

35618

U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		DISCRETIONARY GRANT PROGRESS REPORT	
GRANTEE Puerto Rico Crime Commission	LEAA GRANT NO. <u>72-ED-02-0010</u>	DATE OF REPORT 4-12-74	REPORT NO. 4
IMPLEMENTING SUBGRANTEE Department of Justice Division of Correction	TYPE OF REPORT <input type="checkbox"/> REGULAR QUARTERLY <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT		
SHORT TITLE OF PROJECT Program Planning & Development	GRANT AMOUNT \$51,245.00		
REPORT IS SUBMITTED FOR THE PERIOD Feb. 1, 1974		THROUGH April 30, 1974	
SIGNATURE OF PROJECT DIRECTOR <i>Casiano López Nieves</i> Casiano López Nieves	TYPED NAME & TITLE OF PROJECT DIRECTOR Director, Planning Section		

The project was extended after approval by the Puerto Rico's Crime Commission, so as to carry out its final evaluation.

This evaluation was performed by Professor David Hernández. While the project was being evaluated (copy of this evaluation was sent to the Puerto Rico's Crime Commission), selection of inmates to be transferred to Sabana Hoyos Camp in Arecibo was continued as part of this program and the in-service training for the Camp's personnel was continued according to the projects design.

At present, Camp's personnel has not been recruited in its totality and is still lacking key personnel such as: case workers and Superintendents in charge of the treatment programs. Some Camp facilities as the recreational are still incomplete. Neither there is the necessary equipment to carry out this activity.

We expect to have this program fully operating within the next three (3) months.

NCJRS

AUG 1976

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RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official) <i>A</i>	DATE 8-27-12-74.
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COMMONWEALTH OF PUERTO RICO  
PUERTO RICO CRIME COMMISSION  
SAN JUAN, PUERTO RICO

G. P. O. BOX 1256  
HATO REY, PUERTO RICO 00936

December 26, 1974.

Mr. Jules Tesler, Acting  
Regional Administrator  
Law Enforcement Assistance Adm.  
U.S. Department of Justice  
26 Federal Plaza - Room 1337  
New York, New York 10007

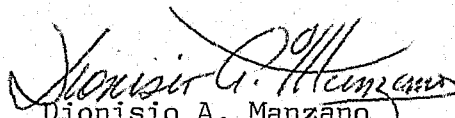
Re: Discretionary Grant 72-ED-02-0010  
Program Planning and Development Project

Attention: Mr. Refugio Cuco Rodríguez  
State Representative for Puerto Rico

Dear Mr. Tesler:

We are including final progress report of above mentioned discretionary grant. A copy of evaluation report is also included for your consideration.

Cordially,

  
Dionisio A. Manzano  
Executive Director

Enclosure

UNITED STATES GOVERNMENT

DEPARTMENT OF JUSTICE

LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

*Memorandum*

TO : National Criminal Justice Reference Service  
 : Attn: Acquisition Librarian  
 : P.O. Box 24036 - S.W. Post Office  
 : Washington, D.C. 20024

DATE: July 27, 1976

FROM : Linda Schneider  
 : Grants Coordinator, Region II

SUBJECT: Submission of Final Progress Report for LEAA Grant No. 72-ED-02-0010 72ED-02-0010

In accordance with LEAA Handbook HB 4000.1A, we are hereby forwarding the following:

- (a) 5 copies of all resultant handbooks and manuals
- (b) 1 copy of final Progress Report (exceeds 3 pages)  ~~XXXX~~  
 due to illegibility of Xerox Copies made.
- (c) 5 copies of final report for Evaluation Grant

Any questions, please contact me at 264-4755.

72-8D-02-0010

Evaluation: Activities Developed From Project  
for Staff Development and Program  
Planning, Puerto Rico Department  
of Justice, Division of Correction.  
(April - October 1973)

NCJRS

AUG 4 1976

ACQUISITIONS

RECEIVED  
DEC 30 10 28 AM '74  
LEAA, N.Y.

Director: David B. Hernández  
1974

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### NOTE:

Where a Table is indicated but not immediately included in the text, the table will be found on the following page.

## Introduction

The Department of Justice, Division of Correction has embarked on an intensive training program to increase its capacities in the following areas: (1) programming, (2) budget design and (3) social planning using: (a) social research, (b) program analysis and (c) evaluative techniques. These training experiences have been directed primarily to the interests of the planning staff of the Division of Correction.

The training program involved as a first phase, sessions focusing on techniques for social research held from April through May and a second phase of sessions from June through October focused on concepts of social planning for the correctional system; all occurring during the past year 1973. As part of this training process consultants were made available to the participating staff.

An additional phase involved participant trainees in on-site design of new program activities for a penal institution at Sabana Hoyos, Arrecibo.

### Areas of Evaluation

#### Potential Impact

1. (a) Analysis of instruction provided to the trainees  
(b) Subjective evaluation by the trainees of the instruction received

- 2. (a) Empirical analysis of utilization of research techniques and planning concepts previous to the training.
- (b) Empirical analysis of utilization of research techniques and planning concepts after the training.

The evaluative research would propose recommendations in terms of support for existing activities and for alternative activities as they are related to efficient use of the program resources.

It was our intent in this study to carry out a research program utilizing the prisoner population at the proposed new penal institutions at Sávana Hoyos, Arceibo. However, at the time of this study the plan to establish such a facility had not as yet been fully implemented.

However we will:

- (1) Carry out a content analysis of the Sávana Hoyos plan and of trainee work-tasks schedules to ascertain changes in administrative procedures, programming and planning for fiscal year 1973-1974 as regards the prisoner population and which could be imputed to the training program under evaluation.

Findings and Analysis

We will initiate the current report with a description of some of the characteristics of the participants in Project



for Staff Development and Program Planning, Puerto Rico  
Department of Justice, Division of Correction.

## I. Profile of Participants

(Table I)

Table I indicates the variety of positions held by participants. Directors, section chiefs and technicians are represented among the 17 persons who attended different phases of the PSDPP. From the above table, we can see that about 60% of the participants are line staff while approximately 40% hold supervisory positions.

As the job titles of supervisors indicate, 7 distinct units within the Department of Justice are represented at the supervisory level. These positions include supervisors of Planning, Training and Production, and Administration. Of the 7 supervisory participants, 1 (14% of supervisors) is directly concerned with planning. The category of supervisor most highly represented (3 or 42% of supervisors) is the "Training and Production Specialist" category.

A description of line staff shows that the 10 participants include Budgetary, Planning and Administrative personnel. While at the supervisory level 7 distinct units are equally represented, one participant each, at the line staff

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\* Hereafter in the text, the program being evaluated will be referred to by the abbreviation PSDPP.

Table 1

Participants by Staff Position at Start of Training Period (1972-1973)

Staff	Budgetary	%	Planning	%	Training and Production Specialist	%	Administration	%	Total	%
Sub-Director of Budget	1	5.88							1	5.88
Director - Industrial School for Women					1	5.88			1	5.88
Chief - Planning Section			1	5.88					1	5.88
Director - Project Cor- rectional Administration							1	5.88	1	5.88
Sub-Director, Division of Correction							1	5.88	1	5.88
Superintendent of Schools					1	5.88			1	5.88
Coordinator Prison Industries					1	5.88			1	5.88
Sub-total, Supervisory Staff	1	5.88	1	5.88	3	17.64	2	11.76	7	41.17
Agronomist III					1	5.88			1	5.88
Fiscal Aide	1	5.88							1	5.88
Executive Secretary							1	5.88	1	5.88
Planning Technician			3	17.64					3	17.64
Administrative Aide							4	23.52	4	23.52
Sub-Total Line Staff	1	5.88	3	17.64	1	5.88	5	29.41	10	58.82
Total General	2	11.74	4	23.52	4	23.52	7	41.27	17	99.99

level planning technicians (3) and Administrative technicians (5) are most heavily represented among participants. Taken together these two categories of participants represent almost half (47.04%) of all participants (8) in the PSDPP.

Line staff whose responsibilities were designated as planning technicians (3) represented 30% of all line staff participants and represented approximately 18% of all participants.

From the above, we find that the greatest number (7 or 41.27%) of the total participants are in the administrative category while approximately one fourth (25.52%) are planning personnel distributed in supervisory (5.88) and line staff positions (17.64%).

From the above we note that although PSDPP is focused on the planning context about three-fourths (75.0%) of the participants are not in positions directly designated as planning positions. Thus, it is evident that the target population includes a diversity of staff roles both at the supervisory and line staff levels.

An analysis of participants by educational level attained follows in table 2.

Table 2  
Participants by Educational Level

Education	No.	%
High school graduates	1	5.88
B.A. degree	8	47.05
B.A. degree and graduate course work	2	11.76
M.A. degree	5	29.41
Juris doctor	1	5.88
Total	17	99.98

Again we encounter among participant diversity, this time in terms of formal educational achievement. It should be noted that the overwhelming majority, 16 of the 17, have university level degrees. Approximately half (8) hold baccalaureate degrees and about one-third (5) master's degrees.

