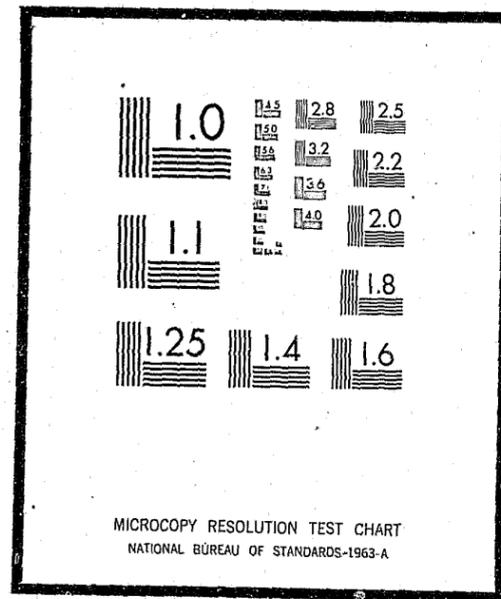


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11/5/75

The American Foundation Institute of Corrections
1532 Philadelphia National Bank Building
Philadelphia, Pennsylvania 19107

Comprehensive Staff Development Program
Pennsylvania Board of Probation & Parole

#DS-241-72E-
#DS-365-73A
Board of Probation and Parole - Comprehensive Staff Development Program -
Final Evaluation Summary
Final Evaluation Report Summary

Executive Summary

Project's Objectives and Activities

The primary objective of this continuing program was to provide intensive training to enhance the development and refinement of skills for all levels of staff in order to increase their effectiveness in providing services to those clients served on probation and parole. In part these skills were to enhance staff ability to deal with individual and group behavior as well as their function as community resource coordinators. It was anticipated that new staff members would receive a minimum of 100 hours of training and all other levels of staff a minimum of 40 hours additional training. Full-time graduate training would be provided for approximately 15 selected staff members. Aside from improving staff capability in dealing with clients, it was hoped that a lower turnover rate of professional staff would result as well as a lower recidivism rate of clients in high risk areas.

Initial and continuing efforts were expended in attempts to clarify training goals and plans. Due to budget cuts in state funding it was necessary to modify project goals and plans. Funds were not available to hire 60 new agents and investigators as anticipated. Training priorities were revised to direct 25% of resources toward new staff; 50% toward mid and top level management; 20% toward specialized areas of training, and 5% in graduate training (10 second-year students instead of 15 as planned). The project director and his 4 training specialists attempted to organize training on a regional basis. Training areas related to executive development, operations of the criminal justice system, relevant court decisions, alcohol and drug addiction, mental retardation and other current problems affecting the provision of services to clients were explored. Efforts were made to utilize and involve various colleges, universities and Bureau of Administrative Services in training programs, some of which were successful.

Several programs were provided through contract with universities and private agencies. Others were provided through in-house staff, through other state departments free-gratis or special college courses or institutes at cost. A variety of training activities were conducted in districts throughout the state under varying auspices and for different levels of staff.

Major Results, Findings and Recommendations

During the 8 months of this project year the training program entailed 21 different classes totalling 436 hours of training. There were 777 participants from varying staff levels. Other activities included 10 persons involved in graduate training and 113 practicum and internship students from 16 different colleges and universities. (For a breakdown of training areas, numbers, level of staff involved see pp. 6,7,8,9).

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Evaluation

From interviews with staff involved in specific courses, evaluations and test results on hand some overall impressions of their value were obtained.

The evaluation summary of SRS training at the Gateway Rehabilitation Center in Pittsburgh highlighted a significant change in an understanding of addicts and the addictive process. These 38 students involved in 40 hours of training acquired considerable factual information, and self-awareness as it relates to job performance and helping troubled people. The students completed pre and post tests and were actively involved in part with the treatment process.

The 6 parole agents involved in 40 hours of basic and advanced alcohol training courses at Ursinus College, felt the training was excellent and recommended it for all agents and supervisors.

The 9 agents involved in arrest policy and procedures class for 4 hours felt it was very much needed and were appreciative on the whole. It was tangible, relevant, and need was expressed for more training in this area.

The tests of 85 participants from all levels in the 16 hours labor relations course revealed very good results.

