38	
Probation and Parole		1.6		
N.C.I.C.		.8		
Police-Fire Relationship		.8		
Duties and Law Enforcement		1.2		
Magistrate-Police Relationship		1.2	2	
Riot Detection and Control		1.6	5	
Tear Gas Seminar		2.5		
Secret Service		1.2	2	

Cadet Course	Cadet Hours 2/11 - 6/4	Cadet Hours 6/4 - 9/14	State Police Hours	Total State Police By Category
Patrol and Field Inquiry		.8	4	
Police and Correctional Institutions		.8		
Traffic Safety - Defensive Driving		5	2	
Crisis Intervention Seminar		5	6 (In specific areas)	
Subtotal	52.4	63.6		
TOTAL	201.1	124.5		

level, 52.4 and 63.6 hours, with changes in the courses of instruction. For example, there were 22.2 hours of typing in the second section and none in the first.

The Interim Report examined the overlap of training between the State Police Twelve Week Municipal Police Training Course and the Tri-County Area Cadet Training Program. The Table in this report examines the same problem. As is evident from the Table, overlap has also occurred to some extent during the second half of the evaluation. To further analyze the type of redundance, however, another Table that was used in the Interim Report will also be used in this Report.

The Interim Report provided a Table which analyzed the Tri-County cadet courses from February 11 to June 4, the State Police Twelve Week Municipal Course and the State Police 24-Week Course. The courses in the programs and the time spent in each was compared with the public's perception of the importance of ten police activities described in the Interim Report. The ten police activities and the number of hours corresponding with those activities in each of the three training programs was also listed. It was then possible to rank the priorities of the three courses of instruction in terms of number of hours spent on each activity. All

the hours of each training course were not listed since some could not be categorized into the listed activities. The Table on the following page presents an updated analysis which includes cadet courses of instruction from June 4 to September 14. The Table illustrates that the priorities of the cadet course of instruction have in some cases shifted positively in terms of the public's perception of priority in police activities. For example, at the time of the interim evaluation, the public's first three priority activities were not included in the top ten priorities for cadet instruction. By the end of September those same three priority activities were ranked 5th, 6th, and 7th, respectively, among the priorities for cadet instruction.

The analysis also indicates that even though a redundancy of instruction exists between the cadet and State Police Courses of instruction, the cadet courses are being shifted into areas where the hours of instruction in the State Police Course are minimal. Hence, the Tri-County program is moving in a positive direction.

A section of the Interim Report also contained an evaluation of the reading materials used in the classes.

CADET (FEB. 11 TO JUNE 4) (JUNE 4 TO SEPT. 14),
 STATE POLICE 12-WEEK AND STATE POLICE 24-WEEK IN RELATION
 TO THE PUBLIC'S PERCEPTION OF POLICE SERVICES

Public Priority	Police Service	Cadet Hours		Cadet Hours		State Police		State Police		Priority
		2/11 - 6/4	Priority	6/4 - 9/14	Priority	12-Week Hrs.	Priority	24-Week Hrs.	Hrs.	
1	Responding to request for assistance during emergencies such as burglaries, robberies, and family disputes	0	-	5	5	0	-	16 (Driving Techniques)	6	
2	Handling major emergencies such as explosions, flooding and riots	0	-	1.6	6	5 (Demonstration only)	5	24	4	
3	Using patrols by police in areas where crime occurs most frequently to prevent crime	0	-	.8	7	2	6	2	7	
4	Catching known or suspected criminals using various patrol and investigative techniques	14.5 (Criminal investigation only)	3	11.6 (Criminal investigation only)	3	4 24 (Patrol Techniques) (Criminal Invest)	3	8 24 (Patrol Techniques) (Criminal Invest)		
5	Relying upon various community and public relations approaches to get the help of the public in catching suspects and criminals	2.4	4	0	-	2	7	0	-	
6	Relying upon various community and public relations programs to get the help of the public in preventing crime	2.4	5	0	-	2	7	0	-	
7	Performing a variety of traffic-related functions such as directing traffic, investigating accidents and preventing violations	32.3	1	13.8	2	139	1	197	1	

Public
Priority

Police Service

Cadet Hours
2/11 - 6/4

Priority

Cadet Hours
6/4 - 9/14

Priority

State Police
12-Week Hrs.