The following analysis shows the distribution of participants by staff position and educational level.

(Table 3)

Table 3 indicates all 7 supervisory personnel hold university degrees and that the majority, 5 of the 7 (approx. 70%) hold master's degrees.

Among the 10 line staff participants we see that 9 hold university degrees and that 4 of the 10 have studies beyond the B.A.

Table 3

Participants by Staff Position and Educational Level

Staff	E D U C A T I O N										Total	%
	High School Graduates	%	BA degree	%	BA degree and Graduate course work	%	MA degree	%	Juris Doctor	%		
Chief - Planning Section	-	-	-	-	-	-	1	5.88	-	-	1	5.88
Coordinator - Prison Industries	-	-	1	5.88	-	-	-	-	-	-	1	5.88
Sub-Director, Division of Cor- rection	-	-	1	5.88	-	-	-	-	-	-	1	5.88
Superintendent of Schools	-	-	-	-	-	-	1	5.88	-	-	1	5.88
Director - Correction Administration Project	-	-	-	-	-	-	1	5.88	-	-	1	5.88
Director - Group Counseling Proposal	-	-	-	-	-	-	1	5.88	-	-	1	5.88
Director - Office of Planning and Coordination of Federal Programs	-	-	-	-	-	-	1	5.88	-	-	1	5.88
Sub-Total - Supervisory Staff	-	-	2	11.76	-	-	5	29.40	-	-	7	41.17
Budgetary Assistant	1	5.88	-	-	-	-	-	-	-	-	1	5.88
Agronomist III	-	-	1	5.88	-	-	-	-	-	-	1	5.88
Planning Technician	-	-	2	11.76	1	5.88	-	-	1	5.88	4	23.52
Administrative Technician	-	-	2	11.76	1	5.88	1	5.88	-	-	4	23.52
Sub-Total - Line Staff	1	5.88	5	29.40	2	11.76	1	5.88	1	5.88	10	58.82
Total General	1	5.88	7	41.17	2	11.76	6	35.29	1	5.88	17	99.99

From this table we note that the majority of incumbents of supervisory positions are at an M.A. level (approx. 70% of supervisory participants) while at the line staff the B.A. educational level is most highly represented (5 of the 10 line staff participants). One of the 10 line staff has an educational level less than B.A. (a high school graduate) and one was at a level superior to M.A. (Juris doctor).

In the following table we are able to present a distribution of participants by length of time in their current staff position.

Table 4  
Participant by Length of Time in  
Current Staff Position

<u>Time period (in years)</u>	<u>No.</u>	<u>%</u>
Less than one	2	11.76
One - two	6	35.29
Three - four	5	29.41
Five - six	2	11.76
Seven - eight	-	-
Nine - ten	1	5.88
No response	1	5.88
<u>Total</u>	<u>17</u>	<u>99.93</u>

Table 4 shows us that almost half of the participants (8) have been less than 2 years in their current position. However it should be noted that almost all indicate more than one year's experience in their jobs.

Table 5

## Participants by Length of Time in Specific Current Staff Position

Staff	Less than one year	%	1-2 years	%	3-4 years	%	5-6 years	%	7-8 years	%	9 or more years	%	No Response	%	Total	
Chief - Planning Section	-	-	1	5.88	-	-	-	-	-	-	-	-	-	-	1	5.88
Coordinator - Prison Industries	-	-	-	-	1	5.88	-	-	-	-	-	-	-	-	1	5.88
Sub-Director, Division of Cor- rection	-	-	-	-	-	-	-	-	-	-	-	-	1	5.88	1	5.88
Superintendent of Schools	-	-	-	-	1	5.88	-	-	-	-	-	-	-	-	1	5.88
Director - Correction Administra- tion Project	-	-	-	-	1	5.88	-	-	-	-	-	-	-	-	1	5.88
Director - Group Counseling Proposal	1	5.88	-	-	-	-	-	-	-	-	-	-	-	-	1	5.88
Director - Office of Planning and Coordination of Federal Programs	-	-	1	5.88	-	-	-	-	-	-	-	-	-	-	1	5.88
Sub-Total - Supervisory Staff	1	5.88	2	11.76	3	17.64	-	-	-	-	-	-	1	5.88	7	41.12
Budgetary Assistant	1	5.88	-	-	-	-	-	-	-	-	-	-	-	-	1	5.88
Aeronomist III	-	-	-	-	-	-	-	-	-	-	1	5.88	-	-	1	5.88
Planning Technician	-	-	2	11.76	1	5.88	1	5.88	-	-	-	-	-	-	4	23.52
Administrative Technician	-	-	2	11.76	1	5.88	1	5.88	-	-	-	-	-	-	4	23.52
Sub-Total - Line Staff	1	5.88	4	23.52	2	11.76	2	11.76	0	0	1	5.88	0	0	10	58.80
Total	2	11.76	6	35.28	5	29.40	2	11.76	0	0	1	5.88	1	5.88	17	99.92

(Table 5)

Table 5 details the picture immediately above.

The highest frequency of PSDPP participation (6) is indicated in the 1 to 2 year in current position category.

Specifically, among line staff, highest frequency of job stability (4) occurs in the one to two year category while highest frequency of job stability at the supervisory level (3) occurs in the three to four year category.

All but one, in each of the supervisory and line staff categories indicate more than one year's experience with current job position.

Table 6

Distribution of Participants Work  
Schedule by Site of Work Task

Primary Location	All Hours		Some Hours		No hours		Total	
	Hours	%	Hours	%	Hours	%	Hours	%
Central office	11	21.56	6	11.76	-	-	17	33.32
Regional office	-	-	1	1.96	16	31.37	17	33.33
Other location	-	-	5	9.80	12	23.52	17	33.32
Total	11	21.56	12	23.52	28	54.89	51	99.99

Sixty five percent of participants in the PSDPP regularly spent all their working time in the central office of the Department of Justice. All the remaining participants (35%)



spent some hours in the central office. The remainder of the time of the latter group was spent in unspecified 'other locations' with only one specifying that the time was spent in the regional office.

(Table 7)

Table 7 shows the time distribution in the work week devoted to the tasks: budget design, program design and program evaluation. Table 7 does indicate program design requires more of the respondent's work time followed by budget design and program evaluation. Obviously, the majority of most participants' time is devoted to one or more than one of the tasks indicated specifically although almost half spend most of their time on other tasks, explained in the next table. Almost all have responsibilities for a variety of tasks.

(Table 8)

The "other" category on Table 7 is specified in Table 8. The ten other types of work include translators and preparation of forms, fiscal review of projects and other technical work plus representation of the bureau or department meetings, supervision of other employees and attendance at or provision of training, etc.

Table 7

## Distribution of Work Tasks by Work Schedule, Each Week

Work Task Areas	1/2 day or less	%	1 day	%	More than 1 day but less than 3	%	3-5 days	%	None	%	Total	%
Budget Design	5	8.69	1	1.44	3	4.34	5	7.24	2	2.89	17	24.60
Program Design	5	7.24	-	-	6	8.69	4	5.79	2	2.89	17	24.60
Program Evaluation	6	8.69	3	4.34	1	1.44	4	5.79	3	4.34	17	24.60
Other Areas*	2	2.89	2	2.89	1	1.44	5	7.24	8	11.59	18	26.05
Total	19	27.51	6	8.69	11	15.91	18	26.06	15	21.71	69	99.85

\* In the "other areas" category, one respondent indicated 2 other work task areas.

Table 8

## Distribution of Work Tasks Included Under Other Areas (See Table 7)

Work Tasks	1/2 day or less	%	1 day	%	More than 1 day but less than 3	%	3-5 days	%	None	%	Total	%
Translation and Preparation of forms	-	-	1	10.	-	-	-	-	-	-	1	10.
Fiscal review of projects	-	-	1	10.	-	-	-	-	-	-	1	10.
Organization and Method	1	10.	-	-	-	-	-	-	-	-	1	10.
Personnel training	1	10.	-	-	-	-	-	-	-	-	1	10.
Federal Gov't Project Administration	-	-	-	-	1	10.	-	-	-	-	1	10.
Represent Director on Prisoner Rights	-	-	-	-	-	-	1	10.	-	-	1	10.
Program Implementation	-	-	-	-	-	-	1	10.	-	-	1	10.
Supervision	-	-	-	-	-	-	1	10.	-	-	1	10.
Preparation of Legal Rulings	-	-	-	-	-	-	1	10.	-	-	1	10.
General System Planning	-	-	-	-	-	-	1	10.	-	-	1	10.
Total	2	20	2	20	1	10.	5	50.	-	-	10	100.

Table 9  
Percentage of Additional Work  
 Time Needs by Work Task

Work tasks requiring additional work time	No.	%	Total
Proposal design and analysis	17	68.0	7
Program evaluation	7	28.0	7
Curriculum design	1	4.0	1
Total	25	100.0	25

The participants all perceived that they needed additional time to do some work task or tasks. The greatest need seemed to be in the area of proposal design and analysis, less so, but considerable, in evaluation and finally, least in curriculum design which is a specialized responsibility of only one participant.