26 interviews were conducted with parole agents, human service aides, supervisors and a regional administrator for their opinions on the relevancy and needs of training. We randomly selected on the average of 4 persons from 6 courses having the greater number of participants. These courses were, Hearing Procedures, Social Rehabilitation Services, Drug Education, Social Awareness, Human Service Aide Training, and Labor Relations. More detailed results appear in the main body of this report. However, there were several problem areas consistently identified by a number of those interviewed. Primary was the frustration of working with clients who are not always fully cooperative; the large caseloads, the oppressive amount of paper work, and the desire for training geared to developing skills to work with the concrete problems of the parolee. Other areas of training needs related to clarification of their role; i.e. authoritative vs. social nature of job, availability of community resources and how to use them, how to deal with mental health problems of their clients, caseload management, training male agents to work with female clients, and the desire by most of the human service aides for training in basic writing skills.

We would recommend that the Board and project staff continue their efforts toward clarifying and implementing their goals and objectives in relation to overall training needs - and clearly distinguish short and long range goals for the beginning, intermediate and advanced levels of staff.

We would urge better coordination and uniformity of training programs as well as effective utilization of training staff and their specific capabilities.

The National Advisory Commission states that, "training is a management responsibility and should encompass all staff members." They have a further responsibility "to provide staff with the skills and knowledge to fulfill organizational goals and objectives." A continuing goal of this project should be to provide the minimum hours of training as indicated in the initial objectives for all levels of staff, and this includes at least 40 hours of executive development training for all top and middle managers.

There is need for an on-going method of evaluating individual and overall staff development and performance level. Continued backing and support by Board policies and procedures is vitally necessary for this training program. A career ladder should be set up for all levels of staff and in particular for current graduate students.

Training is likewise important to prepare individuals for promotional opportunities. Parole agents have at times been placed in a supervisory position without any training or preparation for the job.

There is a need for improved methods of data collection and record keeping to further enhance training and evaluation activities.

We would further recommend the project be continued and refunded with the above considerations in mind.

Project Activities

The goal of this project is to provide comprehensive training for all levels of staff with primary emphasis upon first-line supervisors and parole agents. The primary purpose of training is to increase the effectiveness of supervision of staff and supervision and social services for probationers and parolees. It addresses the problem of inadequate preparation and training of new staff as well as the shortcomings of on board supervisors and agents who lack the necessary knowledge, skills and values for increased potential effectiveness as helpers. To assist a probationer or parolee in his efforts to achieve a more responsible and constructive adjustment while providing protection for the community is no easy task.

The chief handicap facing this project was the lack of clearly defined goals and objectives for training in relation to the different levels of staff needs and guidelines for achieving them. Some additional problems were reflected in the areas of administration, staffing, and coordination, budget problems, shifting board composition and priorities, and a change in project director. Sound planning is well nigh impossible with the type of problems forementioned. At a later date the Board rather accurately defined the nature of the problem. "The task of the training unit was too broadly defined to be adequately achieved by methods now employed." Some key areas of training needs for new, older staff as well as supervisors were sadly neglected. Resulting was a hodgepodge of a number and variety of training activities in districts throughout the state under varying auspices. This is not to say that some of the training programs were not effective, but overall lacked specific goals and organization. Many of the programs depended upon the availability of outside training resources and contracts with special agencies. This inhibits advanced planning for all the people involved.

Evaluation - Activities

The evaluators met with the project director and several of his assistants on 5 different occasions--twice in Harrisburg and 3 times in Philadelphia. Two site visits were made during the project year to observe training programs--one day in the Philadelphia district and 3 days at the Gateway Rehabilitation Center in Pittsburgh. In addition there have been a number of telephone conversations and letters exchanged. A questionnaire was developed with the collaboration of training staff to be used in interviewing several levels of staff involved in various training programs on a random basis.

Our initial visit focused on the need to pin down specific goals for training, courses to be offered with specific information relative to location, content, level of training, time and numbers. This was important for the development of evaluation plans, but very difficult to achieve.