Priority

State Police
24-Week Hrs.

Priority

8

Making arrest and serving summons professionally, so that only necessary force is used, and all civil rights of suspects and prisoners are protected

28.8
(Legal
only)

2

23
(Legal
only)

1

52

2

56

2

9

Helping the governmental agencies handle special problems relating to adults and juveniles. This includes special behavior problems such as adults and juveniles

0

-

5.2

4

8

4

19

5

10

Assisting the public through a variety of services such as supervision of vacant buildings and homes of persons on vacation. Supervising premises that are considered public nuisances, etc.

0

-

0

-

0

-

0

-

A Table was presented which included a breakdown of each handout according to fog index, appropriate use, length, reading time, date, author, and evaluator's comment. As mentioned in the Interim Report, the fog index refers to the reading level required to assimilate the information. It is computed through the average number of words per sentence and the number of polysyllable words in a sample passage. As also mentioned, reading time refers to the amount of time it should take an average person to read the material. This figure was based on the average reading times of patrolmen, developed by Law And Order, a law enforcement journal. The Table on the following page presents an evaluation of handout material used in the classes from June 4 to September 14. This evaluation indicates an average reading level of 11.6. Since the average cadet reading level is 8.4, the reading material might have been somewhat difficult for them. With this group of cadets, reading levels above 12 should generally be avoided except in matters vital to the course where less difficult material cannot be obtained. The total reading time for the handouts during the second half of the program was 8.8 hours compared with 6.7 hours in the first half, for a total of 15.5 hours. This number should be increased, to

Week #	Handout	Fog Index	Use	Length (Pages, Words)	Date	Reading Time	Author	Comments
18	Tech & Mech of Arrest		Training		No		No	Good material in providing knowledge of different types of arrest situations that can be encountered and planning required.
	Procedure for Stopping the Felony Suspect	6	Training	110 1,375	No	8 1/2 min.	No	Informative handout portions of which should not be restricted <u>only</u> to felony suspects.
	Combatting States Car Rackets		Educ.		No		No	Short but good synopsis of auto theft rackets. Should be supplemental with MATB Handbook.
	Basics		None		No		No	No apparent use in program.
19	Overtaking and Stopping Vehicles	11	Training	48 790	No	4 3/4 min.	No	Information basically covered in #2 above
	Patrol		Training		No		No	General description of other facets including patrol. Good handout.
20	Machine Guns, Destructive Devices, and Certain Other Firearms (National Firearms Act)	17	Educ.	598 44,026	9/71		Dept of Treasury IRS	Federal laws pertaining to firearms and ammunition. Excellent for training.
	Commerce in Firearms and Ammunition		Educ.		1/69		Dept of Treasury IRS	

16

Week #	Handout	Fog Index	Use	Length (Pages, Words)	Date	Reading Time	Author	Comments
	Bomb Threats and Bomb Search Techniques		Educ.		7/71		Dept of Treasury IRS	Excellent publication covering many aspects of a topical subject.
	Importation of Firearms by Non-Licensed Civilians		Educ.		5/70		Dept of Treasury IRS	Federal statutes covering firearms.
	Interstate Transportation of Personally Owned Firearms		Educ.		5/70		Dept of Treasury IRS	Informative and educational.
	Antique Firearms Under Gun Control Act of 1968		Educ.		5/70		Dept of Treasury IRS	
	Gun Control Act of 1968		Educ.		1/73		Dept of Treasury IRS	
	Regulation of Explosives		Educ.		3/71		Dept of Treasury IRS	
21	Securing Suspects	9	Training	18 10,347		1 hr.	Police Science Services	Excellent articles. Clearly and concisely point out proper methods of search and apprehension.
	Searching Female Suspects						Police Science Services	

