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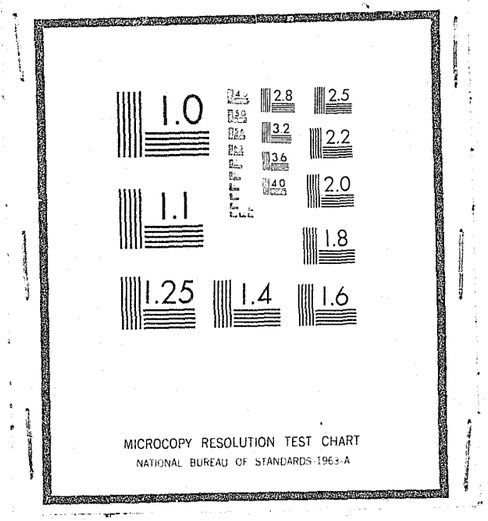

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U. S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

DISCRETIONARY GRANT
PROGRESS REPORT

GRANTEE	LEAA GRANT NO.	DATE OF REPORT	REPORT NO.
SLEPA	75-TN-02-0003	7/29/76	

NCJRS
AUG 1 1977
ACQUISITIONS

IMPLEMENTING SUBGRANTEE
SCHOOL OF CRIMINAL JUSTICE
NEWARK, NEW JERSEY

TYPE OF REPORT
☐ REGULAR QUARTERLY ☐ SPECIAL REQUEST
☒ FINAL REPORT

SHORT TITLE OF PROJECT
CRIMINAL JUSTICE PLANNING INSTITUTE

GRANT AMOUNT
$30,000.00

REPORT IS SUBMITTED FOR THE PERIOD
THROUGH

SIGNATURE OF PROJECT DIRECTOR
James O. Finckenauer

TYPED NAME & TITLE OF PROJECT DIRECTOR
Dr. James O. Finckenauer
Director, C.J. Planning Institute

COMMENCE REPORT HERE (*Add continuation pages as required.*)

Criminal Justice Planning Institute Evaluation Report

During the grant period for the Criminal Justice Planning Institute, July 1, 1975 - April 30, 1976, Rutgers University School of Criminal Justice conducted three one week sessions of the CJPI. These sessions were held in September, December and March. The September session was attended predominately by local criminal justice planners, the December session by local and state police planners, and the March session by planners from state criminal justice agencies primarily from the State Law Enforcement Planning Agency (see the quarterly reports for the specific participants and their agencies in attendance at each session).

In the original program proposal, the following results or benefits to be derived by criminal justice planners were stipulated as expectations:

a. an understanding of planning and the rationale for criminal justice planning at federal, state and local levels.
b. the ability to distinguish between a variety of goals and objectives availabe to guide strategy formulation in comprehensive plan development.
c. an understanding of the tasks that must be performed in pursuit of any planning strategy.
d. a knowledge of the relationships among policies, procedures, programs and projects in any criminal justice organization, and of the relationship between these policies, procedures, programs and projects and the strategies which that organization has formulated to accomplish its articulated organizational goals and objectives.
e. an understanding of evaluation concepts, issues and criteria, and knowledge of procedures and techniques useful in evaluating evaluations.

The evaluation design in the proposal called for pre- and post-testing of participants in order to determine changes in cognitive learning. This report contains the results of that evaluation.

RECEIVED
JUL 29 1976

RECEIVED BY GRANTEE STATE PLANNING AGENCY (*Official*)		DATE
	S.L.E.P.A.	8/3/76

LEAA FORM 4587/1(REV. 1-73) REPLACES LEAA OLEP-129, WHICH IS OBSOLETE. DOJ—1973—05

As part of the registration process for the CJPI, each invited participant was asked to complete a form entitled "Criminal Justice Planning Skill/Knowledge Areas." This form, consisting of 28 subject areas, called for response on a 4-point scale ranging from unfamiliar to very familiar with each of the 28 subjects (see form attached). Not less than two months subsequent to their CJPI attendance, each participant was asked to again complete the identical scale.