Following submission of the interim report a meeting was called by the Governor's Justice Commission in Harrisburg to discuss some common problems revealed in the various program evaluations. Key persons from the Board of Parole, project directors, project evaluators and members of the state evaluation staff participated. The questions addressed in relation to this program related to the appropriateness of the training program and coordination of training efforts. The evaluation team followed up on this meeting by letter and visit to further clarify direction and goals with project staff. Key Board members, administrative personnel, regional directors and project staff came together on several occasions to address these problem areas. There was also input and feedback by field agents and supervisors.

The results were most encouraging in terms of defining roles, and short and long-range goals in terms of training needs. This took a couple of months of effort which was finalized around mid-March.

The evaluation team spent a day at the Philadelphia district office administering a questionnaire relating to the results of training. Parole agents, supervisors, an administrator and regional director were interviewed. We attempted to obtain a view of the results of, and needs for, training from their viewpoint.

We also received most of the requested charts and information from the project staff delineating the types of training, levels, numbers participating and location, trainers, test performances and costs where possible.

The area of a systematic way of data collection needs to be improved.

Due to some disorganization and lack of coordination it was difficult to plan ahead. As the board review committee indicated their "shot gun" approach to training precluded advanced planning and visitation by the evaluation team.

Major Results, Findings and Recommendations

The project faced some initial difficulty in organizing a comprehensive training program due to changes in Board priorities. Because of state budget cuts in Board funding it was impossible to hire 60 new agents and investigators as anticipated. This was to be the primary thrust of training. Training activities were revised to show that 25% of effort would be directed toward new staff; 50% toward mid and top level management; 20% toward special areas of training; and 5% for graduate training. Several other problems hampered the effectiveness of this program. Primary was the struggle in pinning down with some degree of clarity the specific goals and guidelines for a comprehensive training program based on identifiable needs of different levels of staff. Other problems were reflected in the areas of administration, staffing and coordination.

The results of this 8 month period on which this evaluation is based are as follows: 21 different classes were conducted totalling 436 hours of training. There were 777 participants at varying staff levels involved. Other activities included 10 persons involved in graduate training, and 113 practicum and internship students from 16 different colleges and universities. The areas of training provided to increase the effectiveness of parole staff services revolved around knowledge and skills content. The training areas covered labor relations, crimes code and redefining legal concepts, investigation, arrest policy, hearing and testifying procedures, firearms qualification and requalification, basic orientation, drugs and alcohol, urinalysis, human relations, initial SRS, transactional analysis, human services aides, and PACT. A breakdown of the numbers, level of staff and type of training follows.

The following charts summarize the number and level of probation and parole staff involved in various training courses.

I. Staff Level and Numbers Involved

Parole Agent I	139
Parole Agent II	411
Parole Agent III	128
Case Specialist	5
P.W.O.	4
Planner	3
H.S.A. I	3
H.S.A. II	5
H.S.A. III	3
Supervisors	76
TOTAL	777

II. Number, Course, Hours

No.	Hours	No.	Hours
53 Labor relations	6	37 Human Relations	16
35 Drug Education	8	155 Hearing procedures & testifying	5 1/2
8 Urinalysis	1 1/2	112 Initial SRS	40
6 Bedford Springs-alcohol	18	25 Basic Orientation	28
4 Alcoholic Basic	40	29 Firearms qualification	32
2 Alcoholic advanced	40	99 Requalification	32
9 Arrest Policy	4	22 self-defense	30
3 P.A.C.T.	40	22 transactional analysis	12
35 Redefining legal concepts	14	* 17 hearing procedures (supv)	5 1/2
7 Advanced Corr.Skills	40		201
23 Crimes Code	6		
* 24 Investigator	3		
<u>209</u>	<u>220 1/2</u>		

TOTAL NO. = 727

TOTAL HOURS = 421

* Note: Insufficient information on those participating in the investigator, hearing procedures and other classes attended by supervisors accounts for the difference in totals and the charts which follow.