Week #	Handout	Fog Index	Use	Length (Pages,Words)	Date	Reading Time	Author	Comments
	The Off-Duty Gun							Of little or no value in program.
	Criminology Prof Takes Cops, Job and He'll Never Be the Same							Of little or no value in program.
	Target						Int'l City Management Assn.	Of little or no value in program.
17	22		Educ.				Dept of Treasury	Informative but of little value in enforcement.
	It's Your Life	10	Training	40 5,371		30 min.	Police Science Services	Good material. Programmed instruction for 10 situations that officer may encounter.
	Obtaining Known Writing		Educ.				None	Some information contained in Pa. crimes Code & Purdons.
	Credit Card Handout		Educ.				None	Fair material covering brief synopsis of credit card fraud.
	23		Educ.	8 1,547		9 1/2 min.	Pa. Board of Probation & Parole	Booklets describing the Pa. Bureau of Probation and Parole, their mission and goals. Of little use in enforcement program, but excellent for training in relations with other agencies.
	For People Who Care About People	14	Educ.					
	Where They Belong		Educ.					
	Hire the Ex-Offender		Educ.					

Week #	Handout	Fog Index	Use	Length (Pages,Words)	Date	Reading Time	Author	Comments
24	Memorandum on Search Warrants	13	Educ.	29 15,570	No	1 1/2 hr.	No	Excellent article. Essential to all law enforcement personnel.
	Physical Evidence		Educ.				Police Science Services	Excellent article on collection and preservation of evidence. Essential to training.
	Sniper		Training				Police Science Services	Excellent article.
	Plaster Cast Impressions		Training		No		No	Good article briefly covering subject.
25	Dactyloscopy	17	Educ.	39 2,544	1966	16 min.	IACP	History of fingerprinting. Of little use in training program.
26	The Office of Sheriff	13	Educ.	38 1,119		7 min.	Butler Co. Sheriff's Dept.	Of no use in law enforcement training program.
27	How to Drownproof Your Family	8	Training	10 2,291		14 min.	Richard Christner	Good publication. Informative.
	Pa. State Police 1905-Today				No		No	Of little value to program.
28	Procedures on Standups	10	Training	1	No	3 min.	No	Good handout on conduct for lineup and identification.

provide the cadets with at least two hours per week.

The majority of the handouts used during the second half of the training program were very good as is indicated in the "Comments" section of the Table. However, some should be eliminated and replaced.

As mentioned in the Interim Report, the techniques used by instructors in the program were to be further evaluated. To accomplish this, each instructor was asked to complete a questionnaire which was designed to obtain information on the techniques used and the instructor's evaluation of those techniques. The Table on the following page presents the information obtained on the various instructional techniques used by the instructors.

Not unlike other forms of training and instruction, the lecture method is the most well known. This approach is primarily used for the dissemination of general information. Although high in information transference efficiency, the lecture technique is generally low in motivation which should be of prime consideration in training of cadets. On the average, the lecture technique is used approximately 39% of the time. For the type of training given, this percentage should be lowered as much as possible to obtain more cadet participation.

INSTRUCTIONAL TECHNIQUES AND PERCENTAGE USED

<u>SUBJECT AREA</u>	LECTURE	QUESTION-ANSWER	FILM PRESENTATIONS	GROUP DISCUSSION	PANEL DISCUSSION	SMALL GROUP DISCUSSION	ROLE PLAY	DEMONSTRATIONS	FIELD TRIPS	OTHER
CRIMINAL INVESTIGATION	60	10	20							10*
CRIMES CODE	15	20	5	10				10		40**
FIREARMS	25	25	25					25		
FIELD PROCEDURES	50	10	40							
DOMESTIC DISTURBANCES	65	10	20	5						
ENGLISH COMPOSITION	20	20			10		20	10		20
TRAFFIC INVESTIGATION AND OTHER PROFICIENCY AREAS	40	10	10	20			10	10		
OVERALL	39	15	17	5	2		4	8		10