This simple before/after test is designed to test changes in the participants' degree of familiarity with the subject areas. An indicator of some degree of success for the CJPI would be increases in such familiarity. The results should be interpreted cautiously and conservatively. This is so for the following reasons:

1. The influence of factors other than attendance at the CJPI on a particular participant or in a particular subject area.
2. The relatively simplistic nature of this type of evaluation given the complexity of the issues, subjects and variables involved. This is partially reflected by the fact that some respondents rated their familiarity with a particular subject lower on the second testing. This phenomenon will be discussed at a later point.
3. The relatively low number of completed before/after forms. Of approximately 100 persons attending the three sessions, only 38 participants completed both forms.
4. The failure of some unknown number of participants who did complete both forms to take the process seriously and to respond in a reasonably thoughtful manner.

Within these limitations and possibly others, the evaluation does provide some information which can be useful in planning for future training efforts of this kind.

There are 28 separate tables, one for each subject area, showing the results of administering the "Criminal Justice Planning Skill/Knowledge Area" form before and after each of the three CJPI sessions. There were 13 respondents in each of the first two sessions and 12 respondents in the third.

The method of statistical analysis used is the sign test. This is a simple, but efficient, nonparametric test for small samples. The before and after scale responses for each participant are paired, and the direction of the difference, if any, is noted in the third column. The sign test simply indicates whether the number of pluses in each case differs significantly from the mean, which is half the number of cases in which there was some directional change, and which is the chance expectation. The n is the number of cases in which there was a directional change. The level of significance used is the .05 level, meaning that when there is a significantly large number of pluses, this could have occurred by chance only 5 times out of 100. Following are the tables and a brief analysis, interpretation and discussion:

Table 1 Knowledge of a Planning Process Model

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	3	0	2	3	+
2	3	+	1	2	+	1	2	+
3	2	-	2	3	+	3	3	0
3	3	0	2	2	0	3	4	+
1	2	+	2	3	+	2	3	+
4	4	0	2	4	+	4	3	-
3	3	0	3	3	0	3	4	+
4	4	0	4	3	-	3	4	+
4	4	0	3	3	0	2	3	+
3	2	-	1	3	+	3	3	0
4	4	0	3	4	+	2	3	+
1	3	+	1	2	+	1	3	+
1	4	+	2	4	+			
n = 6 m = 3 sd = 1.22 z = .41; n.s.			n = 9 m = 4.5 sd = 1.5 z = 2; p <.05			n = 10 m = 5 sd = 1.58 z = 2.22; p <.05		

Table 2 Projecting Crime Rates

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	3	+	2	3	+	2	2	0
1	3	+	2	2	0	1	2	+
2	4	+	1	3	+	1	1	0
2	3	+	3	3	0	2	3	+
1	1	0	2	3	+	2	2	0
3	4	+	3	4	+	4	3	-
3	2	-	4	3	-	1	3	+
2	2	0	2	1	-	1	3	+
4	3	-	2	3	+	3	3	0
2	3	+	2	3	+	3	2	-
2	3	+	2	3	+	2	2.5	+
2	2	0	1	2	+	1	1	0
2	2.5	+	2	3	+			
n = 10 m = 5 sd = 1.58 z = 1.58; n.s.			n = 11 m = 5.5 sd = 1.66 z = 1.81; n.s.			n = 7 m = 3.5 sd = 1.32 z = .76; n.s.		

Table 3 Projecting Demographic Trends & other Social Indicators

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	2	0	2	2	0	1	2	+
1	2	+	1	2	+	2	2	0
2	3	+	1	3	+	1	1	0
1	2	+	3	3	0	2	3	+
1	2	+	1	2	+	2	2	0
2	3	+	2	3	+	2	3	+
2	2	0	2	3	+	3	4	+
4	2	-	2	2	0	1	3	+
3	3	0	1	2	+	3	3	0
3	3	0	1	3	+	1	3	+
3	3	0	3	2	-	3	2.5	-
3	2	-	1	2	+	1	1	0
2	2.5	+	2	2	0			
n = 8 m = 4 sd = 1.41 z = 1.06; n.s.			n = 9 m = 4.5 sd = 1.50 z = 2; p <.05			n = 7 m = 3.5 sd = 1.32 z = 1.52; n.s.		