Table 10  
Perception of Work Tasks that should be  
 Assigned Less Work Time

Areas that should be assigned less work time	No.	%
Sub-Total Yes	9	52.94
Administrative procedures	1	5.88
Personnel training	1	5.88
Administrative procedures		
Program evaluation	1	5.88
Federal proposal grant preparation	2	11.76
Budget preparation	1	5.88
Sub-total No.	8	47.05
Total	17	99.9

On the other hand, only half of the participants thought that less time should be allocated to tasks that are presented in table 10. The primary area that appears to take too much time is administrative procedures.

In the next table we examine the background that the participants had insofar as training program participation at the Department of Justice.

Table 11  
Previous Participation in Training Programs  
at Department of Justice

Participation	No.	%
Yes	15	88.24
No	2	11.76
Total	17	99.99

Table 11 indicates that almost all (15) of the trainees had previous experience with training programs at the Department of Justice.

Table 12 follows with a detailed presentation of the previous experience of trainees in Department of Justice Training Programs.

(Table 12)

Among the participants in the PSOPP there was an abundance of experience with training. As Table 12 indicates at least twenty three types from international congresses (1)

Table 12

Previous Participation in Training Program by Type of Program and Duration

Type of Training Program	<u>Duration of Time</u>										Total	%
	One Day	%	2-3 Days	%	4-5 Days	%	More than one Week	%	Do not remember	%		
Curriculum Development	-	-	-	-	-	-	-	-	1	2.70	1	2.70
Personality Development	-	-	-	-	-	-	-	-	1	2.70	1	2.70
Training for Trainers	-	-	-	-	-	-	1	2.70	3	8.10	4	10.81
Personnel Evaluation	-	-	1	2.70	-	-	-	-	1	-	2	5.40
Work Plans	-	-	-	-	-	-	-	-	1	2.70	1	2.70
Interdisciplinary Seminar	-	-	1	2.70	-	-	-	-	-	-	2	5.40
Corrections Division Staff Seminar	-	-	-	-	-	-	-	-	1	2.70	1	5.40
Supervisors Seminar	-	-	2	5.40	1	2.70	1	2.70	2	5.40	6	16.21
Interview Techniques	-	-	1	2.70	-	-	-	-	1	2.70	2	5.40
Human Relations	-	-	1	2.70	-	-	-	-	1	2.70	2	5.40
Prisoner Rights and Disciplinary Procedures	-	-	2	5.40	-	-	-	-	-	-	2	5.40
Third Criminology Congress	-	-	-	-	1	2.70	-	-	-	-	1	2.70
Sensitivity Training	-	-	-	-	-	-	-	-	1	2.70	1	2.70
Interpersonal Relations	-	-	2	5.40	-	-	-	-	-	-	2	5.40
Group Dynamics	-	-	-	-	-	-	1	2.70	-	-	1	2.70
Inter-agency	-	-	-	-	-	-	1	2.70	-	-	1	2.70
Reality Therapy	-	-	1	2.70	-	-	-	-	-	-	1	2.70
Group Work	-	-	-	-	-	-	1	2.70	-	-	1	2.70
Classification and Treatment	-	-	1	2.70	-	-	-	-	-	-	1	2.70
Federal Programs	-	-	1	2.70	-	-	-	-	-	-	1	2.70
Auditor Training	-	-	1	2.70	-	-	-	-	-	-	1	2.70
Budget Design	1	2.70	-	-	-	-	-	-	-	-	1	2.70
International Congress Alcoholism and Drugs	-	-	-	-	-	-	-	-	1	2.70	1	2.70
<b>Total</b>	<b>1</b>	<b>2.70</b>	<b>14</b>	<b>37.83</b>	<b>3</b>	<b>8.10</b>	<b>5</b>	<b>13.51</b>	<b>14</b>	<b>37.83</b>	<b>37</b>	<b>99.92</b>

to formal training programs of more than a week's duration (5) were part of the background of the participants. Among the thirty-seven mentions the most frequent were the two and three day seminars (14), most of which had a more specific mission than did the PSDPP. Of the 23 previous training experiences which indicate duration, the majority (18) indicate that the training took place during less than a week's time.

It should be noted that the PSDPP took place over a 6 month period (April-October 1971), it is unlike the majority of previous training experiences insofar as the extended training time is concerned.

In consideration of the role of the objectives of the PSDPP Project was the participation by the trainees in the development of a plan for a penal camp (Sabana Hoyos Penal Camp Project), we analyzed the trainees as to previous experience in such an enterprise.

Table 13

Previous Participation in Preparation of  
a Plan to Establish a Penal Camp

Previous Participation	No.	%
Yes	1	5.88
No (None)	16	94.11
Total	17	99.99

As Table 13 indicates, only one participant in the PSDPP indicated any experience in penal plan preparation previous to this training opportunity.

Summary: Characteristics of PSDPP Participants

The participants include a substantial number of supervisory staff (40%) and line staff (60%) personnel. Thus the program includes personnel who are concerned with policy-making phases as well as personnel who are closer to the implementation phases.

Participants are from a wide diversity of units and the majority (3/4) from department units which are not planning units.

Thus, the agenda of the PSDPP was presented to a substantial number of participants whose functions have not typically mainly found on either social research or social planning concerns.

The participants are all experienced at the Department of Justice. All show at least a year's time in their current position and more than half have been in that position for more than 2 years.

In terms of their work, they are particularly concerned with program and proposal design and analysis. They indicate that program design is an area of major work-time consumption and that they require even more time to develop tasks in this area.

They have all participated in training programs at the Department. However, all but one have never participated in the development of a plan to establish a penal camp.

## II. Participation in Training Program

We will begin this section of our study by examining the reasons that participants gave for their initial contact with PSDPP.

Table 14

### Participants by Reason Given for Participation

<u>Reason</u>	<u>No.</u>	<u>%</u>
Assigned	12	70.58
Volunteered	5	29.42
Total	17	99.99

The most common reason given for participation was assignment (70.7) to the PSDPP.

When queried as to the expected benefits of participation, we get the following results:

Table 15

### Participants Expectations of Potential Program Benefit Previous to Training

<u>Expectations</u>	<u>No.</u>	<u>%</u>
Very Beneficial	7	41.17
Beneficial	10	58.82
Of Little Benefit	-	-
Of No Benefit	-	-
No Expectation	-	-
Total	17	99.99



All participants indicated that they expected the PSDPP to be beneficial. Seven of the 17 indicated that they expected it to be very beneficial.

In the next table (Table 16) we can observe the extent of participation in each of the phases of the PSDPP.

In terms of the formal training sessions, highest participation occurred during the first training session. Of the 17 participants who had contact with some phase of the PSDPP, 13 indicated having attended some part of the earliest training sessions while considerably fewer (3 of the 17) indicated contact with the later training sessions. This indicates a decrease of 5 participants or 40% drop in training session participation.

We should also note that as regards the first training session, 9 of the 13 participants (approx. 2/3) indicated the highest level of participation for the phase of the program.

Though there occurred a 40% drop in participants from the 1st training sessions to the second training sessions, it is important to observe that of the 8 present, 5 or 62.5% indicated highest level of participation.

Thus although there was a decrease in the number of participants from one training phase to the second, there was a substantially higher proportion of the participants in the second training session indicating highest level of participation.

With regard to individual consultations we see a similar tendency. Individual consultation with the First Trainer occurred with 7 of the 17 participants while for the Second Trainer, 4 participants indicated having had individual consultation with that trainer. We observe a decrease of 3 participants or of over 40% from individual consultations with First to individual consultation with Second Trainer. Of the 7 who received consultation with the First Trainer, 3 or approx. 40% indicate highest level of participation. Of the 4 who received individual consultation with the Second Trainer, 2 or 50% indicate highest level of participation.

In terms of the overall development of the PSDPP, we observe a decrease in number of participants from the earliest phase, dealing with research methods, to the later phase, focused on social planning. However, among those who participated in each phase, the degree of involvement was greater for the social planning component of the PSDPP, both for formal training sessions and individual consultation.

In other words, in quantitative terms there was definitely a decrease in participation for the social planning phase of PSDPP. There was however in qualitative terms higher involvement among those participants remaining.

Finally we should note that in no phase was complete participation of the 17 achieved. Both for the First and Second phases of PSDPP there were significantly fewer trainees involved in the individual consultation procedures.