* Overhead Projection

**Reading From Text

The second technique is the question-answer method. The unique advantage of the question-answer method of training is that the individual cadets can have a course tailored to their particular concern and special need. This approach is even more effective with the cadets since they are gaining practical experience in the street which can be related in the classroom through this method. Caution should be taken, however, to insure that the question-answer approach is not used to supplement the course content. Often times an instructor will use the question-answer approach in lieu of preparing for the course itself. The question-answer approach is used on the average of approximately 15%. This percentage is at a good level but should not exceed 15%.

A third technique used by the training program was film presentations to set the stage and provide information and then have questions, answers, and discussion afterwards. This is an excellent technique especially in cases where technical information can be presented in a much more efficient manner than an instructor can. The film presentation method was used approximately 17% of the time by the instructors. Again, this percentage is at a good level, but in no case should

go beyond 20% . Care should also be taken to make sure films are not used as fillers as is typical in many training courses.

A fourth technique used by the training program was the group discussion approach which was used approximately 5% of the time by the instructors. Although not used often, it is suggested that it be continued to be used but only with extreme care due to its unpredictable nature. The value of a group discussion is effected by several factors, many of which are difficult to control and which may result in inefficient training.

Some of these factors include:

1. Class Size. Twenty cadets in the training program can often make it difficult to develop meaningful discussion in which all can participate. Small discussion groups can solve this problem.
2. Domination by Individuals. Often times, it is not unusual to have one or two individuals dominate the discussion if the discussion leader does not attempt to involve the whole class.
3. Instructor Skill. The instructor has to be skilled in the stimulation of discussions, understand how to focus the students' energies on the problem and not on each other, maintain a high energy level in the class, be able to listen, and lastly, be able to develop the positive aspects of the discussion and not dwell on the negative aspects.

Due to these factors, this is one instructional area that can be non-productive in terms of learning,

but if properly developed can result in the development of creative ideas and continuous feedback to the student.

The panel discussion method was used by only one instructor and is one which should be considered by other instructors. By using this method it is possible to develop panel discussions involving college students, drug users, gang members, high school students, etc., which can present information to the cadets which he may not be able to obtain in the normal classroom or street situation.

Role play was used by only two instructors in the training program with an average of 4%. This is also another technique that other instructors should consider. A role play situation takes two forms: 1) actors playing the parts of the participants and having the cadets in the class respond to the situation as they might on the street, and 2) the cadets themselves playing the part of the participants and other officers responding and mediating. The first approach has, in some programs, shown the most success and has the most transference to the real street situation. Training, to be effective, must maximize the transference between the artificial classroom situation and that of the highly flexible street situation. A role play situation aids very much in this transference process.

For a role play situation to be maximally effective, however, it is suggested that video taping be used so that immediate feedback can be provided to the role playing cadets. The tapes can also be used for future cadet classes.

The final technique used by the instructors was demonstrations for an average of approximately 8%. This technique is similar to role playing, but in this case, the instructor would demonstrate proper techniques to be used in various areas such as making an arrest, handcuffing, etc. This technique should be maintained at that same percentage.

III. PROJECT OUTPUTS AND IMPACTS

Since the project at this time is not completely finished, actual impacts cannot be determined until later. Initial impact analysis will be made in an update of this Final Report to be furnished at the end of the project. The following criteria will be used for the initial evaluation of the impact of the Tri-County Area Cadet Training Program:

- Number of cadets who were placed in the sponsoring agencies in which they received their training.
- Number of cadets who were placed in agencies other than their sponsoring agency.
- Length of time required to obtain employment.
- Grades of the cadets in the State Police Municipal Training Course as compared to other members of the training course.
- Performance reports of the cadets while in State Police Training as compared to other members in the training course.