Table 4 Collecting and Aggregating Data

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	4	+	4	4	0
2	4	+	3	4	+	3	3	0
3	4	+	3	3	0	2	2	0
2	3	+	3	3	0	3	4	+
4	4	0	3	3	0	3	3	0
4	4	0	3	4	+	2	2	0
2	3	+	3	3	0	3	4	+
4	4	0	3	3	0	1	3	+
3	4	+	3	3.5	+	3	4	+
3	3	0	3	3	0	2	2.5	+
4	4	0	3	3	0	2	2.5	+
3	3	0	1	3	+	1	3	+
4	3	-	3	4	+			
n = 6 m = 3 sd = 1.22 z = 1.23; n.s.			n = 6 m = 3 sd = 1.22 z = 2.05; p <.05			n = 7 m = 3.5 sd = 1.32 z = 2.27; p <.05		

Table 5 Comparing Analyzed Data

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	4	+	3	4	+
2	4	+	1	4	+	3	4	+
3	4	+	2	3	+	2	3	+
3	3	0	2	3	+	3	3	0
3	3	0	3	4	+	3	3	0
2	3	+	2	2	0	2	4	+
4	4	0	4	3	−	2	3	+
2	4	+	2	3	+	3	4	+
4	3	−	2	3	+	3	2.5	−
4	4	0	2	3	+	3	3	0
3	3	0	1	3	+	1	1	0
4	3	−	2	4	+			
n = 7 m = 3.5 sd = 1.32 z = 3.41; p <.05			n = 11 m = 5.5 sd = 1.66 z = 2.41; p <.05			n = 8 m = 4 sd = 1.41 z = 1.06; n.s.		

Table 6 Comparing Statistical Analysis

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	2	-	3	4	+	2	2	0
2	3	+	2	3	+	3	3	0
3	3	0	1	3	+	1	2	+
3	3	0	2	2	0	2	3	+
2	2	0	3	3	0	3	2	-
3	3	0	3	4	+	3	3	0
2	3	+	3	3	0	1	3	+
4	4	0	4	3	-	1	3	+
2	3	+	2	2	0	3	4	+
2	4	+	1	3	+	3	2.5	-
4	4	0	2	3	+	2	2.5	+
3	3	0	1	3	+	1	1	0
4	3	-	2	3	+			
n = 6 m = 3 sd = 1.22 z = .41; n.s.			n = 9 m = 4.5 sd = 1.50 z = 2; p <.05			n = 8 m = 4 sd = 1.41 z = 1.06; n.s.		

Table 7 Knowledge of Systems Approach

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	2	0	2	3	+	1	2	+
3	4	+	2	3	+	1	2	+
4	4	0	3	3	0	2	3	+
2	3	+	2	2	0	2	4	+
2	2	0	1	2	+	3	3	0
3	3	0	2	3	+	3	2	-
2	2	0	2	2	0	2	4	+
1	3	+	4	2	-	3	4	+
2	4	+	1	3	+	3	3	0
2	2	0	1	3	+	2	2.5	+
2	4	+	3	3	0	2	2.5	+
2	3	+	1	3	+	2	4	+
1	2	+	2	3	+			
n = 7 m = 3.5 sd = 1.32 z = 2.27; p <.05			n = 9 m = 4.5 sd = 1.50 z = 2; p <.05			n = 10 m = 5 sd = 1.58 z = 2.22; p <.05		

Table 8 Knowledge of the Criminal Justice System

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
4	4	0	4	3	-	4	2.5	-
3	3	0	3	3	0	3	2	-
4	4	0	4	3	-	3	4	+
4	4	0	3	3	0	3	4	+
4	4	0	4	4	0	4	4	0
4	4	0	4	3	-	4	4	0
3	3	0	3	4	+	3	3	0
4	4	0	3	4	+	3	4	+
3	3	0	4	3.5	-	4	4	0
4	4	0	4	4	0	3	3	0
3	4	+	4	4	0	3	3	0
4	4	0	2	3	+	2	2	0
2	3.5	+	3	4	+			
n = 2 m = 1 sd = .71 z = .70; n.s.			n = 8 m = 4 sd = 1.41 z = -.36;n.s.			n = 5 m = 2.5 sd = 1.12 z = 0; n.s.		