Table 16

Level of Participation in Phases of Training Program

<u>Phases</u>	<u>Participation</u>									
	<u>Much</u>	<u>%</u>	<u>Some</u>	<u>%</u>	<u>Little</u>	<u>%</u>	<u>Zero</u>	<u>%</u>	<u>Total</u>	<u>%</u>
Training Sessions (April-May) (Research Methods)	9	52.94	4	23.52	-	-	4	23.52	17	99.98
Training Sessions (June-October) (Social Planning)	5	29.41	3	17.64	-	-	9	52.94	17	99.99
Individual Consultations With Trainer (April-May)	3	17.64	4	23.52	2	11.76	8	47.05	17	99.97
Individual Consultation With Trainer (June-October)	2	11.76	2	11.76	2	11.76	11	64.70	17	99.98

In the next section (Table 17) we are presented with the participants subjective evaluation of PSDPP by training phase.

All participants who indicated an evaluation of the PSDPP found each of the phases acceptable or good. The predominant evaluation of each phase was good with the single exception of the second phase individual consultation where the evaluations were evenly divided between good and acceptable. We should note that the evaluation of the formal training sessions were somewhat more favorable than those for the individual consultation.

In the next table we examine the distribution of the regular work tasks of the trainees during the time they were in PSDPP.

Table 18

Distribution of Regular Work Tasks During  
Time of Participation in Training Program

<u>Work Tasks</u>	<u>No</u>	<u>%</u>
Part of Regular Work-Task-Delayed	10	58.82
Part of Regular Work Re-Assigned	1	5.88
Part of Regular Work-Task not Done	-	-
Regular Work-Tasks not Effected	6	35.29
Total	17	99.99

Table 17

Participant Evaluation of Training Phases

Phases	<u>P a r t i c i p a n t   E v a l u a t i o n</u>									
	Good	%	Acceptable	%	Not Very Good	No Evaluation	%	Total	%	
Training Sessions April-May (Research Methods)	11	64.70	3	17.64	-	3	17.64	17	99.98	
Training Session June-October (Social Planning)	6	35.29	1	5.88	-	10	58.82	17	99.99	
Individual Consultation With Trainer (April-May)	6	35.29	2	11.76	-	9	52.94	17	99.99	
Individual Consultation With Trainer (June-October)	4	23.52	4	23.52	-	9	52.94	17	99.98	

The majority of respondents, 10 of 17, indicated that their regular work activities were unimpaired or delayed. Only one of the 17 respondents indicated that provision for re-assignment of work tasks to another had been made.

Six of the 17, about one-third (35.29), found that their regular work tasks were not affected by the time demands of participation in PSDDP.

Table 19 focuses on the evaluation by trainees of the time provided by PSDDP organizers for development and completion of the program.

Table 19  
Participant Perception of Time  
Allotted to Training Program

<u>Time Allotted</u>	<u>No.</u>	<u>%</u>
Excessive Time Alllocated	4	23.53
Insufficient Time Alllocated	12	70.59
The necessary time was allocated	3	17.65
Total	17	100.00

More than three-fourths (76.47) of the trainees found that insufficient time had been allocated. We can see that 3 of the 17, not quite 20% of the trainees found that the time allocation was adequate.

The next table directed itself to the perception by the trainees of need for additional emphasis to some areas in the training program.

Table 20

Opinion of Need for Greater  
Attention to Some Areas

<u>Opinion</u>	<u>No.</u>	<u>%</u>
Yes	14	82.35
No	3	17.64
Total	17	100.00

The vast majority, 82.35%, indicate that some training needed greater attention.

The next table delineates the specific area mentioned by respondents as needing greater attention.

Table 21

Specific Programmatic Aspects  
Needing Greater Attention\*

<u>Programmatic Aspects</u>	<u>No.</u>	<u>%</u>
Program Analysis	2	10.0
Evaluation of Proposals	1	5.0
More Emphasis to all aspects	2	10.0
Preparation of Proposals	2	10.0
The prisoner Experience	1	5.0
The Service Delivery to the prisoners	1	5.0
Statistics	2	10.0
Specific Planning Techniques	1	5.0
Evaluation Techniques	1	5.0
Design of Budget	2	10.0
Systems Theory	2	10.0
Nothing more needed	3	15.0
Total	20	100.0

\* Of the 17 respondents, 14 identified specific needs which distributed into 11 categories. The remaining 3 did not perceive any additional programmatic need.

The overwhelming majority of trainees (14 of the 17) expressed a perceived need for expansion of the training agenda. It is of consequence that the array of programmatic additions was dispersed among 11 areas for development. It should be noted that more than half of the (6 of the 11) areas mentioned in need of additional emphasis are areas which were stated as areas to be developed in the PSDPP proposal. These include mention of needs in program analysis, evaluation of proposals, more emphasis to all aspects, specific planning techniques, evaluative techniques, design of Budget.

The other 5 areas mentioned for the PSDPP were not formally programmed.

It should not be implied, however, that the 5 areas seen as new directions, were not suggested within the presentations of PSDPP.

Table 22  
Participant Perception of Opportunity to  
Effect Training Agenda

<u>Opportunity</u>	<u>Ac</u>	<u>%</u>
Much	1	5.88
Enough	12	70.58
Little	4	23.52
None	-	-
<u>Total</u>	<u>17</u>	<u>99.98</u>

As Table 22 indicates all participants felt that they had some opportunity to effect the training agenda. Only 1



however perceived much opportunity in this area. The great majority, 12 or 70.0%, felt they had adequate or enough opportunity. The remaining four (24%) perceived they had little opportunity to effect the work areas of the training program.

In Table 23 the trainees compare PSDPP with their previous training experience at the Department of Justice.

The overwhelming number of participants, who responded, 15 of the 16, felt that PSDPP was as good or better than previous training experiences at the Department of Justice.

The majority of the trainees, 9 or 52.94%, felt that PSDPP was superior to previous training programs experienced by them at the Department of Justice.

Among the reasons given by the trainees who rated PSDPP better, the most often mentioned reason was related to the practical application of the training to their job functions.

The next table (Table 24) allows us to observe the amount of learning perceived by four of the training areas developed as major objectives in the PSDPP proposal.

For each of the training areas stated in the proposal, a majority of the trainees indicate having acquired to some extent new information in the areas of Program Design, Proposal Design, Program Analysis and Program Evaluation. For each of these training areas, with the exception of Proposal Design, we find a majority of the 17 (13, 11, 11) who express having learned "a lot" or "some". It should be noted that the Program Design area received the greatest number of most positive

Table 23

Participants Perception of Training Program Compared with Previous Training Experiences  
in Department of Justice

81

Reasons	C o m p a r i s o n								Total	%
	Better	%	Same	%	Not as Good	%	Not applicable	%		
Same Lecture Method as other Training	-	-	1	5.88	-	-	-	-	1	5.88
Learned activities put into practice	1	5.88	-	-	-	-	-	-	1	5.88
It was useful for other participants	-	-	1	5.88	-	-	-	-	1	5.88
In agreement with training that is relevant to experience	1	5.88	-	-	-	-	-	-	1	5.88
Different topics and a method which is relevant to the training	-	-	1	5.88	-	-	-	-	1	5.88
Interesting and important content	1	5.88	-	-	-	-	-	-	1	5.88
Useful for personnel in charge of proposals	1	5.88	-	-	-	-	-	-	1	5.88
Too Broad and too little time for topics discussed	1	5.88	-	-	-	-	-	-	1	5.88
Material learned not applicable because of limitations of the system	-	-	1	5.88	-	-	-	-	1	5.88
As techniques were learned, they could be applied	1	5.88	-	-	-	-	-	-	1	5.88
Topic covered of help in regular work	1	5.88	-	-	-	-	-	-	1	5.88
Lot of time to develop topic. Method used was very good.	1	5.88	-	-	-	-	-	-	1	5.88
Methods and organization are same as other consultants well-prepared.	-	-	1	5.88	-	-	-	-	1	5.88
The consultant did not communicate clearly	-	-	-	-	1	5.88	-	-	1	5.88
This type of Training Program had not been offered previously	1	5.88	-	-	-	-	-	-	1	5.88
Had not participated in previous Training Programs	-	-	-	-	-	-	1	5.88	1	5.88
Total	9	52.94	6	35.29	1	5.88	1	5.88	17	99.99

Table 24

Participant Subjective Assessment of Training Area  
and New Information Imparted

Training Areas	Amount of Information				Total
	A lot	Some	Little	Other*	
Program Design	7	8	2	0	17
Proposal Design	7	5	7	0	17
Program Analysis	4	10	3	0	17
Program Evaluation	7	11	0	0	17
Other	0	0	0	9	9
<b>Total</b>	<b>7</b>	<b>34</b>	<b>12</b>	<b>9</b>	<b>77</b>

\* There were nine responses indicating other learning without specifying amount of learning achieved.

responses (13) which includes "a lot" of learning (5) and some learning (8).

As indicated here, five of the 17 or almost a third of the participants "learned a lot" in the area of Program Design. This is of particular significance when we consider that the areas of Proposal Design and Program Analysis indicated only 1 of 17 respondents having acquired "a lot" of new information, while there was no respondent who felt that a lot had been learned in program evaluation.

Thus Program Design emerges as the only one of the four training areas here queried that indicated a substantial number of participants (5 or 30%) acquiring a high amount of new information.

