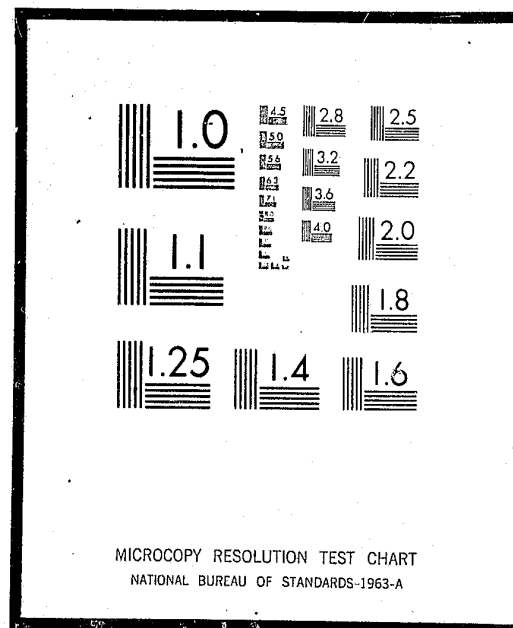


# NCJRS

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



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

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

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

Date filmed

3/25/76

Delaware -  
JUVENILE JUSTICE COLLABORATIVE TRAINING -

FA-56-73

74-044

An Evaluation

Submitted To The Executive Committee  
of the  
Delaware Agency To Reduce Crime

by  
Harold W. Metz  
Director of Evaluation  
March 1975

30495

## TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
I. Project Information.....	1
II. Budget Information.....	1
III. Objectives.....	2
IV. Evaluation Design.....	3
Content and Presentations.....	3
Attitudinal Changes.....	3
Relevance and Effectiveness.....	3
V. Approach.....	4
VI. Program Design.....	5
Exhibit I (Curriculum).....	9
VII. Participating Agencies and Personnel.....	5
Table I (Agencies).....	6
Table II (Personnel).....	7
VIII. Location.....	5
IX. Observations.....	10
Appendix A (Opinion Survey).....	11
Appendix B (Attitude Change).....	15

## FORWARD

According to the National Council on Crime and Delinquency, the consultant contracted to implement this project:

"it appeared that growth took place at the personal level in many of the participants, inter-personal communication was facilitated, intra-organizational communication and working relationships were strengthened, and inter-organizational communication was improved between the Family Court and Division of Juvenile Corrections.... Evidence acquired from similar training programs indicates that the application of new or reinforced knowledge generated by instrumented laboratory training is usually significantly greater than that resulting from the typical workshop or conference".

I. Project Information:

1. Implementing Agency...The Family Court of Delaware
2. Project Director.....C. Boyd McDivitt
3. Financial Officer.....Ralph Turner
4. Grant Type.....Continuation
5. Grant Period.....July 1, 1973 to June 30, 1975

II. Budget Information:

FA-56-73 and 74-044	DARC Federal Funds	State Cash Match	Subgrantee In-Kind Contribution	Total
Personnel	0	0	4,210	4,210
Consultants	41,000	0	0	41,000
Travel (Subsistance)	7,622	5,919	240	13,781
Supplies	0	0	300	300
Total	\$48,622	\$5,919	\$4,750	\$59,291
a. Estimated cost per participant..... \$271				
b.* Estimated cost per participant had they been trained out-of-state..... \$395				
c. Estimated savings per participant..... \$124				

\*Travel (\$150), Subsistance (\$100), Tuition (\$125), Other (\$20)

III. Objectives:

1. To conduct seven (7) three day, high-quality training laboratories.
  - a. To provide a total of 21 days of training
  - b. To accommodate approximately 210 trainees

(See Tables 1 and 2)

2. To administer tests or questionnaires before, during and after the training sessions in order to provide continuous feedback on opinions, attitudes and knowledge.