Table 9 Developing Goals & Objectives

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	4	+	3	2.5	-
3	4	+	2	3	+	2	3	+
4	4	0	4	4	0	3	3	0
3	4	+	3	3	0	3	4	+
3	3	0	3	3	0	4	4	0
4	4	0	4	4	0	3	3	0
3	3	0	3	4	+	4	4	0
3	4	+	4	3	-	4	4	0
4	4	0	3	3.5	+	4	4	0
3	3	0	3	3	0	3	4	+
4	4	0	4	4	0	3	3	0
3	4	+	3	3	0	1	2	+
2	3.5	+	3	3	0			
n = 5 m = 2.5 sd = 1.12 z = 1.78; n.s.			n = 5 m = 2.5 sd = 1.12 z = .89; n.s.			n = 5 m = 2.5 sd = 1.12 z = .89; n.s.		

Table 10 Needs Assessment/Problem Identification

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	3	0	3	2	-
2	4	+	2	2	0	1	2	+
4	4	0	3	4	+	3	2	-
3	4	+	3	3	0	3	3	0
3	3	0	3	3	0	4	4	0
4	4	0	3	4	+	2	3	+
3	3	0	3	3	0	4	4	0
4	4	0	2	4	+	3	4	+
3	4	+	3	3.5	+	3	4	+
3	3	0	3	3	0	3	4	+
4	4	0	3	4	+	2	3	+
3	4	+	3	2	-	1	1	0
2	3.5	+	2	3	+			
n = 5			n = 7			n = 8		
m = 2.5			m = 3.5			m = 4		
sd = 1.12			sd = 1.32			sd = 1.41		
z = 1.78; n.s.			z = 1.52; n.s.			z = 1.06; n.s.		

Table 11 Project Design

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	2	-	2	2	0
2	4	+	2	2	0	2	2	0
4	4	0	2	3	+	2	2	0
3	3	0	2	3	+	3	3	0
2	2	0	2	2	0	4	4	0
3	3	0	4	3	-	1	3	+
3	3	0	3	3	0	2	4	+
3	3	0	3	3	0	3	4	+
4	3	-	1	3	+	2	3	+
3	3	0	1	3	+	1	3	+
4	4	0	3	4	+	2	2.5	+
2	4	+	3	2	-	1	2	+
2	4	+	2	2	0			
n = 4 m = 2 sd = 1.00 z = .5; n.s.			n = 8 m = 4 sd = 1.41 z = .35; n.s.			n = 7 m = 3.5 sd = 1.32 z = 2.27; p <.05		

Table 12 Report Writing

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	4	+	3	4	+	2	4	+
3	4	+	2	3	+	2	4	+
4	4	0	4	4	0	3	3	0
3	4	+	3	4	+	3	4	+
4	4	0	3	4	+	4	3	−
3	3	0	4	4	0	4	3	−
3	3	0	3	3	0	4	4	0
4	4	0	3	3	0	4	4	0
4	4	0	4	4	0	3	4	+
3	2	−	4	4	0	3	3	0
4	4	0	4	4	0	4	3	−
4	4	0	4	4	0	1	2	+
3	4	+	4	4	0			
n = 5 m = 2.5 sd = 1.12 z = .89; n.s.			n = 4 m = 2 sd = 1.00 z = 1.5; n.s.			n = 8 m = 4 sd = 1.41 z = .35; n.s.		

Table 13 Plan Implementation

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	4	+	3	3	0	2	2	0
3	4	+	3	3	0	2	3	+
4	4	0	2	3	+	3	3	0
3	4	+	3	3	0	3	4	+
2	2	0	3	4	+	4	3	-
3	3	0	4	4	0	3	4	+
3	3	0	3	4	+	4	3	-
3	4	+	3	4	+	3	4	+
4	3	-	2	3	+	2	3	+
3	3	0	3	3	0	3	3	0
4	4	0	4	4	0	3	3	0
4	3	-	3	3	0	1	3	+
3	4	+	2	3	+			
n = 7			n = 6			n = 8		
m = 3.5			m = 3			m = 4		
sd = 1.32			sd = 1.22			sd = 1.41		
z = .76; n.s.			z = 2.05; p <.05			z = 1.06; n.s.		