Proposal Design, in contrast, indicated the lowest level of perceived achievement among the areas queried.

Six responded that they learned a lot (1) or some (5) while the majority (11) indicated they learned little (7) or nothing (4) of proposal design.

The greatest number of evaluative responses for each of the areas of training, with the exception of proposal design, fell into the "some" new learning occurred category for a total of 34 responses. However, again it should be noted that of the 68 assessments made of the 4 training areas, 27 or 41% fell into the "little" or no learning category. Thus we find that though the majority of evaluations were in the "a lot" and "some" categories (60%), a substantial number of responses (41%) fell into the little or no new learning category.

It is now of interest to us to know what additional areas of new learning, if any, were imparted to the participants. About half (9) of the participants indicated "other" new learning distributed among the following areas, as indicated in Table 25.

Table 25

Participant Training By Other Areas of Learning

<u>Areas of Learning</u>	<u>No.</u>	<u>%</u>
Presentation	1	11.11
Prisoner Population	2	22.22
Social Research Techniques	4	44.44
Decision Making Processes	1	11.11
Cost-Benefit Analysis	1	11.11
Total	9	99.99

\* This table specifies row "other" column "some" from Table 19.

It may be noted that of the 9 respondents who indicated "other" new learning took place, almost half (4) indicated it took place in the specific category of social research techniques. When one examines the distribution of the other 5 responses, one finds that 4 of the 5, with the exception of decision-making processes, is concerned with some aspect of the social research process. Thus we find that the overwhelming amount of new learning in the "other" category, 8 of the

9 responses is concerned with the social research process.

In the next table (Table 26) we are concerned with the comparative assessment that trainees make of learning in the areas of budget design, program design and program evaluation.

Table 26

Relative Amount Learned in Training Areas \*

<u>Training Areas</u>	<u>Greatest Amount</u>	<u>Some Amount</u>	<u>Little</u>	<u>Least Amount</u>	<u>Total</u>
Budget Design	-	3	6	8	17
Program Design	7	8	3	1	17
Program Evaluation	1	6	5	5	17
Total	6	17	14	14	51

From this table we can see that less than half (23) of the responses fall into the "greatest amount" or "some" amount each of the scale of learning. The majority of responses (28) fall into the "little" or "least amount" categories of the scale. Of the here included three training areas, we see once again that the area of Program Design is evaluated as the area where more learning takes place. Thirteen of the 17 participants indicated they learned "a lot" or some amount in program design whereas for Budget Design and Program Evaluation, 3 and 7 respectively indicated they learned a lot or some. Thus, when comparing the distribution of responses within the 2 higher learning categories for these training areas, approximately 4 times as many respondents indicate higher learning in Program

Design (13) than in Budget Design (3) and almost twice as many indicating higher learning in Program Design (13) than in program evaluation (7).

Of the three training areas, Budget Design indicates the least amount of learning. For this area, 14 of the 17 indicate little or least amount of learning, 3 indicate "some" learning took place and no one indicates greatest amount of learning.

Once again we should note that more than half (28) of all responses fell into the "little" or "least amount" of learning category.

In the next table we can examine the trainees perception of the relative importance of these training areas (Budget Design, Program Design, and Program Evaluation) for the work-tasks which they are called to perform.

While the majority of responses (35 or 63.60) indicate these training areas (Budget Design, Program Design, Program Evaluation) to be of greatest or "some" importance for work-tasks, almost a third of the responses (16 or 31.4%) show these training areas to be of "little" or least amount of importance for the job functions they perform.

For each of the training areas a majority of respondents felt that it was of "greatest" or of "some" importance.

However it was only in the Program Design area where almost all respondents (13 of the 17) felt that it was of greatest or some importance. Of the 3 training areas queried, Program Evaluation received the least number of responses (9)

Table 27

Relative Importance of Training Areas For  
Current Work-Tasks

Training Areas	<u>I m p o r t a n c e</u>										Total	%
	Greatest Amount	%	Some	%	Little	%	Least Amount	%	No Response	%		
Budget Design	6	11.76	5	9.80	4	7.84	2	3.92	-	-	17	33.32
Program Design	9	17.64	6	11.76	1	1.96	1	1.96	-	-	17	33.32
Program Evaluation	5	9.80	4	7.84	4	7.84	4	7.84	-	-	17	33.32
Other Areas	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>20</b>	<b>39.20</b>	<b>15</b>	<b>29.40</b>	<b>9</b>	<b>17.64</b>	<b>7</b>	<b>13.72</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>99.96</b>



in these categories.

We asked the trainees to indicate whether or not they felt the trainers had been of help to them and to freely indicate the areas in which they had been of help.

Table 28  
Perception of Consultant Services by Area of Benefit

<u>Area of Benefit</u>	<u>No.</u>
Negative Sub-total	1
Had no interest in PSDPP Training Areas	1
Positive Sub-total	16
Review and Introduction of Concepts	7
Material Presented was Operational in terms of Topics of PSDPP	4
Research Methods	1
Doesn't Specify	1
Total	17

Virtually all (16) named substantive areas of benefit received from the consultants. In sum they can be divided as follows: 1) review and introduction of concepts, 2) material presented by consultants was operational in terms of Department of Justice, 3) specific benefits in terms of topics of seminars and 4) in terms of research methods.

Table 29

Perception of Personal Relationships With Consultants

<u>Relationship;</u>	<u>No.</u>	<u>%</u>
Always very good	16	94.08
Almost always good	1	5.88
Adequate	-	-
Other	-	-
<u>Total</u>	<u>17</u>	<u>99.96</u>

Table 29 indicates in general terms that the respondents were unanimous in their positive assessment of personal relationships with the consultants.

Table 30

Participant Preferences with Reference to Training Programs

<u>Preference for Different Training Program</u>	<u>No.</u>	<u>%</u>
Sub-Total-Preference for other training	14	82.32
Supervision and Case Study Technique	1	5.88
Program Evaluation	1	5.88
System Theory	1	5.88
Program Planning	1	5.88
General Administration of Services	1	5.88
Proposal Design	3	17.64
Techniques to Improve Coordination of Services	1	5.88
Budget Design from Legislation	1	5.88
Social Planning Techniques	1	5.88
Budget Design	1	5.88
Behavior Modification	1	5.88
Cost Benefit Analysis	1	5.88
Sub-Total-Preference for Current Training	3	17.64
<u>Total</u>	<u>17</u>	<u>99.66</u>

Table 30 shows that only three participants preferred no change in content of the training program. The great majority (14) expressed preferences for greater emphasis on specific areas. However, except for another three participants whose preference was for more attention to Proposal Design (which conforms to evidence of weakness in this area-- indicated in Table 19--proposal design) the other eleven areas needing development each had only a single advocate.

The following table (Table 31) indicates the perception by trainees of the utility of PSDPP for their work tasks.

Table 31  
Perception of Utility of Training Areas for  
Current Work-Tasks

<u>Degree of Utility</u>	<u>No.</u>	<u>%</u>
A lot	4	23.52
A good amount	9	52.94
Some	2	11.76
Little	2	11.76
None	-	-
<u>Total</u>	<u>17</u>	<u>99.98</u>

Most of the respondents (15) indicate that the PSDPP was to some degree useful to their work-tasks. Three-fourths of the trainees (13) indicated high utility. It should be noted that this evaluation was given at the same time that in Table 30

it was indicated that the great majority (14) would have preferred changes in the training agenda of PSDPP.

Thus, we find that while PSDPP was perceived as useful by each of the participants, the same trainees expressed need for training in areas that were either not included in PSDPP or that were not given the emphasis they felt was needed.

We are now interested in the opinion of each trainee with regard to the learning experience of their fellow participants in PSDPP.

Table 32

Perception of Training Achievement of Other Participants

<u>Training Achievement</u>	<u>No.</u>	<u>%</u>
Reason for Positive Achievement Sub-Total	9	52.92
Training seen as relevant to work assignment	9	52.92
Reasons - No Positive Achievement Sub-Total	3	17.64
Initial Training Sessions (April-May) offered no opportunity to apply learning	1	5.88
High trainee turnover	1	5.88
Unqualified trainees	1	5.88
Reasons - Undecided Sub-Total	5	29.40
Participants indicated both favorable and unfavorable opinions	1	5.88
Poor trainee attendance	1	5.88
No new information offered trainees	1	5.88
Not enough application of learning	1	5.88
Does not indicate reason	1	5.88
<u>Total</u>	<u>17</u>	<u>99.96</u>

About 50% evaluated the general training achievement of other participants positively, a group equal to 20% took the opposite position, and 30% on the other hand were undecided.

Thus, only half of the trainees were able to see their co-participants as making best use of their time in PSDPP while almost a third (30%) were undecided as to whether or not, the others were taking advantage of a learning experience.