- a. Opinions - See Appendix A
- b. Attitudes - See Appendix B
- c. Knowledge - No assessment was made

3. Non measurable goals and objectives

- a. To meet mutual staff training needs
- b. To provide an opportunity for juvenile justice personnel to increase and update their knowledge and skills
- c. To afford staff the opportunity to experiment with new ideas and new concepts
- d. To affect a change in their clients, themselves and their organization
- e. To clarify the philosophy, policies and goals of the juvenile justice system
- f. To identify and examine juvenile justice policy models and methods
- g. To facilitate communication and cooperation between and among Family Court, DJC, public schools and the police

#### IV. Evaluation Design:

##### 1. To evaluate project content and presentations.

- a. Participants were asked to rate each segment of every lab on a scale from 1 to 5 (5 being the most informative and stimulating). Where appropriate, each segment was divided into two parts, content and presentation.
- b. In the large majority of cases the mean of the ratings fell between 3.5 and 4.5.
- c. It would appear that the value of such ratings were more important to the individual instructors rather than as a measure of the effectiveness and impact of the total effort.

##### 2. To assess attitudinal changes in project participants.

- a. In an attempt to assess attitudinal change, an identical sentence completion test was administered to participants at the beginning of the lab and again in the final session (see Appendix B). Although examples of "before" and "after" responses were cited, no definitive conclusions for the total group were drawn.

##### 3. To evaluate the relevance and effectiveness of the project.

- a. The application (FA-56-73) specified that follow-up questionnaires were to be sent to participants and their supervisors shortly following each training session. Such evaluation efforts were never undertaken.

#### V. Approach:

1. Approximately 371 personnel (125 from Family Court and 246 from the Division of Juvenile Corrections) are involved in the delinquency treatment and prevention process. Of the total staff, 83% are line personnel involved in direct services to youth and 17% are supervisory or administrative personnel. The target group of this project included individuals who represented a cross section of all job classifications (see Table II).
2. Due to a desire to include other components of the criminal justice system which deal with youth and youth problems, the second application provided for participation by the police, Youth Service Center employees and representatives from the public schools (see Table II).
3. Both the Family Court and the Division of Juvenile Corrections conducted two training needs assessments among existing personnel. The former was conducted by the Family Court Staff Development Officers, and the latter by contract with an outside consultant, Technical Development, Inc. Despite the different methods employed, the results were similar as to training needs. Each assessment illustrated an immediate need to expand and improve:
  - (a) Counseling Techniques
  - (b) Treatment Strategies
  - (c) Management Functions
4. A training proposal submitted by the National Council on Crime and Delinquency (NCCD) to conduct seven (7) three day, high-quality training laboratories was accepted by the Delaware Juvenile Justice System Collaborative Training Council.
5. The Council identified the following areas of concern as those with the highest priority for immediate concern:
  - a. Interagency communication and working relationships
  - b. Respective agency philosophies
  - c. Definition of role responsibilities
  - d. Trust and professional integrity
  - e. Conflicting agency needs for confidentiality
  - f. The law

- g. Agency discretion in disposition decision-making for youth in trouble
- h. Inconsistency in intra-agency practice
- i. Accountability, follow through, and continuity of care
- j. Means of implementing change

#### VI. Program Design:

1. Exhibit I depicts a typical program that was followed for each training workshop.
2. The three day workshops were organized to afford the opportunity for participants to share ideas, feelings and information.
3. The workshop participants were divided into eight (8) person groups, with participants from all agencies represented in each group.
4. Case material taken from various agencies in the State were utilized in clarifying philosophies and policies.

#### VII. Participating Agencies and Personnel:

1. Tables I and II.

#### VIII. Location:

1. Drayton Manor in Worton, Maryland was used as the training site for the total series of training laboratories.
2. An out-of-state site was chosen due to its cost and its inaccessability to participants place of employment.
3. Although an out-of-state facility was chosen as the training site, this particular effort was still considered an "in-state" project, due to the fact that all participants were from the state of Delaware.

Table I.