Table 14 Interpersonal Communication Skills

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
4	4	0	3	3	0	2	2.5	+
3	4	+	2	3	+	3	3	0
4	4	0	4	4	0	3	3	0
4	4	0	3	3	0	4	4	0
3	3	0	3	3	0	4	3	-
3	4	+	4	4	0	3	3	0
3	3	0	2	4	+	3	4	+
4	4	0	3	4	+	3	3	+
3	3	0	3	4	+	4	4	0
4	2	-	2	3	+	3	4	+
4	4	0	3	4	+	3	2.5	-
4	4	0	3	3	0	1	1	0
4	4	0	3	3	0			
n = 3 m = 1.5 sd = .87 z = 0; n.s.			n = 6 m = 3 sd = 1.22 z = 2.05; p <.05			n = 6 m = 3 sd = 1.22 z = .41; n.s.		

Table 15 Project Monitoring

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	3	0	3	2.5	-
2	4	+	2	3	+	1	3	+
4	4	0	2	3	+	3	3	0
4	4	0	3	4	+	3	3	0
2	2	0	3	3	0	4	4	0
3	4	+	4	3	-	4	4	0
3	3	0	2	3	+	4	4	0
4	4	0	4	4	0	4	4	0
3	3	0	2	3	+	3	4	+
3	3	0	2	3	+	3	3	0
3	4	+	4	4	0	3	3	0
3	3	0	2	3	+	1	2	+
4	4	0	2	3	+			
n = 3 m = 1.5 sd = .87 z = 1.15; n.s.			n = 9 m = 4.5 sd = 1.50 z = 2; p <.05			n = 4 m = 2 sd = 1.00 z = .05; n.s.		

Table 16 Project Evaluation

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	2	0	3	4	+	2	1	−
2	4	+	2	3	+	1	2	+
4	4	0	2	2	0	3	3	0
3	4	+	2	3	+	2	3	+
2	2	0	3	3	0	3	2	−
2	4	+	4	3	−	2	2	0
2	2	0	2	3	+	3	3	0
3	4	+	4	4	0	3	3	0
2	3.5	+	2	3	+	2	4	+
2	3	+	2	3	+	2	2	0
3	4	+	4	3	−	3	3	0
3	3	0	2	3	+	1	2	+
4	3	−	2	3	+			
n = 8 m = 4 sd = 1.41 z = 1.77;n.s.			n = 10 m = 5 sd = 1.58 z = 1.58; n.s.			n = 6 m = 3 sd = 1.22 z = .41; n.s.		

Table 17 Plan Evaluation

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	3	+	3	4	+	2	1	-
2	4	+	1	2	+	1	2	+
4	4	0	3	2	-	3	3	0
3	4	+	2	2	0	2	3	+
2	2	0	2	3	+	3	2	-
2	3	+	4	3	-	2	2	0
2	2	0	2	3	+	2	3	+
3	4	+	4	4	0	3	4	+
3	3.5	+	2	3	+	2	3	+
2	2	0	2	3	+	2	2	0
3	4	+	4	3	-	2	2.5	+
4	3	-	2	3	+	1	2	+
4	3	-	2	3	+			
n = 9 m = 4.5 sd = 1.50 z = 1.33; n.s.			n = 11 m = 5.5 sd = 1.66 z = 1.20; n.s.			n = 9 m = 4.5 sd = 1.50 z = 1.33; n.s.		