III. Number of people trained in each category by region and by level of rank.

Labor Relations N = 53

# in Philadelphia	= 53	Hours = 6
# of Parole Agents I	= 44	
# of Parole Agents II	= 4	
# of Prob. Officers III	= 2	
# case SP Planner	= 2	
	= 1	= 53

Urinalysis Training N = 8

# in Harrisburg	= 8	Hours = 1 1/2
# of P.O. II	= 6	8
# of P.O. III	= 2	

Alcoholic Training-Basic N = 4

# in Philadelphia	= 1	Hours = 40
# in Harrisburg	= 2	4
# in Williamsport	= 1	
# of P.O. I	= 1	
# of P.O. II	= 2	4
# of P.O. III	= 1	

Arrest-Policy & Procedure N = 9

# in Philadelphia	= 1	Hours = 4
# in Altoona	= 7	9
# in Johnstown	= 1	
# of P.O. I	= 1	
# of P.O. II	= 5	9
# of P.O. III	= 3	

Redefining Legal Concepts N = 35

# in Philadelphia	= 3	Hours = 14
# in Harrisburg	= 13	
# in Williamsport	= 11	35
# in State College	= 2	
# in Lanctsr	= 3	
# in York	= 3	
# of P.O. I	= 2	
# of P.O. II	= 24	35
# of P.O. III	= 9	

Drug Education N = 35 Hours=8

# in Philadelphia	= 23	
# in Allentown	= 6	35
# in Chester	= 6	
# of P.A. I	= 1	
# of P.O. II	= 27	
# of P.O. III	= 4	35
# of H.S.A. II	= 1	
# of Case SP	= 1	
# of Planner	= 1	

Bedford Springs-Alcoholic Trg. N = 6

# in Philadelphia	= 3	6	Hours = 18
# in Williamsport	= 3		
# of P.O. I	= 3		
# of P.O. II	= 2	6	
# of P.O. III	= 1		

Alcoholic Training-Advanced N = 2

# in Philadelphia	= 2	Hours = 40
# in Williamsport	= 1	
# of P.O.	= 2	

P.A.C.T.

# in Philadelphia	= 2	3	Hours = 40
# in Harrisburg	= 1		
# of P.O. I	= 1	3	
# of P.O. III	= 2		

Transactional Analysis N = 22

# in Philadelphia	= 22	Hours = 12
# of supervisors	= 1	
# of P.A. III	= 4	
# of P.A. II	= 14	22
# of P.A. I	= 2	
# of H.S.A.	= 1	

Advanced Corr. Skills N = 5

# in Philadelphia	= 1	Hours = 40
# in Harrisburg	= 3	5
# in York	= 1	
# of P.O. II	= 1	
# of P.O. III	= 2	5
# of H.S.A. II	= 2	

Human Relations - N = 37

# in Philadelphia	= 36	Hours = 16
# in Harrisburg	= 1	37
# of P.O. I	= 12	
# of P.O. II	= 13	37
# of P.O. III	= 12	

Hearing Procedures & Testifying N = 17

of supervisors = 17 Hours 5½

Initial S.R.S. Training - N = 112

# in Philadelphia	= 54	
# in Pittsburgh	= 13	
# in Harrisburg	= 8	
# in Williamsport	= 6	
# in Erie	= 6	112
# in Allentown	= 8	
# in Butler	= 4	
# in Altoona	= 3	
# in Chester	= 10	

Crimes Code N = 23

# in Philadelphia	= 4	Hours = 6
# in Harrisburg	= 16	23
# in Lanctr	= 2	
# in York	= 1	
# of P.O. I	= 7	
# of P.O. II	= 12	23
# of P.O. III	= 4	

Hearing Procedures & Testifying N = 155

# in Philadelphia	= 132	Hours = 5½
# in Harrisburg	= 18	155
# in Wilksby	= 4	
# in Scranton	= 1	
# of P.O. I	= 34	
# of P.O. II	= 89	
# of P.O. III	= 27	155
Planner	= 1	
P.W.O.	= 1	
H.S.A. II	= 1	
H.S.A. III	= 1	
N.A.	= 1	

# of P.O. I	= 14	Hours = 40
# of P.O. II	= 77	
# of P.O. III	= 18	112
# of Case SP	= 2	
N.A.	= 1	

Basic Orientation - N = 25

# in Philadelphia	= 5	
# in Pittsburgh	= 1	
# in Harrisburg	= 5	
# in Williamsport	= 1	25
# in Erie	= 1	
# in Sharon	= 1	
# in Allentown	= 8	
# in Chester	= 2	

# of P.O. I	= 6	Hours = 28
# of P.O. II	= 15	
# of P.O. III	= 0	
# of H.S.A. I	= 1	25
# of H.S.A. II	= 1	
# of H.S.A. III	= 2	