#### PARTICIPATING AGENCIES JUVENILE JUSTICE TRAINING LABORATORIES

Participating Agencies	Oct. 29 to Nov. 1, 1973	Nov. 26 to Nov. 29, 1973	Jan. 28 to Jan. 31, 1974	Apr. 15 to Apr. 18, 1974	Jan. 27 to Jan. 31, 1975	Feb. 24 to Feb. 28, 1975	Mar. 24 to Mar. 28, 1975	Total	
								No.	%
Family Court	15	16	16	16	10	7	9	89	40.6
Division of Juvenile Corrections	16	16	15	16	6	7	6	82	37.5
Public Schools	0	0	0	0	5	2	4	11	5.10
Youth Service Center (Public or Private)	0	0	0	0	2	0	2	4	1.8
Police	0	0	0	0	10	12	11	33	15.1
Total	31	32	31	32	33	28	32	219	100.0

1. 24 days of training were provided
2. 219 individuals were trained

Table II.

## PARTICIPATING PERSONNEL

## JUVENILE JUSTICE TRAINING LABORATORIES

Participating Personnel	Oct. 29 to Nov. 1 1973	Nov. 26 to Nov. 29 1973	Jan. 28 to Jan. 31 1974	Apr. 15 to Apr. 18 1974	Jan. 27 to Jan. 31 1975	Feb. 24 to Feb. 28 1975	Mar. 24 to Mar. 28 1975	Total	
								No.	%
FAMILY COURT	15	16	16	16	10	7	9	89	40.6
a. Judges	2	2	1	0	1	1	1	8	3.7
b. Administrators	3	5	3	3	4	1	1	20	9.1
c. Counselors	7	5	10	8	4	4	6	44	20.1
d. Bailiffs	1	0	2	0	0	1	0	4	1.8
e. Clerical	2	4	0	5	1	0	1	13	5.9
DIVISION OF JUVENILE CORRECTIONS	16	16	15	16	6	7	6	82	37.5
a. Administrators	2	1	0	0	1	2	2	8	3.7
b. Institutional	11	13	12	12	2	2	2	54	24.7
c. After Care	3	1	2	2	3	3	2	16	7.3
d. Clerical	0	1	1	2	0	0	0	4	1.8
PUBLIC SCHOOLS	0	0	0	0	5	2	4	11	5.0
a. Administrators	0	0	0	0	2	1	1	4	1.8
b. Counselors	0	0	0	0	2	1	1	4	1.8
c. Teachers	0	0	0	0	1	0	2	3	1.4
YOUTH SERVICE CENTERS (Public or Private)	0	0	0	0	2	0	2	4	1.8
a. Conrad	0	0	0	0	2	0	2	4	1.8

Table II. - Continued

## PARTICIPATING PERSONNEL

## JUVENILE JUSTICE TRAINING LABORATORIES

Participating Personnel	Oct. 29 to Nov. 1 1973	Nov. 26 to Nov. 29 1973	Jan. 28 to Jan. 31 1974	Apr. 15 to Apr. 18 1974	Jan. 27 to Jan. 31 1975	Feb. 24 to Feb. 28 1975	Mar. 24 to Mar. 28 1975	Total	
								No.	%
POLICE	0	0	0	0	10	12	11	33	15.1
a. Local	0	0	0	0	8	8	7	23	10.5
b. State	0	0	0	0	2	4	4	10	4.5
TOTAL	31	32	31	32	33	28	32	219	100.0

## Exhibit I

## DELAWARE III

## INTERAGENCY JUVENILE JUSTICE TRAINING INSTITUTE

## PROGRAM

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			BREAKFAST 7:45 a.m.		
8:45 a.m.		Personnel Relations and Interagency Communication	Juvenile Justice Policies	Juvenile Justice System and the Schools	Interagency Issues and Goal-Setting
11:00 a.m.	Registration		Styles of Influence	Case Analysis Group Task	Evaluation of Institute
			LUNCH 12:15 p.m.		
1:15 p.m.	Orientation Institute Goals and Methods Group Tasks	Case Decision- Making	Decision-Making and Problem-Solving Group Task	Diversion what who how Group Task	Return Home
			DINNER 6:00 p.m.		
7:15 p.m.	Communication Models Agency Information Sharing	Group Task	Group Task	Group Reports on Diversion	