Table 18 Public Relations Skills

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	4	+	3	4	+	2	1	-
4	4	0	3	3	0	1	2	+
4	4	0	3	2	-	3	3	0
4	3	-	3	3	0	2	3	+
3	3	0	2	3	+	3	2	-
4	3	-	4	4	0	2	2	0
2	3	+	3	3	0	2	3	+
4	3	-	2	3	+	3	4	+
2	3	+	3	3	0	2	3	+
3	2	-	3	3	0	2	2	0
4	4	0	3	3	0	2	2.5	+
4	3	-	2	3	+	1	2	+
3	4	+	3	4	+			
n = 9 m = 4.5 sd = 1.50 z = .67; n.s.			n = 6 m = 3 sd = 1.22 z = 1.23; n.s.			n = 9 m = 4.5 sd = 1.50 z = 1.33; n.s.		

Table 19 Strategy Development Skills

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	3	0	2	2	0
3	3	0	2	3	+	1	2	+
3	4	+	2	2	0	1	2	+
3	3	0	2	3	+	2	3	+
1	1	0	2	3	+	3	3	0
3	3	0	4	4	0	3	3	0
2	3	+	2	2	0	3	3	0
3	3	0	2	2	0	3	4	+
2	3	+	3	3	0	3	3	0
3	2	-	2	3	+	2	3	+
4	4	0	3	4	+	2	3	+
4	3	-	3	2	-	1	2	+
2	3	+	2	3	+			
n = 6			n = 7			n = 7		
m = 3			m = 3.5			m = 3.5		
sd = 1.22			sd = 1.32			sd = 1.32		
z = .41; ns.			z = 1.52; n.s.			z = 2.27; p <.05		

Table 20 Management Skills

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	4	+	3	4	+	2	2.5	+
4	4	0	2	3	+	3	2	-
4	4	0	2	3	+	3	3	0
3	3	0	3	3	0	3	4	+
3	3	0	3	4	+	4	4	0
4	4	0	4	4	0	2	3	+
2	3	+	3	3	0	2	3	+
3	3	0	3	4	+	3	3	0
3	2	-	2	3	+	4	3	-
3	3	0	4	4	0	3	2.5	-
4	4	0	3	4	+	3	2.5	-
4	4	0	2	2	0	3	3	+
3	4	+	3	3	0			
n = 4 m = 2 sd = 1.00 z = .5; n.s.			n = 4 m = 3.5 sd = 1.32 z = 2.27; p <.05			n = 9 m = 4.5 sd = 1.50 z = 0; n.s.		

Table 21 Technical Assistance Skills

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	3	+	2	3	+	4	4	0
3	3	0	2	2	0	3	2	-
4	4	0	2	2	0	2	0	-
3	3	0	3	4	+	2	0	-
1	1	0	2	2	0	4	0	-
4	3	-	3	4	+	2	3	+
3	3	0	3	3	0	4	4	0
3	4	+	4	4	0	3	0	-
3	4	+	3	3	0	3	4	+
4	4	0	4	4	0	3	2	-
4	4	0	4	3	-	2	2.5	+
4	3	-	2	2	0	4	3	-
3	3	0	3	4	+			
n = 5 m = 2.5 sd = 1.12 z = 0; n.s.			n = 5 m = 2.5 sd = 1.12 z = .89; n.s.			n = 10 m = 5 sd = 1.58 z = 1.58; n.s.		

Table 22 Future Forecasting Skills-
Trend Extrapolation

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	3	+	2	2	0	1	1	0
2	3	+	1	2	+	1	1	0
3	3	0	1	3	+	1	2	+
1	2	+	1	2	+	2	3	+
1	1	0	1	2	+	1	1	0
2	3	+	2	3	+	2	3	+
1	1	0	2	2	0	2	3	+
2	3	+	2	2	0	1	3	+
3	4	+	2	3.5	+	3	3	0
1	2	+	1	3	+	1	1	0
2	3	+	1	3	+	1	2.5	+
1	1	0	1	1	0	1	1	0
1	2	+	0	2	+			
n = 9 m = 4.5 sd = 1.50 z = 2.67; p <.05			n = 9 m = 4.5 sd = 1.50 z = 2.67; p <.05			n = 6 m = 3 sd = 1.22 z = 2.05; p <.05		