These indicators will be used in order to measure the immediate impact of the training program and are thus limited to performance at the State Police Program and whether or not they obtained employment in a law enforcement agency at the end of the program. To test the full impact of training, however, will require further analysis once the cadets are on the job for a period of at least one year.

Once this time has elapsed, the following indicators can be used.

- Rate of promotion of the cadets compared to other members of the police department.
- Number of cases lost in court due to improper procedures, etc.
- Results of personnel evaluation forms.
- Number of accidents cadets were responsible for.
- Amount of property damage or personal injuries inflicted by the cadet.
- The number of public complaints against the individual officer.
- The number of cases not "cleared" by an officer due to poor processing of evidence.
- Number of mistakes on written reports or in handling matters covered by a standard operating procedure.
- Number of official reprimands lodged against an officer.

These indicators can be used for measuring the long range impact of the cadet training program. It is highly recommended that these indicators be used.

IV. RECOMMENDATIONS FOR THE SECOND YEAR PROGRAM

In the Interim Report the evaluators recommended and developed an outline of a Model Cadet Training Program. The first component of the outline consisted of two to four weeks of instruction at the Butler County Community College to include orientation, purpose of training and instruction in academic courses that will aid the cadets in successfully completing the State Police Municipal Training Course. The second section of the model consists of the twelve-week course in Municipal Police Training offered by the State Police. It was proposed that this would provide the cadets with the initial knowledge, skills, and abilities on which to base the remainder of their training since they will much more be able to operate in the field during the last part of their training program. The third and final section of the model training program consisted of the same format as the present training, i.e., two days in the classroom and three days in the field. The two days in the classroom, however, would include instruction that built upon the State Police Municipal Training rather than be redundant with it. The following pages build upon this outline of the Model Cadet Training Program in terms of structure, length, and content.

Structure

As previously stated in the Interim Report, it is recommended that the State Police Training be scheduled early in the training program. The reasoning behind this is that the State Police Training provides a solid base for the cadets in their other classroom work. Also having completed their State Police Training, the cadets will be much better prepared for their role in the assigned sponsoring agencies.

The course structure following State Police Training should remain the same as at present, i.e., two days in the classroom and three days in sponsoring agencies.

Length

Length of training programs vary depending on their purpose, content, extensiveness, etc. The present one year cadet program seems appropriate to meet the needs of the Tri-County Area. It is therefore recommended that the program length remain at one year, but restructured as suggested. If there is a requirement to shorten the program, the cadets could spend three days in the classroom and two days in the field. This structure is a viable alternative to the present schedule.

Content

As mentioned previously, a major portion of the Tri-County Training Program should build upon the State Police Training. The instruction after the State Police Training would optimally be in areas such as:

- Patrol Techniques
- Emergency Response Techniques
- Responding to Emergencies and Police Officers' Roles in Emergencies
- Community and Public Relations Techniques
- Human Relations and Crisis Intervention
- The Use of Force and Deadly Force
- Academic Courses

The books and handout materials used should follow these same subject areas and should be sufficiently challenging to motivate the cadets and generate optimal learning experiences. The subject areas mentioned build upon the State Police Training by covering subjects that are treated lightly or not at all in the State Police Municipal Course.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

As demonstrated in this report, progress has been made toward implementing the short-term recommendations presented in the Interim Evaluation. There has been a positive change in terms of reducing redundancy with State Police Training and in restructuring course priorities. Therefore, Bartell Associates recommends that the Tri-County Cadet Training Program be refunded for a second year, and that recommendations for the second year program be implemented.

If the project is refunded, the project director should begin as soon as possible to plan the next year's program. This is especially important for sponsoring agencies since municipal budgets will be developed in the near future, and these budgets should provide funds for a cadet who may be hired by them. The project director can also begin refining the course content and reading materials, using last year's program as a base.

It cannot be expected to have a training program run smoothly in its first year of operation. To achieve this will take several years of development. The first year's program, however, has provided a solid base on which future programs can be developed by following the recommendations of this report and by continually refining the program.

END

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