IX. Observations:

1. Tables I and II indicate that a large number and a wide range of employees were provided with the opportunity to discuss common problems, philosophies, policies and goals of their respective agencies.
2. Improved communication and working relationships seemed to have resulted from this training project. The participants from each agency became better acquainted personally, and as a result, more fully understood one another's problems. Each appeared to gain more respect for the other. On the basis of past experience, however, we do know that in many cases, back-home barriers to the implementation of new ideas will cause frustration, and, at times, feelings of helplessness.
3. As a result of this training effort, a small number (11 to 15) of participants have formed an action oriented group designed to clarify policies and affect change within their agencies. At this writing, they have met three times but no definitive actions or concepts have developed.
4. It would appear that the knowledge and understanding gained through this experience had a very low relationship to the identified training needs expressed in two previous need assessments. (See Section V, part 3.) The identified training needs were very specific and limited, whereas, the identified areas of concern of the Juvenile Justice Collaborative Training Council were very broad and abstract. Although the actual training attempted to address the latter rather than the former, there is some evidence (Program Design) that neither was fully explored or exposed.
5. Although project personnel could readily speak to, and provide information about, the "process" of this particular project, they could not make evaluative judgments, based on objective criteria, regarding its effectiveness or impact on the criminal justice system.
6. It is the evaluator's impression and also that of the training staff of the National Council on Crime and Delinquency, that possibly this specific program design and its associated curriculum has reached a sufficient number of employees and any future programs should contemplate a change in format and content.

# APPENDIX A

## Opinion Survey

Prepared by

NCCD

Survey Population: First Grant Only (126)

Instructions: Circle the response which you find to be the most appropriate for each question. These responses will be kept strictly confidential. Only group data will be shared at the laboratory.

Response key:      SA      A      U      D      SD  
                          Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

	SA	A	U	D	SD
1. I have a good understanding of the philosophy and goals of my agency or institution.	22	70	16	7	0
2. Major changes in juvenile justice programs are not needed; what we really need is the money and support to make our present programs more effective.	9	23	17	45	22
3. People who work in corrections (i.e. probation, parole, institutions) have a responsibility to help the community identify its social problems.	38	94	7	13	2
4. People at all levels of an organization should be involved in helping to develop organizational policy.	57	48	2	9	0
5. Volunteers should be utilized by probation agencies.	35	55	19	5	1
6. My agency has been successful in securing adequate community involvement.	5	27	29	45	10
7. I feel that I can freely express my opinions to my supervisor.	40	58	2	11	4
8. Correctional clients can be a useful resource in evaluating agency or institution policy and service.	21	63	23	5	2



	SA	A	U	D	SD
9. Changes in departmental policy which are likely to be controversial should simply be announced with no discussion.	2	3	3	49	59
10. The delinquency jurisdiction of the court should be limited to those children who have violated the criminal law.	13	23	14	52	12
11. Juvenile detention centers should never be used to house dependent and neglected children.	52	37	5	19	3
12. As an individual I can personally cause little change in my agency (or institution).	8	21	20	43	23
13. The increased emphasis upon the legal rights of children is getting in the way of treatment.	5	20	23	44	24
14. The only legitimate reason for committing children to a correctional institution is for the protection of the community.	3	14	7	61	41
15. Volunteers have important roles to play in working with children in correctional institutions.	24	78	21	3	0
16. Communities should place more emphasis on developing alternatives to the juvenile justice system.	42	56	12	5	0
17. Judges, administrators and staffs of juvenile justice agencies should provide leadership in the development of alternatives to the juvenile justice system.	33	71	11	1	0
18. A professional worker is always influenced by his own values and beliefs in making decisions affecting the clients he serves.	8	49	11	40	7
19. Youth who are persistently truant from school should be referred to the Family Court.	8	37	19	39	13

	SA	A	U	D	SD
20. The most effective way to handle a youngster who can't adjust to a group in an institutional setting is to isolate him/her for a while.	0	11	14	43	8
21. Youth should be directly involved in planning delinquency prevention and treatment programs in the community.	19	53	4	6	0
22. In general, punishment has proved to a useful tool in correcting juvenile offenders.	1	11	20	34	15
23. The working relationship among police, courts and correctional agencies in my community is:	Excellent 4	Good 34	Fair 35	Poor 7	
24. Working relationships between the Family Court and the Division of Juvenile Corrections are:	Excellent 7	Good 44	Fair 26	Poor 3	