Table 23 Future Forecasting Skills-
DELPHI

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	2	0	1	2	+	1	1	0
1	2	+	1	2	+	1	1	0
2	3	+	1	2	+	1	1	0
1	2	+	1	2	+	1	3	+
1	1	0	1	1	0	1	1	0
2	2	0	1	3	+	1	2	+
1	1	0	1	2	+	1	2	+
2	2	0	2	1	-	1	2	+
1	1	0	2	2	0	2	2	0
1	2	+	1	0	-	1	1	0
1	1	0	1	2	+	1	1	0
1	1	0	1	1	0	1	1	0
1	2	+	0	2	+			
n = 5 m = 2.5 sd = 1.12 z = 1.78; n.s.			n = 10 m = 5 sd = 1.58 z = 1.58; n.s.			n = 4 m = 2 sd = 1.00 z = 1.50; n.s.		

Table 24 Future Forecasting Skills-
Scenario Building

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	3	+	3	2	-	1	1	0
2	3	+	1	2	+	1	1	0
2	3	+	1	2	+	1	1	0
1	2	+	1	2	+	2	3	+
1	1	0	1	1	0	1	1	0
3	3	0	1	3	+	1	4	+
1	1	0	1	2	+	1	4	+
1	2	+	2	1	-	1	3	+
1	1	0	1	2	+	2	2	0
1	2	+	1	3	+	1	1	0
1	4	+	1	2	+	1	2.5	+
1	1	0	1	1	0	1	1	0
1	3	+	0	2	+			
n = 8 m = 4 sd = 1.41 z = 2.48; p <.05			n = 11 m = 5.5 sd = 1.66 z = 1.81; n.s.			n = 5 m = 2.5 sd = 1.12 z = 1.78; n.s.		

Table 25 Future Forecasting Skills-
Cross-Impact Matrices

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
2	3	+	2	2	0	1	1	0
2	2	0	1	2	+	1	1	0
2	3	+	1	2	+	1	1	0
1	2	+	1	1	0	2	2	0
1	1	0	1	1	0	1	1	0
3	3	0	1	3	+	2	4	+
1	1	0	1	2	+	1	4	+
1	2	+	2	1	-	1	2	+
1	4	+	1	2	+	3	2	-
1	2	+	1	0	-	1	1	0
1	1	0	2	2	0	1	2.5	+
1	1	0	1	1	0	1	1	0
1	2.5	+	0	2	+			
n = 7 m = 3.5 sd = 1.32 z = 2.27; p <.05			n = 8 m = 4 sd = 1.41 z = 1.06; n.s.			n = 5 m = 2.5 sd = 1.12 z = .89; n.s.		

Table 26 Knowledge of LEAA - History

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	3	0	3	3	0	4	3	-
2	4	+	1	2	+	2	2	0
3	4	+	3	3	0	2	3	+
3	4	+	3	4	+	3	4	+
3	3	0	2	3	+	4	3	-
4	4	0	2	3	+	4	4	0
3	3	0	3	4	+	2	4	+
2	4	+	3	4	+	2	4	+
4	4	0	3	2.5	-	3	4	+
4	3	-	2	3	+	2	2	0
3	4	+	4	4	0	2	3	+
2	3	+	2	3	+	2	3	+
2	4	+	2	2	0			
n = 8 m = 4 sd = 1.41 z = 1.77; n.s.			n = 9 m = 4.5 sd = 1.50 z = 2; p <.05			n = 9 m = 4.5 sd = 1.50 z = 1.33; n.s.		

Table 27 Knowledge of LEAA - Strategies

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	4	+	3	3	0	4	2	-
2	4	+	2	3	+	2	2	0
4	4	0	3	3	0	2	3	+
3	4	+	3	3	0	3	4	+
2	2	0	2	2	0	4	3	-
3	4	+	2	3	+	4	4	0
3	3	0	3	4	+	3	4	+
2	3	+	3	4	+	2	4	+
3	4	+	2	2,5	+	3	4	+
3	3	0	1	3	+	2	2	0
3	4	+	4	4	0	2	3	+
2	3	+	2	2	0	2	3	+
2	4	+	2	2	0			
n = 9 m = 4.5 sd = 1.50 z = 2.67; p <.05			n = 6 m = 3 sd = 1.22 z = 2.05; p <.05			n = 9 m = 4.5 sd = 1.50 z = 1.33; n.s.		