One should here remember that Table 31 indicated that most trainees felt the PSDPP agenda was relevant to work tasks. Here in Table 32 we see the reason most often given for learning achievement is that PSDPP is seen as relevant to work tasks. Of the 3 who indicated no positive achievement by fellow-participants, only 1 indicated lack of opportunity to apply learning to work tasks.

Table 33  
Perception of Training Areas to be Improved

Training areas to be improved and Reasons	No.	%
Sub-Total (Yes) Improvement needed	12	70.58
Emphasize statistical and quantitative techniques	1	5.88
Inadequate Training Site	1	5.88
Budget Design	1	5.88
Inefficient Transcription Service	1	5.88
Program Design	2	11.76
Client-oriented service analysis for evaluation criteria	1	5.88
Emphasize social research methods	1	5.88
Concise Conceptual Explanations	1	5.88
More attention to organizations of individual sessions	1	5.88
Planning techniques with concrete application	1	5.88
Learning applied to pilot study	1	5.88
Sub-Total (No) Improvement Needed	1	5.88
No reason offered	1	5.88
Sub-Total (Don't know) Undecided	4	23.42
No reason offered	4	23.42
<b>Total</b>	<b>17</b>	<b>99.98</b>

From Table 33 through 35 we have responses to probing about training areas that need improvement. We have the respondents' critical evaluation. As indicated in Table 33, 70 percent saw the need for specific improvements. More than half of this group thought greater attention should be given to statistical, quantitative, and social research techniques, the others stressed a variety of organizational needs from the inadequacy of the training site, the transcription service, to the lack of application to the specific pilot study. It should be noted that a group of significant size, though less than half, indicated either that no improvement was needed or that they did not know.

Table 34

<u>Perception of Greater Training Benefit from Other Sources</u>		
<u>Training Benefit from other sources - Reasons</u>	<u>No.</u>	<u>%</u>
Better Training Benefit (Yes) Sub-Total	2	4.76
Availability of other resources for research Methods	1	5.88
Utilization of Consultants with experience in correctional field	1	5.88
No better training benefit (No)	11	64.69
No reasons given	7	41.17
Competent consultant	1	5.88
Training areas were relevant	1	5.88
Training Well-organized and presented	1	5.88
Undecided (Don't know) Sub-Total	4	23.52
No reasons given	3	17.64
Not knowledgeable of other consultant services	1	5.88
<u>General total</u>	<u>17</u>	<u>99.97</u>

In Table 34 sources of greater training benefit were identified. Almost two-thirds (65%) indicated that there were no better sources due to competence of consultants and the relevance of the materials. The few who did prefer alternative training stressed two needs--availability of additional resources for research methods and utilization of consultants with experience in the correctional field. Again, over 20% did not know or were undecided.

Table 35

Perception of Other Participants Opinion  
of Training Program

<u>Perception of Others' Opinion</u>	<u>No.</u>	<u>%</u>
Training Program is good	7	41.16
Clarification of Planning Principals and Proposal Preparation	1	5.88
Much material covered in short amount of time	1	5.88
Expression of general opinion	1	5.88
New Information	1	5.88
Relevant to daily work tasks	1	5.88
Trainers competence	1	5.88
No reason given	1	5.88
Training Program is not entirely good	6	35.28
Poor organization with regard to work-schedules	1	5.88
Inadequate training site	1	5.88
Unclear Presentation	1	5.88
Insufficient training time	1	5.88
Poor organization with regard to work schedules	1	5.88
Training program objectives won't be implemented	1	5.88
Don't know	4	23.52
<b>Total</b>	<b>17</b>	<b>99.96</b>

The respondents' subjective evaluation of the opinions of other participants is provided in Table 35. Opinions were almost evenly divided between positive (7) and negative (6) with an undecided minority (1).

(Table 36)

Eleven of the 17 indicated that the Consultant or Trainer was the best source of training and for PSDPP. When queried as to the kind of help received the greatest number (9) indicated that it was due to the capacity of the trainer to provide clarification of all training areas and clarification relevant to work tasks.

Summary -- trainees' subjective evaluation of PSDPP

We observe that the trainees come to the PSDPP with high expectations with regard to the potential benefit that will be derived.

At the same time we did observe that there was a substantial drop (40%) in trainee attendance from the first phase (Training sessions April-May) to the second phase (Training sessions June-October) of the PSDPP. It is also significant that there was not a maximum use made by trainees of individual consultation with trainers. We believe that individual consultation as a training device requires active participation by trainees compared to training sessions which allow for a more passive participant role.

Participation in PSDPP was accompanied by delays in, and at times incompletion of, the fulfillment of the trainees'



Table 36

Perception of Best Source of Training Aid and Reason

Reason	Source of Training Aid										Total
	Trainer	%	Over-All Program	%	No one	%	All Participants	%	Project Director	%	
Clarification of All Training Areas	5	29.4	-	-	-	-	1	5.88	1	5.88	7
Clarification of Proposal Preparation	-	-	-	-	-	-	-	-	1	5.88	1
Clarification of Research Techniques	1	5.88	1	5.88	1	5.88	-	-	-	-	3
Clarification of Training Areas Relevant to Work Tasks	4	23.52	-	-	-	-	-	-	-	-	4
Provided Resource Materials	1	5.88	-	-	-	-	-	-	-	-	1
Training Areas Not Related to Work Assignment Tasks	-	-	-	-	-	-	-	-	-	-	-
Does not indicate	-	-	-	-	1	5.88	-	-	-	-	1
<b>Total</b>	<b>11</b>	<b>64.68</b>	<b>1</b>	<b>5.88</b>	<b>2</b>	<b>11.79</b>	<b>1</b>	<b>5.88</b>	<b>2</b>	<b>11.79</b>	<b>17</b>

regular work tasks. The evidence provided show that little or no special provision was made to insure that participation in PSDPP would not have a deleterious effect on the completion of regular work assignments. However, it should be stated that additional data would have to be provided to establish the extent of delays in fulfillment of regular work tasks that can be attributed specifically to the organization of PSDPP and not to the routine work organization.

The majority of participants (75%) felt that the PSDPP should have been programmed to allow them more time for participation. This is noteworthy, considering that none indicated that they had ever participated in a Department of Justice Training program as extended in duration as PSDPP. Typically, they felt that the PSDPP was as good or better than their previous training experiences at the Department of Justice. They tended to evaluate this program positively indicating a perceived relevance to the practical applications that they would exercise.

The majority (approx. 60%) felt that they had required a substantial amount of "new" learning. In particular, the participants felt that the PSDPP had developed the training area of Program Design especially well. This is of some import since they indicated that Program Design was an especially important area for the exercise of their work tasks.

We should keep in mind however that "Proposal Design" was one of the areas in which least learning achievement took place. Many of the respondents when queried as to changes

in emphasis in the PSDPP agenda, expressed a desire for a greater training emphasis in Proposal Design. Nevertheless, almost all (16) experienced some degree of utility or relevance for the PSDPP experience at the same time that they expressed a desire for further training.

When queried as to training areas which they felt could be improved, more than half felt that greater attention should be given to social research techniques.

The majority were highly satisfied with the available training resources, indicating that other alternative training experiences would not have been as beneficial. They felt that the trainers were helpful, competent, and that the quality of the relationship established was most satisfactory.

III. Trainee Participation in Preparation of: Correctional Policy and the Sabana Hoyes Project

It should be kept in mind that the learning experience of PSDPP would involve trainee participation in the formulation of a pilot plan for the establishment of a new correctional institution at Sabana Hoyes. To this end, the training was established in PSDPP. One should also note that this type of participation would be new for the trainees inasmuch as they indicated having had no previous experience in the development of a plan for a penal institution.

In the following table (Table 37) we can examine part of the extent of their participation in this endeavor.

Table 37

Degree of Participation in Preparation of Correctional Plan:Sabana Hoyos Penal Camp

<u>Participation</u>	<u>No.</u>	<u>%</u>
Participated in all parts of preparation	-	-
Participated in almost all parts of preparation	1	5.88
Participated in some areas of preparation	9	52.94
Participated in few areas of preparation	1	5.88
Did not participate in any area of preparation	6	35.29
Total	17	99.99

Only one person indicates having participated in all phases of plan preparation whereas 6 (a third) participated in no stage of the preparation. The majority (9, or about 50%) indicate having participated in some phase of preparation.

In the next table we examine Trainee participation in the Sabana Hoyos plan by some of the main PSDPP training areas.

(Table 38)

Table 38

Type and Degree of Participation in Preparation of Project Plan:  
Sabana Hoyos Penal Camp

<u>Areas</u>	<u>A lot</u>	<u>%</u>	<u>A good amount</u>	<u>%</u>	<u>Some</u>	<u>%</u>	<u>Little</u>	<u>%</u>	<u>None</u>	<u>%</u>	<u>Total</u>	<u>%</u>
Proposal Design	-	-	2	3.92	4	7.84	7	13.72	4	7.84	17	33.32
Program Design	1	1.96	5	9.80	3	5.88	4	7.84	4	7.84	17	33.32
Program Evaluation	-	-	2	3.92	2	3.92	9	17.64	4	7.84	17	33.32
Other areas	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>1</b>	<b>1.96</b>	<b>9</b>	<b>17.64</b>	<b>9</b>	<b>17.64</b>	<b>20</b>	<b>39.10</b>	<b>12</b>	<b>33.52</b>	<b>51</b>	<b>99.96</b>

When queried as to their participation in the Proposal Design, Program Design, and Program Evaluation phases of the Sabana Hoyos Plan, more than half (32) of the 51 responses were that little or no participation took place. Only one person responded that a lot of participation occurred at the Program Design stage while no one indicated a lot of participation either in Proposal Design or Program evaluation.