Firearms Qualification N = 29

# in Philadelphia	= 14	Hours = 32 for both
# in Pittsburgh	= 6	
# in York	= 1	29
# in Harrisburg	= 1	
# in Williamsport	= 5	
# in Altoona	= 2	
# of P.O. I	= 2	
# of P.O. II	= 20	29
# of P.O. III	= 6	
# of P.W.O.	= 1	

Firearms Requalification N = 99

# in Philadelphia	= 48	
# in Pittsburgh	= 12	
# in Harrisburg	= 4	
# in Lanctr.	= 1	
# in York	= 1	
# in Wilksb	= 3	
# in Scranton	= 1	99
# in Erie	= 4	
# in Sharon	= 2	
# in Allentown	= 8	
# in Reading	= 1	
# in Norristown	= 3	
# in Butler	= 4	
# in Aliquippa	= 3	
# in Altoona	= 3	
# in Johnstown	= 1	
# of P.O. I	= 5	
# of P.O. II	= 67	
# of P.O. III	= 25	99
# of P.W.O.	= 1	
N.A.	= 1	

Self-Defense N = 22

# in Philadelphia	= 9	Hours = 30
# in Harrisburg	= 1	
# in Williamsport	= 2	22
# in Allentown	= 6	
# in Altoona	= 2	
# in Chester	= 2	
# of P.O. I	= 1	
# of P.O. II	= 18	
# of P.O. III	= 2	22
# P.W.O.	= 1	

While a sizeable number of staff were involved in some type of training across the state and at varying levels - the value can be judged by the results of what learning took place and whether it met the needs of those involved to enable them to do a more effective job in providing services to probationers and parolees. Largely due to time limitations The American Foundation staff randomly interviewed 26 persons who had been involved in several training programs from the Philadelphia area. We also examined several evaluations provided by contract trainers and a number of tests and feedback information of those involved in specific training areas.

On Thursday, April 12 the evaluators went to the State Office Building in order to interview agents about the various training courses in which they took part. The purpose of the interview was to give the agents an opportunity to express their opinions about the relevancy of the course content to their work situation, and to enable them to identify what they saw as being their own needs in the area of training. We spoke with parole agents, human service aides, supervisors, the district director and regional administrator. The interviews focused on six training areas: Hearing Procedures, S.R.S., Drug Education, Social Awareness, Human Service Aide Training, and Labor Relations. These particular training courses were chosen for study because a greater number of agents participated in them than in any other courses. There was a total of twenty-six interviews conducted, with an average of four interviews in each training area, except for social awareness in which there were only two interviews conducted. The following is a compilation of the results of those interviews.

Hearing Procedures

Four out of five agents who participated in the hearing procedures course had a generally favorable response to the content and presentation of the material. Most of them cited the course as being very relevant to their work, especially in terms of the manner in which it helped to clarify just what they were allowed to do and say at a revocation hearing. Most of the agents expressed a need for clarification of the procedures necessitated by the court's recent Morrissey decision, and felt that the course served this function well. One agent, who had been with the department for over ten years felt that he did not learn anything new from the course; however, it should be noted that he was hazy on the course content itself. Attendance at these sessions was mandatory and so there was no problem in getting off from the job. Most of the agents interviewed rated the trainer as being good; but one felt that the presentation may have been too legalistic in nature.

Social Rehabilitation Services

All four of those interviewed concerning the S.R.S. training felt that the course content was geared too much toward dealing with the problems of

middle class people and not enough toward the concrete, everyday problems of the average parolee. They also felt that while the trainers were high caliber people; they were not at all familiar with the operations of the parole board, nor with the problems of the parole agent in dealing with the parolee. The agents felt that there was too much stress put on self-awareness to the neglect of the development of skills in dealing with parolee's problems. All four men also expressed a desire to go through the training in one bulk period of time and not on a one day a month basis as is presently done.

Drug Education

Three out of the four persons interviewed about the drug education training had generally negative feelings about that course. Most felt that it was too superficial, and that they did not learn anything new from it. One agent, who had been with the parole board for eight years, felt that the class should be divided according to what they knew about drugs and the content then geared to meet their needs. He was interested in the interpretation of recent drug laws and suggested that it might have been useful to have a lawyer present information relevant to this area. It should be noted; however, that one of the agents interviewed (who was a new agent at the time the course was offered) did find it to be helpful in detecting when a person was on drugs.