Table 28 Knowledge of LEAA - Goals

CJPI								
I			II			III		
BEFORE	AFTER	D	BEFORE	AFTER	D	BEFORE	AFTER	D
3	4	+	3	3	0	4	2	-
2	4	+	3	2	-	2	2	0
4	4	0	3	3	0	2	3	+
4	4	0	3	3	0	4	4	0
2	3	+	2	3	+	4	3	-
3	4	+	2	4	+	4	4	0
3	3	0	3	4	+	3	4	+
2	4	+	4	4	0	2	4	+
2	4	+	2	2.5	+	3	4	+
3	3	0	2	4	+	2	2	0
3	4	+	4	4	0	2	3	+
3	3	0	2	2	0	2	3	+
2	4	+	3	2	-			
n = 8 m = 4 sd = 1.41 z = 2.48; p <.05			n = 7 m = 3.5 sd = 1.32 z = .76; n.s.			n = 8 m = 4 sd = 1.41 z = 1.06; n.s.		

One possible explanation for some of the lower ratings on the second testing is that some participants may have assumed a degree of familiarity with a particular subject, but discovered, after presentation of this subject in the CJPI, that it was much more complex and difficult than they realized. Thus, they were less confident of their knowledge on the second testing.

In only two subject areas, Knowledge of Systems Approach, and Future Forecasting Skills-Trend Extrapolation, was there significant increased familiarity in all three sessions. In four other subject areas, Knowledge of a Planning Process Model, Collecting and Aggregating Data, Comparing Analyzed Data, and Knowledge of LEAA Strategies, there was significant increased familiarity in two of the three sessions. Overall, there were significant increases in familiarity in 7 subject areas in Session I, 13 in Session II, and 6 in Session III. Session II, attended by local and state police planners, would thus have to be considered to be by far the most successful in this regard. The reasons for this are left to conjecture.

The analysis can be further refined to include only those subject areas given particular stress in all three sessions. These subjects and the number of sessions showing significant increased familiarity are as follows:

Knowledge of Planning Process Model	2
Collecting and Aggregating Data	2
Comparing Analyzed Data	2
Comparing Statistical Analysis	1
Knowledge of Systems Approach	3
Developing Goals & Objectives	0
Needs Assessment/Problem Identification	0
Project Monitoring	1
Project Evaluation	0
Plan Evaluation	0
Future Trend Extrapolation	3
Knowledge of LEAA	
History	1
Strategies	2
Goals	1

On these 14 areas, the CJPI did well or reasonably well on 6, only fair on 4, and poor on 4. The latter subjects, dealing with goals and objectives, needs and problems assessment, and plan and project evaluation, are obviously areas calling for review and effort toward improvement in future training sessions.

ATTACHMENT A

4. CRIMINAL JUSTICE PLANNING SKILL/KNOWLEDGE AREAS

The following skill/knowledge areas are generally considered important for performance as a criminal justice planner. Please rate all of the areas in terms of your familiarity with them.

1 Unfamiliar 2 3 4 Very Familiar

_____ 1. knowledge of a planning process model

_____ 2. projecting crime rates

_____ 3. projecting demographic trends and other social indicators

_____ 4. collecting and aggregating data

_____ 5. comparing analyzed data

_____ 6. comparing statistical analysis

_____ 7. knowledge of systems approach

_____ 8. knowledge of the criminal justice system

_____ 9. developing goals and objectives

_____ 10. needs assessment/problem identification

_____ 11. project design

_____ 12. report writing

_____ 13. plan implementation

_____ 14. interpersonal communication skills

_____ 15. project monitoring

_____ 16. project evaluation

_____ 17. plan evaluation

_____ 18. public relations skills

_____ 19. strategy development skills

_____ 20. management skills

_____ 21. technical assistance skills

22. future forecasting skills

_____ - trend extrapolation

_____ - DELPHI

_____ - scenario building

_____ - cross-impact matrices

23. knowledge of LEAA

_____ - history

_____ - strategies

_____ - goals

END