One should observe that there were 9 responses (10%) indicating a "good amount" of participation distributed in the following manner: Proposal Design - 2, Program Design - 5, and Program Evaluation - 2.

From this table we can see that the majority (39) had some degree of participation in some stage of the plan although it tended to be of a "some" or little amount (30 or 75% of those who participated). The area which offered the greatest opportunity of participation was Program Design followed by proposal design and program evaluation.

Summary :--

Trainee participation in the preparation of the Sabana Hoyos Plan was low. In none of the training areas queried (Proposal Design, Program Design, Program Evaluation), which are as well stages of the plan to be developed, were a majority of trainees highly involved.

Apparently major responsibility for the development and preparation of the Sabana Hoyos Plan was not felt by trainees to lie with them.

The area of the Sabana Hoyos Plan which did involve the most participation, Program Design, though far from involving the majority at a high level of participation, is also the area which typically was perceived as the best developed in the training and as of high importance for work-tasks.

#### IV. Content Analysis of: Correctional Plan: Sabana Hoyos Penal Camp

Previous to the content analysis of the 224 page document devoted to the Sabana Hoyos Penal Institution we must refer to the PSDPP proposal which provided our point of departure. The PSDPP proposal stated that "particular emphasis will be given to the utilization of social research and social planning techniques at Penal Institution Sabana Hoyos."

Perusal of the heading and sub heading of four chapters in the table of contents of the Plan "Correctional Policy and the Sabana Hoyos Project" indicates great potential. Following a first chapter which promises to relate correctional policy and the Sabana Hoyos Project we proceed to a most significant chapter II which is entitled Operationalization of the Policy and which provides analysis of the path of the prisoners in narratively and diagrammatically, in general terms of the services provided and in terms that emphasize the treatment effects. From this chapter there is discussion in Chapter III of programming of the services.

Following a 10 page conceptual introduction, we see division of the remaining 100 pages in terms of the traditional administrative divisions; that is, medical, recreational,

therapeutic, educational and religious services; and the land and cattle farm and prison industries programs. The final text chapter IV promises to present criteria for evaluation as well as implementation processes. The report concludes with two important addenda which comprise Chapter V. The first (1) provides direction for establishment of a system of compensation and sanctions and the second (2) indicates the characteristics of the initial clientele.

Now we proceed to the text, where content analysis is limited to those portions of the text which have been made available to us. Both major sections of Chapter II, those dealing with the paths of the clients in general and with treatment, and Addendum 2, the characteristics of the initial clientele were not included in the copy of the work which we used. Omission of these portions, which would be those most closely related to the promise of particular emphasis to utilization of social research is a serious loss.

In terms of what we do have, first it should be noted that the majority of the document is devoted to provision of descriptive data taking on the form of historic description of the Puerto Rican penal system in Chapter I and compilation of inventory, including existing personnel job descriptions in Chapter III. Even the major portion of Chapter IV, following the same traditional administrative categories as Chapter III, takes on a descriptive character.

Careful reading of the 234 pages in our possession left us with the feeling that with minor exception (fewer than



twenty-five pages) we saw little more than part of the descriptive data base for utilizing social research and social planning techniques.

The exceptions included the specific sections of Chapter II available to us which introduced criteria for classification of the prisoners which are labeled psycho-structural. This part of the report goes on to call for development of a system of classification of prisoners based on each of the discussed determinants, permitting a program of treatment of each prisoner in terms of his particular needs as established by the defined system.

The approach to classification and segregation of the prisoners is, it should be noted, perfectly consistent with current policy of the Department of Justice, Division of Correction as indicated on the first page of Chapter I of the report where Law 19, Article 1 (passed March 1973) is quoted. This policy states that there is a policy to classify and segregate convicts in terms of: the nature of the crime, the character and mental condition of the convict, and other factors supporting establishment of an individualized disciplinary case and treatment system.

Also in the same section we learn that the programming for the total system of services would be the result of aggregation of the necessities of the individual clients. We are also provided a flow chart which indicates diagrammatically some of the connections.

Further conceptual development at the more operational level is seen in beginning pages of Chapter IV, which deals

with development of evaluation criteria.

The second page of chapter IV states that evaluation criteria should not be tied to recidivism since, a) this concept does not tell us in a positive way what the progress is toward our objectives of integration and b) we can neither comprehend nor control the societal variables involved. Therefore, according to the report, recidivism is an invalid measure. The preferred alternative given is measurement of the extent to which prisoners who are released have reintegrated in society and have done so by legitimate means. In other words the antique of recidivism is that it is only one side of the coin, although it does include the vast majority of prisoners. The report, however, does not tell how to evaluate reintegration.

In this chapter, two levels of evaluation are proposed. That is, the institution is evaluated in terms of: a) capacity of the 'graduates' to stay out; and as well terms of, b) how well the institution functions in terms primarily of care-taking and secondarily in terms related to the first goal of preparation for positive functioning outside of the institution.

The report provides a new approach to evaluation but then proceeds to evaluate only existing services within the institution suggesting where appropriate, more highly trained personnel and a greater number.

It would seem to me that, if the principal problem is societal, and that may be the case, the social research skills provided in the training program should have been applied to

defining where the problem exists regardless of whether control is in the hands of the penal institution. In some ways there is an inconsistency between the demands made on the confinees to attempt to develop "successful coping behaviors" outside the penal institution without power and without even the possibility of police certification of good conduct at the same time as the report avoids, even in program evaluation, to state the societal or bureaucratic limitations imposed on the released prison population.

The general and unique socio-structural situation of the ex-confinee merits more attention, if strategies for behavior modification are to be developed and correctly evaluated. Despite the attention given to the psychological factors and the attempt, through social-psychological concepts such as motivation, social competence et al, to broaden the conceptual base, we do not see development until Addendum 2 of a broad enough concept to relate strongly to causality or to solution of the problems of the prisoners. And it is only in Addendum 2 with its elaboration of a new program for the institution that we see social planning occur.

But what is the conceptual basis for the plan presented. It is quite clear that the plan is one of behavior modification relating most closely to the economic "token economy" (see p. 3, "Elaboration of a System of Merits for the Sabana Hoyos Camp"). From the perspective of the training, if we accept the indicated behavior modification thrust then how can this be better evaluated, Can we measure aspiration levels of the confinee, at least on

entry and on release from the Institution? This test is of relative aspiration level and achievement of new identity. Next, what would be the evaluative test of the effectiveness of the new identity both on the competitive position of the subject and on his emotional (or psychological) condition? Can we hazard a guess that many of the released prisoners who return to their low income, low employment, traditional culture may not be less able to function with the new identity. Since the situation (environment) is unchanged even the level of support formerly found in coping mechanisms of the family, the group, etc. may have been rejected at the same time as the new identity results in the search for regular employment, regular family life, etc. What may be the consequence? The released prisoner, in part released due to high merit achievement actually may be oriented to return to the prison situation. In other words what is the societal reward for the new identity?

We believe the plan "Correctional Policy And the Sabana Hoyos Project" could have made more extensive use of the basic tools of planning and of social science provided by the PSDPP. Working inductively, why did the report not present objectives and evaluate existing programs conceptually from an explicit social planning perspective? Why did the producers of the plan not provide alternatives at each level of the process? From the social science perspective, why were the theoretical or conceptual bases (the "psycho-structural") presented as hypotheses?

A conceptual base that combines personal and situational (or environmental) factors is required. Obviously the attributional dilemma is not resolved by stating that we cannot change the society, that we must change the individual. Only by identifying the externalities as well as the individual prisoner handicaps can the rehabilitation process begin to cope with the problems of the prisoner populations. In other words, only after the location or identification of the problem can the issue of causal attribution be addressed. Only following causal attribution can the beginnings be made on a design of a solution to the problem or rehabilitation of the prisoner.

In other words, the content analysis focusing on the utilization of social research and social planning techniques found that except for the psycho-structural concept presented and operationalized in Addendum 2 there was a lack of social research input. In terms of social planning techniques the call for a client-oriented approach introduced but did not develop specifically social planning techniques.

The training time devoted to general planning and management relating to design of program budget design and program analysis was not applied with rigor. Finally, program evaluation was limited to the attempt to provide an alternative to using recidivism as the indicator at the societal level and traditional subprogram review in terms particularly of personnel adequacy in Chapter IV, generally in the section entitled Criteria of Evaluation of the Implementation of General Services of the Penal Camp of Sabana Hoyos.