Social Awareness

There were only two agents interviewed concerning the social awareness course, and one of these could not remember anything about the course. The other one felt that the course was inadequate and rated the trainers as being very poor. However, it should be noted that no conclusive results should be based on the opinions of this one respondent.

Human Service Aides

All from the human service aides interviewed felt that the content of their training course was relevant and helpful to them in the performance of their jobs. They made particular note of the fact that the course helped them to clarify their role in relation to the agents, and that it provided practical instruction in such basic skills as how to write case reports and conduct initial interviews.

Labor Relations

The supervisors we interviewed found the labor relations course to be helpful to them in terms of clarifying on what basis they should rate their agents, and in terms of making them more aware of how to deal with problems involving a unionized group.

Training Needs Identified by Agents

In talking with the agents several problem areas were consistently identified by them; the frustration of working with clients who are not always fully cooperative was constantly alluded to, the large number of clients in their caseloads, the oppressive amount of paperwork, and the desire for training geared specifically at developing skills which would help the agent cope with the concrete problems of the parolee. Beyond this; however, the agents also expressed a desire for training courses which would help them in the following areas:

- . The clarification of their role; i.e., the dual nature of their work as law enforcement officers and social workers simultaneously.
- . What community resources are available to them and how to go about using them.
- . Training geared toward the mental health aspects of their work; i.e., how to recognize and deal with the mental health problems of the client.
- . Caseload management.
- . Training for male agents to work with female clients.
- . Nearly all the human service aides expressed a desire for more training in the area of basic writing skills.

Training Needs Identified by Supervisors

The supervisors we talked with felt that their agents needed continuous training in the methods of investigative procedures, hearing procedures, and report writing. They generally felt that while the training which their agents had gone through had been helpful in improving job performance; there was still a need for more training aimed at improved techniques in the area of parole revocation procedures and report writing.

Training Needs Identified by Administrators

We talked with two high level administrators and both felt that supervisors should receive continuous training in the areas of labor relations and caseload management as well as supervisory skills.

The results of the interviews and tests were most helpful and revealed that at least in part some courses were beneficial for some participants. There is certainly no consistency or conformity in the pattern of response.

Some meaningful areas of need and improvement were highlighted. The number of hours of instruction as well as the number of people involved is impressive.

The lack of clarity in goal setting and organization for training were the main handicaps. Defined training needs at all levels with improved organization and planning is vitally important to avoid repetition and wasted effort. The training staff could likewise be used more efficiently. It is not possible to determine the degree of turnover rate for staff or the impact of recidivism in high risk areas in the current level of operation of this program.

It is our impression that the meeting called by the Governor's Justice Commission to review the interim reports on parole board projects was most beneficial.

Resulting were several meetings of key Board staff including administration, service, and project personnel with some input from various levels of field agents. Their efforts were directed toward clarification of goals in relation to training needs, better coordination of training programs, effective use of project staff and methods of evaluating overall staff learning and performance. The inappropriate use of training staff time and development of supportive board policy for standardized delivery dates for training are vital aspects of consideration for an effective program.

The direction in which the development of an effective comprehensive training program is now moving is most commendable. There is recognition that the task of the training unit was too broadly defined and real effort has been made to close this gap. With clarity of purpose and function, both short and long range goals have in part been defined. A unified program with specific content, timing, including practice and evaluation of performance for new employees has been developed on a four weeks basis.

Efforts are being directed toward on-going training programs for field staff in treatment areas as well as supervisory practice and skill development at the intermediate and advanced levels. Both content and hours of instruction are included.

We certainly endorse this approach to a revised training program. The previous operation was diffused and disorganized, making it difficult to plan or evaluate its effectiveness. A more systematic approach is necessary. This includes the identification of training needs for new and old staff at varying levels; clearly defined roles of training staff as well as supervisory and administrative staff; clearly defined short and long-range goals; recorded performance records, and the support and commitment to training by the top administration to enhance better coordination of efforts toward the goals of training.