#### Other Questions

1. What aspects of the laboratory do you think will be most helpful on your job back home?

(Sample) 1. Personal communications  
2. Change agent  
3. Policy formulation  
4. Self - evaluation  
5. Group interaction

2. Since participating in the laboratory, do you see your job differently?

Yes: 91 No: 25

3. As a result of the laboratory experience, do you see correctional goals differently?

Yes: 80 No: 39

4. As a result of the laboratory experience, are there any changes which you feel should be made in your agency?

Yes: 107 No: 5

APPENDIX B

Attitude Change

Prepared by  
NCCD

Survey Population: First Grant Only (126)

INTERAGENCY JUVENILE JUSTICE TRAINING INSTITUTES

Name: \_\_\_\_\_

S: Schools      P: Police      FC: Family Court      DJC: Division of Juvenile  
Corrections  
(Please circle one)

INSTRUCTIONS: Please complete the following sentences, in a few words, by  
responding with you first reaction. There are no right  
answers or wrong answers. Your responses will be kept absolutely  
confidential.

Pre

Post

The Family Court in Delaware

need more judges

need more volunteers

constrained

is headed in the right direction

doesn't seem to understand the  
program and purpose of the  
Delaware Juvenile Court

has many internal problems but they are  
also sincere in helping people

My job

aftercare counselor

change agent

supervisor

is wonderful

is to make programs run smoothly

is to participate

is very limited

has possibilities

Kids in trouble

need help

need to be consulted as to their needs

do not often receive the help  
they need

need to be involved in what is happening  
to them

Pre

Rehabilitation

just a word, not reality  
is needed by the community and  
public as well as by the kids

The community

should spend more on corrections  
doesn't give the kids a chance  
really doesn't want rehabilitation,  
it wants problem kids out of their  
hair

This laboratory

could be interesting  
can help convey more effective  
methods of helping clients

I expect

to meet new associates, to exchange  
where each of us are coming from and  
perhaps agree on some points

a raise

to learn a great deal about other  
agencies that are involved with  
juveniles in trouble

nothing

Post

better than reform and restraint  
is for sick kids and there aren't as  
many of them as some people think

is an essential resource  
condemns the juvenile  
needs this kind of lab to get in tune  
with corrections

has opened my eyes and made me question  
should be only a beginning

to have a rough few months as I try to  
live up to some of the concepts I have  
bought

that I will be re-evaluating me as a  
person and worker

to return to my job and light some fires

several radical changes in less than  
ten years

Pre

Legal rights in the Family Court

should be minimized  
are being considered more and more

Kids who violate the law

need supervision  
should have to pay  
are tried in Family Court

I feel my supervisors

do not see things from the same  
vantage point I do

Neglected children

should have alternatives provided  
need help

Division of Juvenile Corrections

does basically a good job  
to help reform

People who work in correctional institutions

are no different than anyone else  
need community support  
are like anyone else, some good,  
some bad

Post

are important to children  
are necessary

need guidance  
need help  
are sometimes unjustly treated

are trying to do a good job

often become delinquent through correctional  
atmosphere

should have every right in planning their  
future

is better than I thought  
not completely necessary

have surprised me with their many insights  
need to educate the community to gain support  
need to be more involved in the entire  
process

Pre

Post

Judges

all powerful

have a great responsibility

vary

need to risk and become advocates

Probation officers

we have very little contact with them  
and therefore it is difficult to make  
any comments in reference to them

our hope for diverting many kids from  
the system

sit in their offices

can be instrumental in working to tap  
community resources

Detention Homes

are facilities for short term  
confinement

are not necessary

stink!

can be used more creatively if staff-  
students-community are involved in the  
process

Volunteers

help take the pressure off  
trained employees

may be the hope of the system for input  
and new ideas

can be useful if properly  
trained

should be able to bring a good deal of  
community feeling to any facility and also  
re-educate the community

Police

need to know more about Family Court

need to be involved in helping the com-  
munity make plans for kids while in the  
community

need more training to work with  
troubled youth

should have been here

END