Then, pages 9-28 of Chapter IV are devoted to increased efficiency toward each subprogram's substantive objectives followed by a forty page presentation of the functions of the personnel carefully describing the task of each position. It is presumed that this material is necessary basic information which belongs in an addendum unless the gist of the presentation of the evaluation is continued without change which conflicts with the conceptual presentation summarized earlier.

#### V. Post PSMP Changes in Work Task Situation of Trainees

In this section of our evaluation we are interested in analyzing the impact which PSMP has had on the activities of the trainees in the development of their roles at the Department of Justice.

Table 29

#### Post-Training Project Changes in Work Activities

<u>Reported Change</u>	<u>No.</u>	<u>%</u>
Yes	9	52.94
No	8	47.05
Total	17	99.99

About half (9) indicate that there have been changes in work activities whereas the other half (8) indicates no change in activities.

Among those (9) who indicate changes, we are interested in analyzing the particular changes experienced.

Table 40

Distribution of Reported Changes in Work Activities  
After Participating in Training Project

<u>Areas of Change</u>	<u>No.</u>	<u>%</u>
More careful Planning of Services	1	11.11
Translation and preparation of Administrative Rules	1	11.11
Clarification of internal rules	1	11.11
Methodology	1	11.11
Work organization improved	1	11.11
Grant-Proposal developed	1	11.11
Personnel Evaluation procedures improved	1	11.11
More Efficiency	1	11.11
Many changes	1	11.11
<u>Total</u>	<u>9</u>	<u>99.99</u>

The specific changes in work activities that followed the PSDPP effected primarily the style of work toward more efficiency and within the job assignment itself better planning.

It is notable that no changes which would indicate a significant substantive change in the trainees responsibilities or a significant re-organization of his work tasks has occurred.

Nevertheless, a majority (9) indicate positive changes in their work activities.

In the next table we are interested in possible changes that might have effected the schedule of the trainee's substantive responsibilities.

Table 41

Post Training Project Changes in Work Time Schedule

<u>Changes in Time Schedule</u>	<u>No.</u>	<u>%</u>
Work is properly programmed and on schedule	1	5.88
Is now able to delegate responsibility to subordinates	1	5.88
Sub total (Yes)	2	11.76
Sub total (No)	15	88.23
Total	17	99.99

The great majority (15) indicate no changes after PSDPP in their work schedules. The 2 participants who do indicate scheduling changes, indicate positive change as a result of more efficient time budgeting both through improved programming and delegation of tasks.

From tables 40 and 41 we observe that typically there have occurred no changes in the trainees substantive work responsibilities or in the time organization for the same.

We are interested in knowing what activities, and the relative amounts of time given to them, make up a trainees work schedule.



Table 42

Distribution of Work-Time Schedule by Selected Work Activities

(W o r k - T i m e S c h e d u l e)

Work Areas	1/2 Day or less	%	About 1 Day	%	More than 1 Day, but less than 3	%	3 to 5 Days	%	None	%	Total	%
Reading and Correcting Work of Others	11	10.78	1	0.98	3	2.94	1	0.98	1	0.98	17	16.66
Report Writing and Research Proposals	2	1.96	2	1.96	7	6.86	4	3.92	2	1.96	17	16.66
Clerical Work	9	8.82	1	0.98	1	0.98	1	0.98	5	4.90	17	16.66
Attending Meetings	8	7.84	3	2.94	4	3.92	-	-	2	1.96	17	16.66
Field Work in Penal Institutions	5	4.90	4	3.92	-	-	3	2.94	5	4.90	17	16.66
Other Field Work	4	3.92	2	1.96	1	0.98	1	0.98	9	8.82	17	16.66
Total	39	38.22	13	12.74	16	15.68	10	9.80	24	23.52	102	99.96

It can be seen from Table 42 that a majority of participants devoted some time during the week to each of the work activities, with the exception of other field work, here indicated. The work area of report writing and research proposal preparation showed the highest number of trainees assigning more than a full week day to the activity. Seven indicated that they spent more than 1 day but less than 3 in this activity and 4 indicated they spent anywhere from 3 to 5 days in report writing and proposal preparation. Thus we see that a majority of the trainees, 11, are devoting a greater part of their work schedule to this activity than to other specific activities. Field work in penal institutions emerges as a primary activity (from 3 to 5 days) for 3 of the participants though it should be noted that a majority (12) spend some time in the week in this activity.

We are now interested in eliciting from the trainees their opinion as to the adequacy of the time assigned to their work activities.

Table 43

Perception of Selected Work Activities\*  
that Should be Assigned Additional Work-Time

Work-Areas should be assigned Additional Work-Time	No.	%
Yes	9	52.94
No	8	47.05
Total	17	99.99

\* See Table 42.

About half the respondents (9) felt that additional time should be assigned to their work activities.

In the next table we are interested in having the opinion of these 9 respondents as to which activities are in need of greater time allocation.

Table 4

Perception of Selected Work Activities  
In Need of Additional Time Assignment

<u>Activities</u>	<u>No.</u>	<u>%</u>
Report writing	3	18.75
Research Proposals	3	18.75
Field work in Penal Institutions	2	12.50
Reading and reviewing reports	2	12.50
Meetings attendance	2	12.50
Budget Design and Analysis	1	6.25
Research Program	1	6.25
Follow-up and Evaluation of Justice Dept. Programs	1	6.25
Total	16	100.00

We can observe that our 9 respondents offered 16 responses distributed among 8 types of work activities. Of the 8 work categories, 5 had more than one mention while 3 activities had only one advocate for additional time need. In the 3 categories with highest multiple responses (3), 2 were related to

report writing and research proposals. Thus, 6 or more than a third of the respondents perceived needs for additional work time as related to report and research proposal preparation.

In the next table (Table 45) we examine work activities that the trainees feel should be allocated less of their work schedule.

Table 45

Perception of Selected Work Activities  
That Should be Assigned Less Time

<u>Time</u> <u>Activities</u>	<u>No</u>	<u>%</u>
Sub-total (No)	8	47.05
Sub-total (Yes)	9	52.94
Writing Reports that will not be used	1	5.88
Clerical work	5	39.41
Reading and Reviewing other's work	2	11.76
Attending Meetings	1	5.88
Total	17	99.99

About half (9) felt that there were activities that require less of their time. The type of activity which was indicated in more than half of these responses (5) as taking too much of their time was clerical work.

It is notable that about half (8) felt that there were no activities that should be assigned less time. It is also significant that among the work activities to which trainees would like to allocate less time, all are of an administrative

type. None of the activities favoring less time allocation were of a sort that involve primary use of the substantive areas covered by the PSDPP.

#### Summary --

There have occurred no substantive or administrative changes in the organization of the work role carried out by those who participated in the PSDPP.

The changes which are reported among half of the ex-participants are positive insofar as they indicate increase in efficiency of their work activities. However PSDPP participation as yet has not been followed by any major change in the work activities or distribution of work time among the ex-trainees. About half indicate that some work activities are not allotted enough time, particularly report writing and proposal preparation at the same time that half express a wish to devote less time to other activities, particularly clerical work.

The respondents in conclusion were unable to identify significant areas of their work routine which might have been impacted by the training received. At the same time one should keep in mind that the changes reported were of a positive sort.

#### VI. Concluding Remarks

The composition of the trainee population was exceptionally diverse representing supervisory and line staff as well as a good number of administrative units carrying out distinctly

different functions at the Department of Justice. It is noteworthy that the overwhelming majority were enthusiastic in their participation in a program which would expose them to a presentation of the social research process and social planning and that typically they experienced this as relevant to their job functions.

While the overwhelming majority felt that they had participated in a learning experience of some utility, many expressed criticism with regard to their current work programs and the opportunity to efficiently carry out work related to proposal preparation.

This suggests that further study of the distribution of work assignments is advisable and that possibilities for task re-organization should be explored. This should be of special interest in that it may permit a greater input of the types of skills into the job which the PSDPP intends.

We believe the level of participation in programs such as PSDPP could be increased. This may require greater use of individual consultation training devices as opposed to group training sessions which allow more passive participation.

A substantial number of trainees were not involved in the preparation of the plan: "Correctional Policy and the Sabana Hoyos Project." It is desirable that all training programs maximize opportunities to demonstrate and implement the training skills imparted.

Our own reading of the plan suggests that it could include the development of evaluative research programs which involve

the design of comparative studies of available penal institutions and longitudinal studies of the confined and released prisoner population. The design of such studies and the opportunity to implement them will offer additional socio-scientific bases for the development of policy whose objective it is to develop criteria for social competence among confined and released prisoner populations.

We believe the ISPPP is particularly innovative to the extent it has encouraged critical examination of the classification and treatment processes and to the extent it affords the opportunity for the maximum number of personnel in the correctional field to participate in this enterprise utilizing the resources provided by the social sciences.

**END**

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