We would further recommend that the Board give serious thought to developing meaningful career ladders into their system as well as increased increments for recognized achievement. This is crucial for those persons

completing graduate training. It is demoralizing for such a person to return to the same level of job without recognition or opportunity to utilize his advanced learning and skills.

The Board could utilize such talent to further upgrade their level of service. Otherwise a good investment will be lost to another agency who will be glad to utilize such talent. There is nothing to hold a person once he has served out his commitment period. Ironically, it appears that a career ladder has been established for human service aides.

Most of the funds for this project were earmarked for staff personnel. For some reason a half time grant contributor was missing. This put considerable pressure upon the director of this project. It would likewise be helpful to the training unit for the Board to develop a Manual of Standard Policies and Procedures. This would certainly implement the consistency and clarity of organized goals.

There too is need for improvement of data collection and more accurate training statistics.

It is most important to recognize that no employee should be placed on a job without the necessary training and preparation for the job assignment. This would include all levels of staff.

We would recommend refunding of this vitally needed program in relation to the above mentioned direction.

Questionnaire

(Trainees)

1. What was the nature of your training course?
2. How were you recruited for it?
3. Was there any problem in getting off the job for attendance? -- or other hardships?
4. Was the training helpful?
If so -- in what ways?

If not -- why?
5. How would you evaluate the trainer?
Good Fair Indifferent
6. Was the content relevant?
7. What was the form of presentation?
8. What would you suggest for improvements?
9. What have you been able to use from the course?
10. What other areas of training would be helpful to you?

Questionnaire

(Administrators)

1. What can you identify as training needs for your supervisors?
2. Have you shared your suggestions with the training unit?
3. In what different courses have your supervisors been involved?
4. What was your role in selection of candidates for training?
5. Did this present any problems for you and the work load?
6. Which courses seemed more helpful to your supervisors?
7. What specific results have you seen in relation to their learning--attitudes, ability to supervise, helpfulness to parole agents, organization of work load, and efficiency?
8. What programs have you been involved in?

Questionnaire

(Supervisors)

1. What can you identify as training needs for parole agents under your supervision?
2. Have you shared your suggestions with the training unit?
3. In what different courses have your agents been involved?
4. What was your role in selection of candidates for training?
5. Did this present any problems for you and the work load? Type and nature of problems.
6. Which courses seemed more helpful to your agents?
7. What specific results have you seen in relation to their learning--attitude, use of supervision, helpfulness to clients, organization of work load and efficiency?
8. What programs have you participated in?
9. In what way were they helpful to you?

THE AMERICAN FOUNDATION INC.
INSTITUTE OF CORRECTIONS
1532 PHILADELPHIA NATIONAL BANK BUILDING
PHILADELPHIA, PENNSYLVANIA 19107
LOCUST 3-3263

April 24, 1974

Mr. Larry Taylor
Evaluation Management Unit
Governor's Justice Commission
P.O. Box 1167
Harrisburg, Pennsylvania 17108

Dear Larry:

Enclosed you will find two (2) copies of the final
evaluation report on the Comprehensive Staff Development
Program for the Board of Probation and Parole. DS-365-73A

I hope it serves its purpose. Should there be any
questions please get in touch. I will need to discuss
what is required for updating this report for the remainder
of the project year.

Hope all is going well for you.

Sincerely,

Ernest

Ernest W. Goldsborough
Research Associate

EWG:fw

MAJOR EVALUATIONS UNDERWAY OR COMPLETED IN YOUR SPA

non loan

Project or Program being Evaluated:

Grant Title: (DS-365-73E) Comprehensive Staff Development Program
(include grant number)

Grantee: Pennsylvania Board of Probation and Parole

Brief Description: To increase effectiveness of probation and parole
(both project and evaluation effort)
services by developing and refining skills of professional staff.

Scheduled date of final Evaluation Report: April 26, 1973

Person to contact concerning the Evaluation:

Christine A. Fossett, Chief, Evaluation & Monitoring Unit
(name)
Governor's Justice Commission, Department of Justice

Box 1167, Harrisburg, PA., 17120
(address)

717-787-1422

(telephone)

If completed, is Evaluation Report on file with NCJRS? yes no

Please mail completed form to:

Keith Miles
Office of Evaluation
LEAA-NILECJ
Department of Justice
Washington, D.C. 20530

END